

Northern Lights Secondary School



Course Calendar **2021 – 2022**

Northern Lights Secondary School

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MISSION STATEMENT

The James Bay Lowlands Secondary School Board is committed to providing a safe, positive, student focused environment for all students, which respects all cultures and aboriginal heritage, and promotes the development of skills, knowledge and attitudes necessary for lifelong learning.

At Northern Lights Secondary School, we believe that every student can achieve their potential by being provided with opportunities to learn and excel. Under the auspices of the Ministry of Education and the James Bay Lowlands Secondary School Board, we have developed a number of programs to help ensure success for all students.

Below is a description of some of the Support Services and Programs:

Guidance Services

Guidance personnel at the school are available to assist students, parents and guardians with virtually any matter that may arise during the school year. This includes registration, timetabling, transfers, attendance/academic monitoring and counseling, university/college/workplace admissions, personal counseling and community agency referral procedures and teacher liaison services. Please contact the guidance office at the school for further information.

Accommodations

In the area of special education, specialized services and other accommodations can be built into a program to enable exceptional students to achieve the learning expectations. Some examples of accommodations are: provision of specialist staff members; provision of equipment and materials such as hearing aids, learning materials in Braille, and tape recorders; provision of extra time for completing classroom tests.

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain kinds of further training or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript.

Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) is granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided they have earned a minimum of 14 credits, including 7 compulsory and 7 optional credits.

Cooperative Education and Other Forms of Experiential Learning

Planned learning experiences that take place in the community (or by bringing the community to the school) provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their learning. These “experiential learning” activities and programs can begin in Grade 9 (or earlier) and include: guest speaker appearances, career fairs, industry tours, job shadowing, job twinning, mentorship programs, work and “virtual” work experience, cooperative education, and “virtual” cooperative education. All forms of experiential learning can assist all students in making career and education decisions as well as in developing the knowledge, skills, and attitudes that are essential in today’s society. (For more information, see Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.)

Online Learning

Online learning graduation requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
 - examinations and other final evaluations
 - occasional meetings with educators and other school staff, and
 - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d’appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: Up to one secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Check with your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

Independent Learning Center

The Independent Learning Centre (ILC) offers secondary school credit courses (including transfer courses) designed primarily for individuals who wish to work independently towards the secondary school diploma. These courses are provided to residents of Ontario, and are offered primarily through correspondence or online learning. A publicly funded school or private school may choose to enroll its students in ILC courses. When a student has successfully completed an ILC course, the principal will record his or her standing on the Ontario Student Transcript. (See OSS, sections 6.8.1 and 7.6.)

Credit Recovery Programs

Where a student has completed a course within the school year or semester but has not been successful in demonstrating achievement of the curriculum expectations to a passing level, the principal and teaching staff, in consultation with the parents and the student, should determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Where possible, the student should be allowed to repeat only the material relating to the expectations not achieved. The student may choose to achieve these expectations in summer school, through independent study, through an individualized remediation program, or through distance education. The student's work will be evaluated to determine whether the expectations have been successfully completed. (See OSS, section 6.5.)

Extended Program Pathways

The secondary school program is organized to enable students to meet graduation requirements in four years. However, some students have needs that might require them to extend their program pathway beyond four years. The Education Act establishes a seven-year limit (or until age twenty-one) for fully funded day school with no cap on the number of credits a student may earn.

Independent Study

In providing opportunities for independent study, schools can offer students a wider range of program options. Courses delivered through the Independent Learning Centre may form part of independent study. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Transfer courses can be completed through independent study. When a student has successfully completed a course through independent study, the principal will record his or her standing on the Ontario Student Transcript.

Dual Credits

Dual credits allow students to participate simultaneously in both high school and college courses. These credits can count towards their high school diploma as well as a postsecondary certificate, diploma, degree or apprenticeship certification. By passing a dual credit course, a student would earn both a high school credit and a college credit. This program is being run across the province and most boards and colleges are currently participating. It is often called the School College Work Initiative and is funded by the Ministry of Education and Ministry of Training, Colleges and Universities.

In Moosonee, Northern Lights Secondary School has partnered with Northern College to offer courses designed to augment the education of students aiming for a post-secondary career in healthcare related fields. The possibility of expanding the school's link with our local college is currently being explored.

Learning Strategies Course(s)

Any student may take a Grade 9 and/or a Grade 12 learning strategies credit course to help him or her improve the skills needed to be successful in and after secondary school. These courses are designed to help students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills.

NLSS makes Learning Strategies 1: Skills for Success in Secondary School a core part of the Grade 9 program. Students build skills in numeracy and this course serves as a primer for the MAT1W de-streamed math course. Students in Grade 10 take Guidance and Career Education. These courses can be modified to suit the needs of students who have an Individual Education Plan (IEP). In such cases, the modified courses are identified by different course codes. For example, the Grade 12 course (GLS4O) can be modified for Grade 11 and 12 students with an IEP (GLE3O and GLE4O, respectively), while the Grade 9 course (GLS1O) can be modified for

Grade 9 and 10 students with an IEP (GLE10 and GLE20, respectively). In this way, schools may offer a modified learning strategies course to students with an IEP in each of Grades 9 to 12.

Locally Developed Compulsory Credit Course(s)

The new locally developed compulsory credit (LDCC) courses were developed by the Council of Ontario Directors of Education to meet the educational and/or career preparation needs of students that are not met by existing courses in the provincial curriculum policy documents. The LDCC courses meet the needs of students who enter secondary school without the necessary preparation for success in applied or academic courses. They prepare students for success in everyday life and provide them with opportunities to develop and consolidate their knowledge and skills so they are better prepared for future studies in Grade 11 and 12 workplace preparation courses in English, mathematics, and science. LDCC courses use relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem-solving, decision-making, and communications skills. They are coded with an “L” in the fifth character (e.g., ENG2L refers to a Grade 10 English locally developed compulsory credit course). LDCC courses are available for English, mathematics, and science in Grades 9 and 10 and for Grade 10 history. (For more information, see *Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures*, 2004.)

Locally Developed Optional Credit Course(s)

Locally developed optional credit (LDOC) courses can be developed by local district school boards in any grade and any discipline to meet the educational and/or career preparation needs of students that are not met by existing courses in the provincial curriculum policy documents. For example, an LDOC course can be developed in business studies or broad-based technological education to accommodate students’ specific career preparation needs if they are not met by other courses within the Ontario curriculum. LDOC courses can be counted as optional credits towards graduation. (For more information, see *Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures*, 2004.)

Modifications

Section 7.12 of OSS states the following: “For some students with an IEP, curriculum expectations for a course will be selected from the appropriate provincial curriculum policy document and modified to meet the student’s needs (these modifications can include changes to the grade level of the expectations).” Students’ achievement of the modified learning expectations will be assessed in accordance with the discipline specific assessment policies given in the provincial curriculum policy documents. The principal will determine whether achievement of the modified expectations indicates successful completion of course, and will decide whether the student will be eligible to receive a credit for the course.

Specialist High Skills Major in Health and Wellness

A Specialist High Skills Major (SHSM) is a type of ministry-approved specialized program. A SHSM allows students to focus on knowledge and skills that are of particular importance in the healthcare field, and to obtain certifications recognized in that sector, as they work towards meeting the requirements for an Ontario Secondary School Diploma. Students who graduate with a SHSM in Health and Wellness designation on their diploma are prepared for success in the postsecondary health care related course of their choice.

Multiple-Credit Broad-Based Technological Education Course(s)

Broad-based technological education courses in Grades 10, 11, and 12 that lead to apprenticeship or certification programs or that are part of school–work transition programs may be planned for up to 330 hours of scheduled instructional time. This additional instructional time allows for the practice and refinement of skills needed to raise the quality of students' performance to the levels required for certification, entry into apprenticeship programs, or participation in school–work transition programs. Instructional time may be increased in increments of 55 hours; for each additional 55 hours, students earn an additional half-credit. A maximum of three credits may be earned for successful completion of a 330-hour course. The number of additional credits and the nature of the assignments to be completed must be established before the start of the course. (For more information, see *The Ontario Curriculum, Grades 11 and 12: Technological Education*, 2000, page 6.) Regardless of the number of credits earned in a broad-based technological education course, a maximum of two cooperative education credits may be tied to any one broad-based technology course. Cooperative education programs in which students earn more than two cooperative education credits must be tied to at least two different courses.

Ontario Secondary School Literacy Course

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 11 or 12 course that is offered as part of the English program in Ontario secondary schools. Students who successfully complete this course will have met the provincial literacy requirement for graduation and will earn a Grade 11 or 12 English compulsory credit. At the principal's discretion, students may enroll in the OSSLC before they have had their second opportunity to take the Ontario Secondary School Literacy Test. The OSSLC can be used to meet either the Grade 11 or 12 compulsory English credit requirements or the Group 1 additional compulsory credit requirement. (For more information, see *The Ontario Curriculum, English: The Ontario Secondary School Literacy Course (OSSLC)*, Grade 12, 2003.)

Ontario Skills Passport

The Ontario Skills Passport (OSP) provides clear descriptions of the skills used in virtually all occupations, as well as important work habits. Students and job seekers can use the OSP to identify and document the skills they already have and to plan further skill development so they can more easily make the transition to the workplace and/or to postsecondary education. The skills listed in the OSP are transferable skills that a student can take from school to work, job to job, or sector to sector. The OSP consists of the following components:

- the OSP database of skills and related tasks, listed by occupation
 - the OSP work plan, which employers complete and sign to confirm demonstration of skills and work habits by passport holders (students, job seekers, or workers) in the workplace
- Passport holders can keep their OSP work plans and other skill-related documents, such as a résumé and an OSP skills summary chart, in their portfolios. For more information on the Ontario Skills Passport, visit <http://skills.edu.gov.on.ca> (username: osp, password: passport).

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is a way of evaluating and recognizing learning that has been acquired outside of secondary school. The student's knowledge is evaluated against the expectations outlined in provincial curriculum policy documents in order to determine whether a credit in the subject should be awarded to the student without the student having to enroll and attend the course. Students may earn no more than four credits through the

challenge process (with no more than two credits in any one discipline). Students may not challenge certain types of courses (e.g., Grade 9 courses, locally developed courses, cooperative education courses, and transfer courses).

(For more information on PLAR for secondary school students, see Policy/Program Memorandum No. 129, “Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools”.)

Substitutions for Compulsory Credit Requirements

Substitutions for compulsory credit requirements may be made to promote and enhance student learning or to meet special needs and interests. As stated in OSS, section 3.2, “substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits”. For example, if Grade 10 Dramatic Arts is used as a substitution for Grade 10 English, Grade 10 Dramatic Arts meets the compulsory credit requirement for Grade 10 English. A principal may replace up to three compulsory credits with courses from the remainder of those that meet the standard for compulsory credit requirements. (For more information, see Appendix 3, section 2 of this resource guide and OSS, section 3.2.)

Waiving Course Prerequisites

A prerequisite is a course considered essential for the successful understanding and completion of a subsequent course. Having said this, a parent, an adult student, or the principal may initiate consideration of whether it is in the student’s best interest to waive the prerequisite. In the end, the principal determines whether or not to waive a prerequisite. The decision is made in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the principal’s decision, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Student Success Teacher Supports

Northern Lights Secondary School offers many supports to ensure student success. These include careful monitoring and tracking of student achievement. Studies show that if a student earns 15 or more credits in grade 9 and 10, they are most likely to graduate high school in an appropriate amount of time. Grade 9 and 10 students are closely monitored to ensure this goal is met. Some students receive one-on-one support to help catch-up in courses, make goals, review progress reports and create timetables. Access to community supports is available as needed. Among others, these supports include the Public Health Nurse as well as the James Bay Mental Health Department. To request support from a community agency, please contact the Guidance Counsellor or Student Success Teacher.

Grade 8 Transition

The transition from grade 8 into grade 9 can be difficult. Students are entering a new environment with new responsibilities and peers. Northern Lights S.S. aims to reduce these stresses by implementing supports for new incoming grade 9’s. These supports begin in grade 8 with visits by the Student Success Teacher to the elementary school. These visits are followed up by parent information nights. The student success teacher works with the grade 8 teachers of feeder schools (MPS, BBS, Ministik P.S.) to transfer information that might help students succeed in high school. This information includes report card information, student interests and teaching strategies that are proven to work.

The first day of school for grade 9 is considered an orientation day. These students are given the opportunity to meet peer and staff members in a fun and stress-free environment. During the first semester of grade 9, the student success teacher monitors all students and implements supports as necessary. If you have any concerns about the transition between grade 8 and 9 please contact the student success teacher.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

**In order to earn an
OSSD, a student must:**

- a) earn 30 credits in total
- b) complete 40 hours of community involvement activities
- c) successfully complete literacy test in grade 10 or the OSSLC.

Diploma Requirements

Students must earn the following 18 compulsory credits

Compulsory Credits (18 Total)

- 4 credits in English (1 credit per grade)
- 1 credit in French or Cree as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the arts
- 1 credit in health and physical education
- 0.5 credit in civics
- 0.5 credit in career studies

- 1 additional credit in English, or a third language, or social sciences and the humanities or Canadian and world studies, or Guidance and Career Education or Cooperative Education

- 1 additional credit in health and physical education, or the arts, or business studies or Cooperative Education
- 1 additional credit in science (Grade 11 or 12) or technological education (Grade 9-12) or Cooperative Education

PLUS

OPTIONAL CREDITS (12 TOTAL) Students must earn 12 optional credits selected from the courses listed as available in the school course calendar.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

Community Involvement Activities

- * This requirement is designed to encourage students to develop an awareness and understanding of their responsibility and of the role they can play in supporting and strengthening their communities.
- * Students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program.
- * Students may not include activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee initiative. Completion of the 40 hours must be confirmed by organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved.
- * Students' transcripts will contain a record of whether or not they have completed the requirement.

Provincial Secondary School Literacy Test or OSSLC

All students who enter grade 9 in the 1999-2000 school year, or in subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. The test will be administered in grade 10 in the beginning of the school year. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9.

The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance for students who are unsuccessful in completing the test. The literacy test may not be retaken once it has been successfully completed.

Students who have had the opportunity to write the OSSLT twice and have been unsuccessful, can take the Ontario Secondary School Literacy Course. Successful completion of this course will meet the literacy requirement for graduation.

Accommodations

Students, who are receiving special education programs and services and who have an Individual Education Plan, will receive the same accommodations that are set out in the students' IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation.

Deferrals

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/ English literacy development courses, who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and the time period for the deferral.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and approval of the principal, be exempted from participating in the literacy test.

Requirements for the OSS Certificate and the Certificate of Accomplishment

Ontario Secondary School Certificate

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

Compulsory Credits (Total of Seven)

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

Optional Credits (Total of Seven)

7 credits selected from available courses

Transfer Courses

Students who intend to switch from one course type (applied) in Grade 9 to another in Grade 10 (academic) will be encouraged to complete additional course work of up to 30 hours in order to demonstrate achievement of the learning expectations included in the one Grade 6 course type but not the other. The additional course work may be taken in summer school. Transfer courses will be available in the future in Grade 10, 11 and 12. These will offer students a means of transferring from one type of course to another if their interests and goals change. These courses will be credit based and will be counted towards the 30 credits required to meet diploma requirements.

Course Changes

Students wishing to change a course should consult with their guidance counsellor. Transferring into a course after the semester has begun requires a considerable amount of "catching up". Accordingly, such course transfers during the semester are only possible under exceptional circumstances. After the semester commences in September or February, only essential changes, such as required by failure at summer school or in a first semester prerequisite to a second semester subject will be made.

** As of September 1999, a withdrawal from a Grade 11, 12 course made 5 days after the midterm report will be recorded on the Ontario Student Transcript (OST) as a course attempt and a percentage grade recorded. Please see Guidance to discuss course changes.

Evaluation and Attendance

Generally, the evaluation of students' work is a continuous process. It is done regularly and frequently by a variety of methods, which include essays, projects, tests and a formal examination. The total evaluation is fairer to the student and more accurately reflects

academic progress. Students entering grade 9 after September 1999 will be evaluated based on the expectations found in Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course. 70% of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. 30% of the evaluation is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course.

It is obvious, therefore, that to be properly evaluated, a student must be in attendance in all classes every day. Prolonged or chronic absenteeism invariably leads to failure simply because that student has not given his teachers the opportunity to adequately measure their progress. Each year there are some students who have not understood the importance of regular attendance.

Ontario Student Record (OSR)

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

The Ontario Student Transcript (effective September 2013)

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. A current, accurate and complete copy of the OST will be included within the Ontario Student Record. The transcript will include the following information:

- The student's achievement in Grades 9 and 10, with the percentage grades earned and the credits gained for successfully completed credit courses.
- A list of all Grade 11 and 12 courses and Ontario Academic Courses (OACs) taken, that have been attempted by the student, with the percentage grades earned, and the credits gained.
- Identification of any course that has been substituted for one that is a diploma requirement
- Confirmation that the student has completed the community involvement requirement
- The student's final result on the provincial secondary school literacy test
- An identification of any extraordinary circumstances affecting the student's achievements in Grade 11 and 12 course

- Course withdrawals after a specified time from any Grade 11 or 12 course

DEFINITIONS OF TYPES OF COURSES

Grade 9 and 10

- 1. Academic** courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of essential concepts and incorporating practical application as appropriate.
- 2. Applied** courses also focus on the essential concepts of the subject but develop student's knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate.
- 3. Essential/Workplace Preparation/Locally Developed** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. Students graduating from this stream generally proceed directly to the workplace and/or Apprenticeship.
- 4. Open** courses are designed to prepare students for further study in certain subjects and to enrich their education generally. An open course comprises a set of expectations suitable for all students at a given grade level.

Grade 11 and 12

- 1. Open courses** focus on general skills and knowledge related to both theory and practical application in a subject area. They may be for general interest or relate to a specific student need.
 - 2. College courses** are intended to provide students with the knowledge and skills needed to meet entrance requirements for a number of community college programs. Courses focus on practical applications and also investigate underlying theory.
 - 3. Workplace courses** are intended to prepare students to move directly into a job after secondary school or to be admitted into apprenticeship or other training programs in the community. Courses focus on employment skills and on practical workplace applications of the subject content.
 - 4. University courses** are intended to provide students with the knowledge and skills to meet entrance requirements for many university programs. Courses focus on theory and also investigate related applications.
- Mixed (College/University) courses** are intended to provide students with the knowledge and skills to meet entrance requirements for certain colleges and university programs. There is a focus on both theory and practical applications.

COURSES OFFERED AT NLSS

The Credit System

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours is scheduled.

Definition of a Credit

Promotion takes place by credit. Successful completion of any course means that the student has earned once credit towards a diploma. The components of work, time and success must be experienced by a student to earn a credit. A student who does not achieve these three conditions may well jeopardize achieving a credit.

Course Coding System

The course code consists of a course title and a six character code. The first five characters are designated by the Ministry of Education.

Code Characters	Explanation	Example ENG 2D1
1 st , 2 nd , and 3 rd letters	Subject discipline of the course letters	"ENG" = English
4 th letter	Grade level as a number: "1" grade 9 "2" grade 10 "3" grade 11 "4" grade 12	"2" grade 10
5 th letter	Type of course as a letter: D – Academic P – Applied L – Essential/Locally Developed O – Open M – College/University C – College U – University E – Workplace W - Destreamed	D Academic course
6 th letter	A designated character that indicates a prerequisite requirement	1 = 1 credit needed to take this course (ENG 1D or P)

Courses and Descriptions

Grade 9 Courses:

Visual Arts, Grade 9, Open

AVI10

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

Prerequisite: None

Geography of Canada, Grade 9, Academic

CGC1D

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

Prerequisite: None

Geography of Canada, Grade 9, Applied

CGC1P

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geo technologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

Prerequisite: None

English, Grade 9, Academic

ENG1D

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms.

An important focus will be on the use of strategies that contribute to effective communication.

The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English, Grade 9, Applied

ENG1P

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

Prerequisite: None

English, Grade 9, Locally Developed

ENG1L

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program

works toward preparing students to enter the Grade 11 course in English, Workplace and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practice the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open GLS10

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

Prerequisite: None

Principles of Mathematics, Grade 9, Academic MPM1W

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

Prerequisite: None

Mathematics, Grade 9, Workplace MAT 1L

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

Prerequisite: None

Expressions of FNMI Cultures, Grade 9, Open NAC10

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

Prerequisite: None

Active Living Healthy Education, Grade 9, Open PPL10

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

Prerequisite: None

Science, Grade 9, Academic**SNC1D**

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

Prerequisite: None

Science, Grade 9, Applied**SNC1P**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

Prerequisite: None

Science, Grade 9, Workplace**SNC 1L**

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

Prerequisite: None

Grade 10 Courses:**Music, Grade 10, Open****AMU 20**

This course emphasizes 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.

Prerequisite: None

Civics, Grade 10, Open**CHV20**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: None

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

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Prerequisite: None

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

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

Prerequisite: None

English, Grade 10, Academic**ENG2D**

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

Prerequisite: Grade 9 English, Academic or Applied

English, Grade 10, Applied**ENG2P**

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

Prerequisite: Grade 9 English, Academic or Applied

English, Grade 10, Workplace**ENG2L**

This course emphasizes key skills in reading, writing, oral communication and thinking that these students need for continuing success in their school courses and within the community. This course gives students a literacy skills foundation to enter Gr. 11 Workplace English and/or to prepare them for the Gr. 10 Test of Reading and Writing Skills. This course cannot be used as a compulsory English credit.

Prerequisite: Grade 9 ENG Locally Developed, Academic or Applied

Literacy Skills: Reading and Writing, Grade 10, Open**ELS2O**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting

details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

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

Career Studies, Grade 10, Open

GLC2O

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

Prerequisite: None

Food and Nutrition, Grade 10, Open

HFN2O

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

Prerequisite: None

Principles of Mathematics, Grade 10, Academic

MPM2D

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

Prerequisite: Grade 9 Mathematics, Academic or Applied

Foundations of Mathematics, Grade 10, Applied

MFM2P

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

Prerequisite: Grade 9 Mathematics, Academic or Applied

Mathematics, Grade 10, Workplace

MAT 2L

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

Prerequisite: Grade 9 Mathematics Locally Developed, Academic or Applied

First Nations, Metis and Inuit in Canada, Grade 10, Open

NAC20

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

Prerequisite: None

Science, Grade 10, Academic

SNC2D

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

Prerequisite: Grade 9 Science, Academic or Applied

Science, Grade 10, Applied

SNC2P

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

Prerequisite: Grade 9 Science, Academic or Applied

Science, Grade 10, Workplace

SNC 2L

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: Grade 9 Science Locally Developed, Academic or Applied

Manufacturing Technology, Grade 10, Open

TMJ 20

This course introduces students to the scope of the manufacturing industry, the various components used in the design of products, the industrial tools and equipment used, and methods of manufacturing, including assembly-line production. Students will learn about technical drawing; preparation processes; manufacturing techniques; power, electronic, and quality control systems; careers in the manufacturing field; and the role of entrepreneurs in Canadian society.

Grade 11 Courses:

Media Arts, Grade 11, Open

ASM30

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

Prerequisite: None

Visual Arts, Grade 11, Open

AVI30

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

Prerequisite: None

Visual Arts – Visual Design, Grade 11, Open

AWD30

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

Prerequisite: None

Food and Culture, Grade 11, Workplace

HFC3E

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

Prerequisite: None

Foundations for College Mathematics, Grade 11

MBF3C

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

Prerequisite: Grade 10 Mathematics, Applied

Functions, Grade 11, University**MCR3U**

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

Prerequisite: Grade 10 Mathematics Academic

Mathematics for Work and Everyday Life, Grade 11, Workplace**MEL3E**

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: Grade 9 Mathematics Academic or Applied, Grade 10 Mathematics Locally Developed, Academic or Applied

English: Understanding Contemporary FNMI Voices, Grade 11, College Preparation**NBE3C**

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

Prerequisite: English, Grade 10, Academic or Applied

English:, Understanding Contemporary FNMI Voices Grade 11, University Preparation**NBE3U**

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

Prerequisite: English, Grade 10, Academic

Contemporary FNMI Issues and Perspectives, Grade 11, University/College Preparation**NDA3M**

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of

political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem solving strategies to address an issue of their choice.

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

Ontario Secondary School Literacy Course, Grade 11, Open

OLC30

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

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

Healthy Active Living Education, Grade 11, Open

PPL30

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 practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Healthy Living and Individual and Small-Group Activities , Grade 11, Open

PAI30

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 practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Biology, Grade 11, College

SBI3C

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

Prerequisite: Grade 10 Science, Academic or Applied

Biology, Grade 11, University

SBI3U

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

Prerequisite: Grade 10 Science, Academic

Chemistry, Grade 11, University

SCH3U

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

Prerequisite: Grade 10 Science, Academic

Environmental Science, Grade 11, Workplace

SVN3E

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

Prerequisite: Grade 9 Science, Academic or Applied, or a Grade 9 or 10 locally developed Compulsory credit (LDCC) course in science

Manufacturing Technology, Grade 11, Manufacturing Engineering Technology

TMJ3M

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

Prerequisite: None

Equity, Diversity and Social Justice, Grade 11, Workplace

HSE 3E

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

denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue.

Prerequisite: None

Cooperative Education Course Code: as per Related Courses

Cooperative education is specifically intended for students who possess a high degree of responsibility, maturity and career mindedness. Following a brief in-school session, students are placed in a work setting within the community to explore that career and to obtain employability skills. Credits are granted through the attachment to a related course that the student is taking simultaneously or has taken previously. The student must also complete 110 hours of work placement for every credit granted. If the student begins a work placement in a regulated skilled trade, then they can enroll in the Ontario Youth Apprenticeship Program where they may begin accumulating hours and competencies towards a trade license.

Prerequisite: None

Grade 12 Courses:

English, Grade 12, University

ENG4U

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

Prerequisite: Grade 11 English, University preparation

English, Grade 12, College

ENG4C

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

Prerequisite: Grade 11 English, College Preparation

Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12, University/College

NWD 4M

This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights, spirituality, resilience, and advocacy for change.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities

Introductory Kinesiology, Grade 12, University

PSK 4U

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

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

Interdisciplinary Studies-Adventure Based Eco-Tourism course, Grade 12, Open

IDC4O/PAD4O

The Adventure Based Eco-Tourism course will provide students with the skills, knowledge, and experience needed for employment in one of the fastest growing industries worldwide. Students will be given the opportunities to learn required skills and knowledge for employment in the Tourism and Service Industry both locally and abroad.

Water Recreation- This component will involve Canoeing, Kayaking, Fishing, Safe Boating, Life Saving Skills, possible Swift Water Rescue, Swimming.

Land Based Recreation- Hiking, Biking, Identifying Flora and fauna unique to James Bay area, Camping, Campsite Selection, Bird Watching and Trapping.

Seasonal Sports - ATV's, Snowmobiling, Skiing, Snowshoeing, Hunting Regulations and Gun Safety.

Outdoor Survival- Shelter and stove use, fire building, sanitation and waste disposal, cooking and baking, nutrition and rations, equipment care and selection, keeping warm and dry, route finding and navigation, backpacking, constructing simple traps and fishing lines.

Safety and Judgment- Basic First Aid, safety and accident prevention, hazard evaluation, judgment and decision making, communication, small group expeditions, rescue techniques, emergency procedures.

Prerequisite: None

Foundations for College Mathematics, Grade 12, College

MAP4C

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

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

Advanced Functions, Grade 12, University

MHF4U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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 taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology Grade 12

Biology, Grade 12, University

SBI4U

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: Grade 11 Biology, University preparation

Chemistry, Grade 12, University

SCH4U

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

Prerequisite: Grade 11 Chemistry, University preparation

Chemistry, Grade 12, College

SCH4C

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

Prerequisite: Grade 10 Science, Academic or Applied

Cooperative Education Course Code: as per Related Course

Cooperative education is specifically intended for students who possess a high degree of responsibility, maturity and career mindedness. Following a brief in-school session, students are placed in a work setting within the community to explore that career and to obtain employability skills. Credits are granted through the attachment to a related course that the student is taking simultaneously or has taken previously. The student must also complete 110 hours of work placement for every credit granted. If the student begins a work placement in a regulated skilled trade, then they can enroll in the Ontario Youth Apprenticeship Program where they may begin accumulating hours and competencies towards a trade license.

NOTE

Northern Lights Secondary School provides two School-to-Work programs. These programs will allow you to gain work experience while earning credits towards your OSSD graduation. The Co-op Education program allows you to explore various interests in possible careers. The Ontario Youth Apprenticeship Program will allow you to get a head start on your apprenticeship hours of training in a skilled trade of your choice. Students who are interested in participating in one of these school-to-work programs should fill in an application form from the Guidance Office.

Special Education

- Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional pupils to an education that is based on the goals that underlie education for all students.
- The special needs of an exceptional pupil are outlined by an Identification, Placement and Review Committee of the District School Board. Five broad categories of exceptionality – behavioural, communication, intellectual (including gifted), physical 23 and multiple provide a preliminary understanding of the wide range of differences for which provisions must be made.
- The Special Education Advisory Committee (SEAC) is responsible to the District School Board for examining, reviewing and making recommendations regarding the provision of Special Education Programs and Services.
SEAC consists of representatives of up to twelve community associations, three trustees, and the Superintendent of Special Education.
- The James Bay Lowlands Secondary School Board has a Special Education Plan in place and reviews the plan annually according to Ministry of Education and Training directives. The plan is available in each school. The District School Board's range of special Education program options is outlined in the Special Education Parent Handbook. This Handbook is provided to the parent(s)/Guardian(s) of identified students and also outlines the information contained in Regulation 181/98. A copy is available at each school.
- Special Education Support Services may be required in order to maximize an identified student's potential. It is a continuous pursuit of the District School Board to develop and implement the programs and services that will both address the needs of the learner and reflect the beliefs of The James Bay Lowlands Secondary School Board.

Independent Learning Credits (ILC's)

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

BTA30

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

Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open GLS10

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

Prerequisite: None

Designing Your Future, Grade 11, Open

GWL30

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

Prerequisite: None

Dynamics of Human Relationships, Grade 11, Open

HHD 30

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

CO-OPERATIVE EDUCATION AND WORK EXPERIENCE

What is Co-operative Education?

- A planned secondary school learning opportunity in the community that enhances secondary school credit courses.
- Provides students with opportunities to learn and apply their knowledge and skills in practical situations.
- Integrates academic study and classroom theory with experiences at the work site.
- Students are placed in training stations with selected employers where they are provided with challenging responsibilities and “learn by doing”.
- Students are given opportunities to combine their academic studies with a “real world” experience.

How is it offered?

- Courses of all types and in all disciplines may be offered through the cooperative education mode of delivery.
(Example – Math, Family Studies, Business, Technical Studies, Physical Education, French).
- Two or more credits may be offered through co-operative education, depending upon the number of hours worked at the training station.
- A two-credit Guidance and Career Exploration course is also offered through Co-operative Education.
- A partnership is formed among education, business, industry, and labour involving students, teachers, parents, employers, and employee supervisors.
- “On the job” learning opportunities are accompanied by an in-school pre-placement and integration curriculum which prepares students for their new experiences.

Who benefits from Co-operative Education?

- Co-operative education assists students bound for university or college and students entering the workplace in making career decisions.
- Students studying at all levels of difficulty are encouraged to participate in co-operative education.
- Co-operative education requires a level of skill and maturity and is usually taken by students in their senior years.
- In special situations when it is deemed to be in the best interest of the students involved, students taking courses in grades 9 or 10 may be allowed to participate in co-operative education.

What are the Benefits of Co-operative Education?

- These planned learning experiences help students with their annual education plan and career planning.
- Students become familiar with workplace practices and employer expectations, possible career opportunities, and concrete applications of their in-school studies.
- Students develop knowledge, skills, and attitudes that are essential in today's workplace.
- Co-operative education benefits all students, whether they plan to go on to work, college, or university after high school.
- This practical experience will help them to decide what they would like to do and will assist them in making successful transitions to post secondary education, apprenticeship programs, or directly to the workplace.
- For those students whose first destination is the workplace, a co-operative education placement provides personal contact with employers.
- For those going on to college or university, co-operative education helps them make informed decisions about future educational and career choices.

Program Contents

- The “On-The-Job” learning opportunities are based upon individualized student training plans.

- These training plans identify the work skills and learning objectives at the training station and how they relate to the in-school curriculum.
- An in-school pre-placement and integration curriculum accompanies the out-of-school work placement.
- This curriculum contains the following topics: self assessment skills, job readiness skills, workplace health and safety, labour unions, confidentiality and ethics, and school, workplace expectations, employability skills, effective communication skills, reflective learning, journal writing and co-op portfolio development, workplace rights and responsibilities, career/life planning and personal management.

Department of Experiential Learning *Ontario Youth Apprenticeship Program (OYAP)*

Apprenticeship Training:

The **#1** career path for school to work transition students

What is Apprenticeship?

- “*Apprenticeship*” refers to the period of time when a student/worker is learning and performing specific skills required to become a licensed person in a trade. A person who has successfully completed an apprenticeship is referred to as a “*Journey Person*”. Depending on the trade, the duration of an apprenticeship changes, anywhere from 2-5 years. There are 137 different trades in Ontario.
- Apprenticeship usually consists of **80-90%** on-the-job training provided by a qualified Journey Person, and the other **10-20%** is delivered as in-school training provided by a community college or other approved training delivery agent.
- Apprenticeship is available in the Construction, Industrial, Service and Motive Power sectors.
- Trades are either *Restricted/Compulsory* or *Voluntary*. *Restricted/Compulsory* trades are ones where persons performing these skills sets must be registered as apprentices with the local apprenticeship office. *Voluntary* trades are ones where persons performing these skill sets do not have to be registered, however, registration is recommended.
- For a detailed look at each trade, please refer to the “*Trades Reference Table*”

What is the Ontario Youth Apprenticeship Program (OYAP)?

- OYAP is a program designed to give high school students a head start in the trade of their choice.
- Students who have been identified as having special needs are actively encouraged to consider OYAP as a viable transition from school to workplace.
- Students may begin to accumulate hours and skills in a trade while earning Cooperative Education credits towards their high school diploma/Certificate.
- Careers in the skilled trades are high paying, rewarding and **in demand!!**

Benefits of OYAP:

Students:

- Introduces grade 11 and 12 students to careers in the trades and connects them with potential employers.
- Provides effective school to work transition.

- Enables high school students to register as apprentices and carry forward competencies from employer to employer.
- Accelerates a career in the skilled trades by 8-10 years compared with the Provincial average.
- Enables students to benefit from low-cost in-school training (theory) as part of the apprenticeship program. This is usually completed after high school.

Employers:

- Allows an employer to “preview” future employees.
- Allows an employer to custom fit training of apprentices for their specific workplace.
- Your business will be seen as providing a community service through the training and eventual employment of our youth.

Responsibilities Under OYAP:

Students Will:

- Learn the skills of the trade, keep an up-to-date and accurate record of accumulated hours and competencies and record these in a Training Standard or Schedule of Training.
- Notify the Ministry of Training, Colleges and Universities of any changes to the Training Agreement or of any circumstances which prevent the completion of the Contract of Apprenticeship.
- Carry the Apprenticeship ID card during on-the-job training.
- Agree to attend in-school apprentice training. This usually begins after high school is completed and provides the theoretical component of the apprenticeship program at little or no cost to the apprentice.

Employers Will:

- Provide a Journey Person (Restricted/Compulsory trades) or qualified trainer (Voluntary trades) to supervise the training of the apprentice.
- Sign-off all competencies achieved by the apprentice in the Training Standards or Schedule of Training.
- Monitor and verify the accumulated hours served by the apprentice.

The Ministry of Training, Colleges and Universities Will:

- Ensure workplaces meet apprenticeship requirements and trainers have the credentials to train apprentices.
- Approve the Application for Apprenticeship Training and maintain records of each registered apprentice.
- Work in partnership with School Boards, Colleges and Employers in the registration of OYAP students.
- Cover most of the costs for apprentices to attend the in-school training and provide loans for tools.
- Administer trade and competency examinations and issue certificates and transcripts.
- Monitor the training of all registered apprentices.

The OYAP Coordinator Will:

- Liaise with coop teachers, guidance counselors, school administration, employers, colleges and the Ministry of Training, Colleges and Universities.
- Provide the Ministry of Training, Colleges and Universities with the names of students identified for official registration as apprentices.
- Assist the Ministry of Training, Colleges and Universities with the monitoring of apprentices.
- Promote OYAP within the school and community.

OYAP: GENERAL INFORMATION

1) Apprentice ID Card:

- The apprentice ID card is a wallet-sized card given to a registered apprentice indicating their name, trade and contract identification number. It is issued by the Ontario Ministry of Training, Colleges and Universities.

2) Certificate of Apprenticeship:

- A certificate of apprenticeship is issued by the Ontario Ministry of Training, Colleges and Universities and acknowledges an apprentices' completion of an approved apprenticeship program. A person holding this certificate must still write and pass a qualification examination for their trade. This certificate is recognized throughout Canada.

3) Certificate of Qualification:

- The Ontario Ministry of Training, Colleges and Universities issues a certificate of qualification to a person who has successfully passed the Ministry qualification examination for a trade. The certificate indicates that the holder possesses the skills and knowledge required to perform the work associated with the trade. This certificate is recognized throughout Canada.

4) Training Standards and Schedules of Training:

- Registered apprentices are provided with an industry approved *Training Standard* or *Schedule of Training*.
- This document outlines the competencies required to become a qualified *Journey Person*.
- The apprentice is required to have competencies signed off by their *Sponsor* once they become proficient with that competency.

The *Training Standards/Schedule of Training* provides an important record of the apprentices' training and allows the apprentice to carry forward competencies to new employers.

5) The Apprenticeship Certification Act (ACA):

- Oversees most trades in the *Motive Power, Industrial* and *Service* sectors
- Apprenticeship is competency based, with time records kept as benchmarks.
- Trades are classed as either *Restricted* or *Voluntary*.

Requirements under the ACA:

- Apprentices must possess a grade 12 equivalent **or** must be enrolled in OYAP. Students may begin working towards these apprenticeships under OYAP:

- in grade 11 & 12 and
- are enrolled as full-time secondary school students and
- be at least 16 years of age and
- possess at least 16 secondary school credits.

Key Elements of the ACA:

- Apprentices are registered under their *Sponsor* (*Journey Person* responsible for their training).
- New training agreements are required for each *Sponsor*, or each change of *Sponsor*.
- Multiple training agreements can be registered with more than one employer.
- Training may occur in more than one trade concurrently (for example, Baker & Cook).
- Wages may be waived to allow for the participation of OYAP students.

6) The Trades Qualification and Apprenticeship Act

(TQAA):

- Oversees most trades in the *Construction* Sector.
- Apprenticeship is time based.
- Trades are classed as either *Compulsory or Voluntary*.

Requirements under the TQAA:

- Apprentices must possess a grade 10 equivalent **or** must be enrolled in OYAP. Students may begin working towards these apprenticeships under OYAP:

- in grade 11 & 12 and
- are enrolled as full-time secondary school students and
- be at least 16 years of age and
- possess at least 16 secondary school credits.

Key Elements of the TQAA:

- Apprentices train in one trade at a time.
- The *Contract of Apprenticeship* moves with the apprentice.
- Any transfer to a new employer must be approved by the Ontario Ministry of Training, Colleges and Universities - Apprenticeship Branch.
- Employers must abide by ratios based on the number of apprentices to *Journey Persons*.
- Wage rates of apprentices are stated in the Contract of Apprenticeship.
- Wage rates may be waived to allow for the participation of OYAP students.

How To Access/Contact the Ministry of Education and Ontario Curriculum Policy Documents?

Go to **www.edu.gov.on.ca** or call 1-800-387-5514

How To Access School Course Outlines?

Their teachers for each class give students course outlines. For more detailed information, see the Principal in the front office or check out our school website at www.nlss.on.ca