

**Seven Generations Secondary School
2017-2018 Calendar**



Student's Name: _____

First Nation: _____

Academic Goals for 2017 – 2018 School Year

HISTORY OF SEVEN GENERATIONS SECONDARY SCHOOL

The Seven Generations Secondary School (S.G.S.S.) was established in September 1991. The school started as a trades training institute. From this, a private secondary school was developed. It is inspected by the Ministry of Education, and all courses are developed from ministry policy guidelines for accreditation. The school is inspected in order to issue the Ontario Secondary School Diploma.

There are a wide range of courses offered with emphasis on math, English, and science, through either full or part-time studies.

The S.G.S.S. is also a recognized Training Delivery Agent (T.D.A.). This status was granted, for excellence in program delivery from the Ministry of Training, Colleges, and Universities - Apprenticeship Branch.

SEVEN GENERATIONS EDUCATION INSTITUTE MISSION STATEMENT

The Seven Generation Education Institute Secondary School is dedicated to excellence in lifelong learning and empowerment through Anishinaabemowin, by providing community-based and student-centered learning opportunities for Anishinaabeg.

SEVEN GENERATIONS SECONDARY SCHOOL STAFF

	Position	Location	Contact Number
Sean Taggart	Principal	Couchiching	274-8569 Ext. 327
Brendan Smyth	Vice Principal/Instructor	Wabigoon/ Dryden Adult Ed	938-1289 223-5553 Ext. 2448
Denise Clendenning	Instructor	Couchiching/ Nigigoonsiminikaaning	274-8569 Ext. 322 481-9894
Julija Graham	Instructor	Eagle Lake/ Dryden Adult Ed	755-1653 223-5553
Brock Madill	Instructor	Naicatchewenin/ Seine River	486-3407 599-1158
Sadie Windego	Instructor	Mitaanjigaming Couchiching	274-4055 274-8569
Brian Booty	Instructor	Dalles	548-4918
Jordan Botsford	Instructor	Couchiching Rainy River	274-8569 482-1178
Tyler Miller	Instructor	Rainy River	482-1178
Jenny Gibson	Instructor	Wauzhushk Onigum	548-3333
Marg Oversby	Instructor	Lac Seul	582-0396
Karen Cederwall	Instructor	Kenora Adult Ed	468-3096
Paul Gagne	Instructor	Dryden Adult Ed/ Eagle Lake	223-5553 755-1653
Lorie Labbe	Instructor	Kenora Adult Ed	468-3096
Laurie Spalding	Instructor	Wabigoon/ Wabauskang	938-1289 529-6376
Mary Fawcett	Instructor	Washagamis Bay	468-3096
Donna Brunn	Administrators	Couchiching	274-8569
Lisa Angus	Administrative Assistant	Couchiching	274-8569

**SEVEN GENERATIONS EDUCATION INSTITUTE
BOARD OF DIRECTORS**

Chair Person: Naomi FieldMiitaanjigaming First Nation

Board Members: Rachael CopenaceBig Grassy First Nation

Sheri TuesdayBig Island First Nation

Peggy LoyieCouchiching First Nation

Carol GeyschickLac La Croix First Nation

Raechel SnowballNaicatchewenin First Nation

Clayton Windigo.....Nigigoonsiminikaaning First Nation

Shawn KellyOjibways of Onigaming First Nation

Tara HunterRainy River First Nation

Norman GerardSeine River First Nation

FIRST NATIONS SECONDARY EDUCATION COUNSELLORS

Big Grassy First Nation
General Delivery
Morison, ON
POW 1JO

Lynn Indian
807-488-5614

Big Island First Nation
General Delivery
Morison, ON
POW 1JO

Sheri Tuesday
807-488-5602

Couchiching First Nation
Administration Centre
RMB 2027, R.R.#2
Fort Frances, ON
P9A 3M3

Jessica Desrosiers
807-274-4551

Eagle Lake First Nation
P.O. Box 101
Migisi sahaigan, ON
POV 3HO

Virgina Meawasige
807-755-552

Lac La Croix First Nation
P.O. Box 640
Fort Frances, ON
P9A 3M9

Carol Geyschick
807-485-2431

Naicatchewenin First Nation
R.R.#1
Devlin, ON
POW 1CO

Raechel Snowball
807-486-3407

Nigigoonsiminikaaning First Nation
P.O. Box 68
Fort Frances, ON
P9A 3M5

Becky Kingbird
807-481-1110

Rainy River First Nation
P.O. Box 450
Emo, ON
POW 1EO

Tara Hunter
807-482-2479

Seine River First Nation
General Delivery
Mine Centre, ON
POW 1HO

Shelly Kabatay
807-599-2224

Miitaanjigaming First Nation
P.O. Box 609
Fort Frances, ON
P9A 3M9

Sherri Henderson
807-274-2188

Ojibways of Onigaming First Nation
P.O. Box 160
Nestor Falls, ON
POX 1KO

Alysia Copenace
807-484-2510

Ochiichagwebabigonining First Nation
P.O. Box
Kenora, ON

Shannon Shaw
80-7-548-5876

Wabauskang First Nation
P.O. Box 418
Ear Falls, ON
POV 1TO

Joanne Peditquan
807-529-3174

Wabigoon First Nation
R.R. #1, Site 115
Box 300
Dryden, ON
P8N 2Y4

Anita Pitchenese
807-938-6825

Washagamis Bay First Nation

Vacant

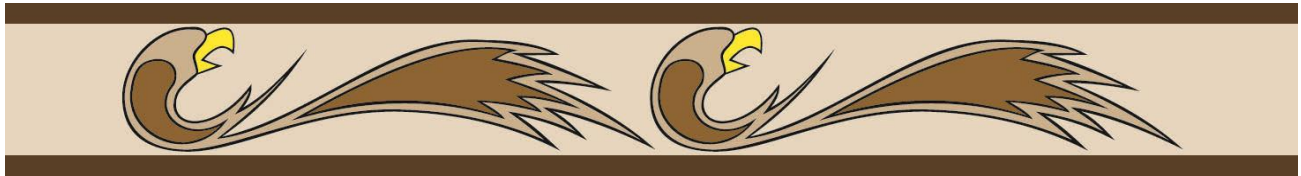
Wauzhushk Onigum Nation
P.O. Box 1850
Kenora, ON
P9N 3X8

Jay Stevens
807-548-3333

SEVEN GENERATIONS SECONDARY SCHOOL (SGSS) OBJECTIVES

SGSS agrees with the goals of education as they are set forth by the Ontario Ministry of Education.

1. Develop responsiveness to the dynamic processes of learning.
2. Develop resourcefulness, adaptability, and creativity in learning
3. Acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols.
4. Develop physical fitness and good health
5. Gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression
6. Develop a feeling of self-worth
7. Develop an understanding of the role of the individual within the family and the role of the family within society
8. Acquire skills that contribute to self-reliance in solving practical problems in everyday life
9. Develop a sense of personal responsibility in society at the local, national, and international levels.
10. Develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups
11. Acquire skills and attitudes that will lead to satisfaction and productivity in the world of work
12. Develop respect for the environment and a commitment of the wise use of resources
13. Develop values relative to personal, ethical or religious beliefs, and to the common welfare of society
14. The SGSS believes that elders should be included as an integral part of the educational system. The elders would share spiritual guidance to the Board, community, staff, and more importantly the students.



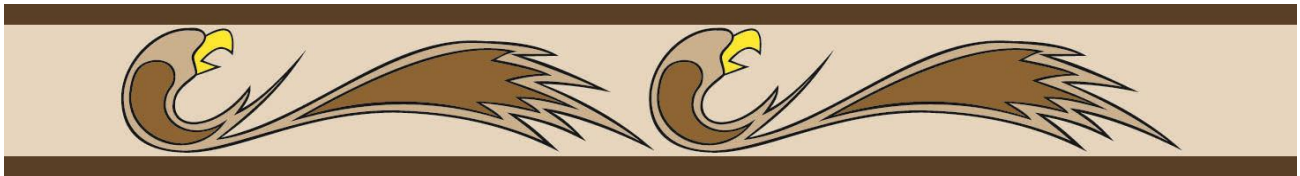
Principal's Message

The Seven Generations Secondary School is proud of the programs offered, the high expectations we have of our students to reach their maximum potential, our quality lessons and our instruction, evaluation and teaching standards.

This calendar should inform you of what Seven Generations Secondary School has to offer and aid you in selecting courses that will meet your educational and career goals.

If you have any questions concerning courses, programs, diploma requirements, special services, or if you have any other educational or vocational concerns, give us a call and talk to a member of our staff.

We feel it is important that each student claim their right to a quality education and use Seven Generations Secondary School as a stepping stone to greater life-long learning pursuits.



NOTE TO PARENTS AND GUARDIANS

Seven Generations Secondary School is a licensed private school. Students work through a self study/teacher assisted credit program. The courses are Ministry of Education approved and students graduating from our program receive the official Ministry of Education Graduation Diploma (OSSD) which is the same diploma a student receives from any publicly funded Provincial High School.

The self study format requires a high level of self-discipline and academic maturity to be successful. Successful students are those that are goal oriented, attend regularly, use the teacher assistance and are supported by family and community members.

Generally, students 16 years of age and younger, lack the necessary skills to be successful. They often lack the self discipline, academic maturity and basic literacy skills. It is vital that the parents and guardians support their child and have the student attend regularly. Parents and guardians are encouraged to visit the school and keep in touch with the teacher and principal. Should you have any questions regarding your child's progress or program, contact the school.



STUDENT ATTENDANCE AND RESPONSIBILITIES

Regular attendance and self-discipline are vital components for success in all courses. Most of the courses offered at the Seven Generations Secondary School are self-study courses. Thus, attendance is not calculated into the final grade. However, regular attendance will help the student develop a positive routine which will better prepare them for future success in higher education or employment, whichever the student may choose. The student is responsible for completing the required amount of lessons in order to receive credit for a particular course. Teachers will provide tutoring, encouragement, support and guidance to help the students achieve their goals.

LEARNING TO AGE 18

As of December 20, 2006, all students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school. Legal reasons for being absent from school (e.g. receiving satisfactory instruction at home or elsewhere) continue to apply.

As a transition provision, 16 or 17 year olds who have not graduated and who stopped attending school before December 20, 2006 are not required to return to school. However, if these students subsequently do return to school, the requirement to stay in school until age 18 will apply to them. Students whose birthdays are between September and December are required to stay in school until the last school day in June of the year that they turn 18. Students whose birthdays are during the rest of the year must stay in school until their 18th birthday.

Please note that this exactly parallels the previous rules around the school leaving age for 16 year olds.

CODE OF BEHAVIOUR

The Seven Generations Secondary School receives direction from the SGEI Board, elders, and the Chiefs of the ten First Nations in the Rainy Lake area. The directions are consistent with a positive school environment for each community in which the SGSS services.

It is expected that staff and students respect themselves and others in order to provide a safe and productive school environment.

It is our goal to recognize the importance of supporting appropriate and positive behaviours that create and sustain a positive learning environment. When inappropriate behaviour occurs, there needs to be some sort of consequence, but there also needs to be an opportunity to learn from mistakes which will focus on improvement of behaviour.

COURSE TRANSFERS/WITHDRAWS

Changes to students Individual Education Plan may only occur in the following instances:

- 1) A student has completed only two lessons in a particular course.
- 2) The course desired by the student will fit into the Individual Education Plan (IEP) of the student.

If a student should wish to withdraw from a course or change courses during the year, it must be in consultation with their teacher. The teacher will then discuss the situation with the principal and review the IEP in order to determine if the transfer or withdrawal is possible. Once a student has completed three or more lessons it is considered too late to withdraw or transfer and the student must complete the course. If the student does not complete a course at the grade 11 or 12 level, the mark will be calculated and entered on the student's transcript. This is known as **full disclosure**. **Full disclosure** on grade 11 and 12 courses is part of the Ontario Secondary Schools guidelines.

LATE AND MISSED ASSIGNMENTS

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

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

1. asking the student to clarify the reason for not completing the assignment;
2. helping students develop better time-management skills;
3. taking into consideration legitimate reasons for missed deadlines;
4. setting up a student contract;
5. using counselling or peer tutoring to try to deal positively with problems;
6. holding teacher-student conferences;
7. providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
8. deducting marks for late assignments, up to and including the full value of the assignment.

The professional judgement of the teacher, acting within the policies and guidelines established by the school, is critical in determining the strategy that will most benefit student learning.

CHEATING AND PLAGIARISM

Students must complete all assignments to the best of their ability, using their own knowledge and skills and will not knowingly take any action in completing an assignment which would be considered illegal or immoral.

Students must not give or lend assignments they have completed to others who have the intent to copy them. Students who lend an assignment which is copied are also guilty of cheating and will receive consequences because of their actions.

The Principal will look at each individual case of cheating and plagiarism to determine possible consequences. The Principal will take into consideration the following four factors:

1. the grade level of the student,
2. the maturity of the student,
3. the number and frequency of incidents, and
4. the individual circumstances of the student.

Possible Consequences for students who cheat and plagiarize:

- a mark of zero
- re-do alternative assignment
- loss of credit in that course
- suspension

STUDENTS' RESPONSIBILITIES WITH RESPECT TO EVIDENCE FOR EVALUATION

It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

SCHOOL REPORTING TO PARENTS

The Seven Generations Secondary School is a non-semestered school and will use the Provincial Report Card, Grades 9-12, for formal written reports to parents three times a year. The first interim report will be issued during the fall (October/November), second report in the spring (March/April) and the final report card issued in late June.

STUDENT TRANSCRIPT, DIPLOMA, AND RECORDS

The accumulative record of each student's progress is maintained in the Ontario Student Record folder. Students and parents should note the difference between the Ontario Secondary School Diploma and the transcript of marks issued by the school.

The diploma is issued by the Ontario Ministry of Education, and states that a student has successfully completed the minimum requirements for an Ontario Secondary School Diploma.

The transcript of marks lists all the Grade 9 and 10 courses successfully completed; the percentage grades and credits obtained. As of September 1, 1999, all grade 11 and grade 12 courses that a student enrolls in will have **full disclosure**. This means that whether the student is successful or unsuccessful in a particular course, it will be listed on the student transcript. Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements will be entered on the student transcript.

The transcript is an important document for employment purposes and for admission to post-secondary institutions. Students and parents of students less than 18 years of age may have access to this information by contacting the teacher on site or by contacting the principal.

GUIDANCE

The Seven Generations Secondary School has a very unique and effective guidance system for its students. Students also have the option for assistance from the native education counsellors in each community or the counsellors available through the Seven Generations Education Institute. The school staff and counsellors have an extremely effective working relationship, which benefits the students.

Students have the opportunity to look at their educational careers and with assistance from a teacher/counsellor and develop their educational plan. The Individual Education Plan (IEP) is an important document for the students, as it will help guide them toward their educational goals. The IEP will look at educational planning, career planning, and personal development for each student. Due to the variety of ages of Seven Generations Secondary School students, guidance is a key factor in the success of its students.

EVALUATION AND EXAMINATION POLICIES

A full credit consists of twenty lessons. Each lesson will be graded and then reviewed with the student. This procedure aids the student to further grasp the understanding, knowledge and skills objectives of each lesson. Seventy per cent of the grade will be based on evaluations of the twenty lessons. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, rich performance task, essay, independent study project and/or other method of evaluation suitable to the course content and administered towards the end of the course. Upon successful completion of each course a certificate will be awarded to the student, stating the name of the student, course, completion date, grade, and credit value.

The Seven Fundamental Principles

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

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

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Community Services and Counselling Contacts

Anishinaabeg Counselling Services.....	274-9839
Atikokan Crisis Centre.....	1-800-465-3348
DRUG Hotline.....	1-807-567-DRUG (3784)
Family and Children's Services.....	274-7787
Fort Frances Tribal Health.....	274-7903
Gizhewaadiziwin Access Centre.....	274-3131
KIDS Help Phone.....	1-800-668-6868
Legal Clinic Rainy River District.....	1-800-799-2485
Northwestern Health Unit.....	274-9827
OPP- General Inquiries (Fort Frances).....	274-7777
Riverside Community Counselling Services.....	274-4807
Sexual Assault Crisis Line.....	1-800-565-6161
Treaty 3 Police Services (Fort Frances).....	274-1565
United Native Friendship Centre.....	274-7244
Weechi-it-te-win Family Services.....	274-3201

SPECIAL PROVISIONS AVAILABLE TO STUDENTS

Students enrolled at the Seven Generations Secondary School are individuals who may require additional information and support in order to be successful. A number of special accommodations are provided and are listed below.

- All students are provided with a **summary of credits** sheet which illustrates the credits the student has achieved as well as the number and subject area of compulsory courses that need to be completed. A portion of the sheet is allocated for optional credits.
- The summary of credits form is reviewed with each student a minimum of twice per year (at the beginning of each term).
- Individualized instruction is provided to all students on a daily basis.
- Informal counseling is provided by the staff to assist the students with both academic and personal difficulties.
- Every effort is made by the staff to ensure that students are able to attend school on a daily basis. Examples of such efforts are daily phone calls and home visits.
- Staff ensures an excellent working relationship with the education counselors from each community, which contributes to the team effort when assisting the students.
- Professional relationships, which include mutual respect and cooperation, are established with each student in order to assist in their personal and academic growth.
- Personal feedback is provided to each student following the evaluation of each lesson.
- Each site is equipped with Internet access for students. Students may also find additional information at either the main campus on Couchiching or at the SGEI library located in the Nanicost building.

OUTLINES OF COURSES OF STUDY

The principal of a secondary school will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines are available at the school for parents and students to examine.

PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Seven Generations Secondary School has a PLAR policy in place and students may choose to have their skills and knowledge evaluated against the expectations outlined in the provincial curriculum policy documents in order to earn credits towards the secondary school diploma. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside the secondary school. The number and specific credits that a student may be granted is determined through formal testing and demonstration of skills that are appropriate to the expectations of a particular course(s).

PLAR requirements

- ◆ Students must be at least 18 years of age or older and out of high school for a year
- ◆ Students are required to meet the Ontario Secondary School Diploma requirements which are as follows:
 - 30 credits to graduate
 - Earn a minimum of four grade 11 and 12 credits while registered as a mature student by taking the necessary courses
 - Must complete each of the four grade 11 and 12 compulsory requirements: Grade 11 and 12 English, Grade 11 or 12 mathematics(substitutions may be allowed), and Group 3
- ◆ Ontario Secondary School Literacy Test (OSSLT) OR Ontario Secondary School Literacy Course (OSSLC)
- ◆ Community Involvement Activities – 40 Hours

A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

Please contact the principal for more information about PLAR.

GRANTING CREDITS:

A credit is granted to a student by the principal in recognition of the successful completion of a course (20 lessons) for which a minimum of 110 hours has been scheduled.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

All students must successfully complete the OSSLT in order to earn a secondary school diploma. The test is based on the Ontario Curriculum expectations for communication up to and including Grade 9. It is usually written when the student is in Grade 10.

The test serves both to determine whether students have acquired the reading and writing skills considered essential for literacy and to provide confirmation that those students who have completed the test successfully have attained the provincial standards for literacy. The test identifies those students who have not demonstrated the required skills and identifies areas in which these students need remediation. Seven Generations will provide remedial assistance for students who do not complete the test successfully. This assistance is designed to help students to improve their skills so that they are better prepared to retake the literacy test.

Deferrals and exemptions may be granted to those students who have not acquired the level of proficiency in English to complete the test successfully or who are not working toward a secondary school diploma.

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OLC 40)

As of September 1, 2008, mature students may enrol directly in the OSSLC without first attempting the OSSLT. Successful completion of the OSSLC provides mature students an alternative means of demonstrating the required reading and writing competencies measured by the OSSLT. A mature student may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

A “mature student” is a student who:

- is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program;
- was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program;
- is enrolled in a secondary program for the purpose of obtaining an OSSD.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual student's needs, principals may replace up to three of these courses with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than 14 for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

COURSE PREREQUISITES

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information on prerequisites.

In order to accomplish goals and objectives many courses are studied in a prescribed sequence. Certain skills are learned in more advanced work. This is particularly applicable in studying English, Mathematics, Science and languages and to some extent in all areas. In practical terms if a student chooses Mathematics for Work and Everyday Life MEL4E it is assumed that he/she has been successful in completing Mathematics for Work and Everyday Life MEL3E.

If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

The policy regarding prerequisites can be found in: *The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites (2011)*

INFORMATION ON THE COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT

Introduction

Effective September 1, 1999, every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community. This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please the principal or a teacher advisor.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of the Seven Generations Secondary School

Seven Generations Secondary School is responsible for the implementation of community involvement activities. A list of approved community involvement activities has been developed by the Secondary School and is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. Seven Generations Secondary School will not approve student participation in any activities that are on the ministry's list of ineligible activities. Each school board must ensure that all participants, including students and community sponsors, are adequately covered by Seven Generations Secondary School/Seven Generations Secondary School Student Services insurance.

Roles and Responsibilities of Secondary School Principals

Principals are required to provide information about the community involvement requirements to parents, students and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirements, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the school's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry's and the school's list of ineligible activities. If the activity is not on the boards list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or one of the teachers with a completed **Notification of Planned Community Involvement Activities** form indicating the activity or activities that they plan to do. This form must be signed by the student and his or her parent if the student is under the age of eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A **Completion of Community Involvement Activities** form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity of the student). The student must submit the form to the principal or one of the teachers upon completion of the community service hours.

Roles and Responsibilities of Parents

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the **Notification of Planned Community Involvement Activities** form and the **Completion of Community Involvement Activities** form if the student is under the age of eighteen years of age.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. Students and parents will be provided with a Safety guide for completing their community placements. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the **Completion of Community Involvement Activities** form.

The Ministry of Education's List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or spare periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under the age of fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a trades-person whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

Students will complete a "**Notification of Planned Community Involvement Activities**" form for prior approval and will maintain a record of their community involvement activities. Preference will be given to activities indicated on the attached "**List of Acceptable Community Involvement Activities**." The notification form shall be signed by either the Teacher Advisor or the Principal, prior to the commencement of the activity.

The "**Completion of Community Involvement Activities**" form attached is for keeping track of these hours. It may be copied as required. The supervisor should sign at the conclusion of the activity as verification of the work done. A copy of the completion form should be retained for the student's personal records and one turned in to the Teacher Advisor.

The **Teacher Advisor** will ensure that the hours are handed to the principal and a copy of the form will be placed in the students file. The hours will be accrued on the student's transcript and credit counselling form.

Acceptable Community Involvement Activities Seven Generations Secondary School

- Performing lawn/home maintenance for seniors/elders
- Community Spring clean-up activities
- Piling wood for seniors/elders
- Assist with fund raising activities for community service organizations
- Assist with security/admissions/clean-up at community functions, e.g. Pow-wow, Christmas Feast, etc.
- Data entry, shelving books, reading program at the local library
- Reading to the elderly
- Assisting with Health Fairs such as Diabetes Awareness
- Providing on-site child care during community events
- Volunteering at Headstart, Daycare, etc. as long as it is not during school hours
- Participating in food drives for local food banks such as Soup Kitchen, Salvation Army etc.
- Assisting with the delivery of food baskets for the Christmas Cheer Program
- Volunteer at a seniors' home/centre - visit, read, play cards or board games, take seniors for walks, crafts
- Assist a neighbour with child care - take a child to the park, watch a child while the parent prepares dinner
- Tutor younger children- read, take to library, help with homework
- Take part in environmental initiatives- cleaning and recycling operations, park cleanup, powwow grounds, planting trees and flower beds (students should not use power tools - lawn mowers, hedge trimmers, wood chippers, etc.)
- Volunteer in hospitals
- Volunteer at the Humane Society, United Way, Red Cross
- Help with sports teams - run skills, assist coach
- Assist students with special needs - peer buddy
- Assist with planning of arts or athletic- do publicity, set up for track meets, sell tickets, attend coat check, offer technical support
- Helping seniors shop
- Help organize the winter carnival
- Help with meals on wheels
- Sit on advisory boards
- Shovel snow for seniors
- Help seniors/others with computer programs

*****PARENTS ARE RESPONSIBLE FOR MONITORING COMPLETION OF HOURS
AND THE SAFETY OF THEIR CHILDREN**

The school will not be able to supervise or monitor the student's activities. The School and its employees will not be liable or responsible for any injury to a student, or loss or damage to personal property as a result of student's participation in the activity.

GRADE 9 & 10 COURSES

In these years, students select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12.

TYPES OF COURSES

Locally Developed

These may be offered to students who have experienced significant difficulties in previous study. These courses provide an opportunity to obtain sufficient background and skill development to prepare them for “Workplace Preparation” courses.

Academic Courses and Applied Courses

Academic and applied courses set high expectations for all students. *Academic courses* focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. *Applied courses* also focus on the essential concepts of the discipline, but develop students’ knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10.

However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses specified in various curriculum policy documents.

Open Courses in Grades 9 and 10

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. (For example, open courses are offered in visual arts, music, and health and physical education, but not in English, mathematics, science, French as a second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

GRADE 11 AND 12 COURSES

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial postsecondary goals. In these grades there are also more opportunities than in Grades 9 and 10 for learning experiences beyond the school, including cooperative education, work experience, apprenticeship, and school–work transition programs. The four destination-related types of courses are: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses.

University/College Preparation Courses

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

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications. Cooperative education and work experience placements within the community are important components of workplace preparation courses.

Schools will involve employers and site supervisors in the planning of cooperative education and work experience placements, and will ensure that they have their cooperation and support in implementing these courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will be required to demonstrate that

they have developed these skills. Workplace preparation courses in particular should also promote and stress the importance of lifelong learning.

Open Courses in Grades 11 and 12

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

Explanation of Course Codes: Each course has a five character identification code in which the first three characters refer to the subject, the fourth character refers to the grade or level of proficiency and the fifth character refers to the type of course.

D =Academic

E=Workplace

L = Locally Developed

M= University/College

O = Open

P = Applied

U= University

e.g. MAP4C is grade twelve, college

MAP = Mathematics

4 = Grade 12

C = College

THE 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 that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

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

Optional credits (total of 7)

- 7 credits selected by the student from available courses

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

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.



DIPLOMA REQUIREMENTS

The graduation requirements are dependent upon the year you began your high school career. The specifications are described below starting from most recent.

*****For students who began High School between 1993 and 1998, the following graduation conditions apply:***

The Ontario Secondary School Diploma (OSSD) will be awarded on the successful completion of a minimum of 30 credits which *must* include the following **16** compulsory credits:

- English.....5 Credits (minimum 2 credits from the senior division)
 - French\Ojibwe..... 1 Credit
 - Mathematics 2 Credits
 - Science 2 Credits
 - Canadian Geography..... 1 Credit
 - Canadian History 1 Credit
 - Social Sciences..... 1 Credit (senior division)
 - Arts 1 Credit
 - Physical Education..... 1 Credit
 - Business\Technological Studies..... 1 Credit
- 16 Credits

Plus:

- A total of 14 optional credits selected from the full list of courses available at the school..... 14 Credits

Total Credits.....30 Credits

MATURE CREDITS

Mature credits (up to a maximum of 12) may be awarded to those students who have not attended school for a period of at least one year after their 18th birthday. Awarding of mature credits is up to the discretion of the school principal and is based on such factors as age, length of time out of school, and life experience. If mature credits are granted, the number of credits needed to obtain your OSSD may be reduced. In most cases, a student is awarded 2 credits for every year away from school after their 18th birthday. Contact the school principal for further details.

*****For students who begin High School on or after September 1999, the following graduation conditions apply:***

The Ontario Secondary School Diploma (OSSD) will be awarded on the successful completion of a minimum of 30 credits which *must* include the following **18** compulsory credits:

COMPULSORY CREDITS (TOTAL OF 18)
4 credits in English (1 credit per grade)
<ul style="list-style-type: none"> • The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. • The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. • For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
3 credits in mathematics (at least 1 credit in Grade 11 or 12)
2 credits in science
1 credit in the arts
<ul style="list-style-type: none"> • The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
1 credit in Canadian geography (Grade 9)
1 credit in Canadian history (Grade 10)
1 credit in French as a second language
<ul style="list-style-type: none"> • Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
1 credit in health and physical education
0.5 credit in career studies
0.5 credit in civics
Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education
Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education
<i>Note:</i> The following conditions apply to selections from the above three groups:
<ul style="list-style-type: none"> • A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3. • A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

In addition to compulsory credits, students must complete: 12 Optional Credits, 40 hours of community involvement activities, and The Provincial literacy requirement

COURSES OFFERED
AT
SEVEN GENERATIONS SECONDARY SCHOOL
2017-2018
UNDER Ontario Schools Kindergarten to Grade 12:
Policy and Program Requirements, 2011

Grade 9 Courses		
Course	Code	Credit Value
The Arts		
Visual Arts	AVI10	1 Credit
Business Studies		
Information and Communication Technology in Business	BTT10	1 Credit
Canadian and World Studies		
Geography of Canada (Applied)	CGC1P	1 Credit
English		
Locally Developed Grade 9 English	ENG1L	1 Credit
English (Applied)	ENG1P	1 Credit
Guidance and Career Education		
Learning Strategies 1	GLS10	1 Credit
Mathematics		
Locally Developed Grade 9 Math	MAT1L	1 Credit
Foundations of Mathematics (Applied)	MFM1P	1 Credit
Science		
Locally Developed Grade 9 Science	SNC1L	1 Credit
Science (Applied)	SNC1P	1 Credit

Grade 10 Courses		
Course	Code	Credit Value
Business Studies		
Information and Communication Technology in Business	BTT20	1 Credit
Canadian and World Studies Canadian		
Locally Developed Canadian History Grade 10	CHC2L	1 Credit
Canadian History Since World War 1 (Applied)	CHC2P	1 Credit
Civics and Citizenship, (Open)	CHV20	.5 Credit
English		
Locally Developed Grade 10 English	ENG2L	1 Credit
English (Applied)	ENG2P	1 Credit
Literacy Skills: Reading and Writing	ESL20	1 Credit
Guidance and Career Education		
Careers Studies (Open)	GLC20	.5 Credit
Discovering the Workplace (Open)	GLD20	1 Credit
Mathematics		
Locally Developed Grade 10 Math	MAT2L	1 Credit
Foundations of Mathematics (Applied)	MFM2P	1 Credit
Science		
Locally Developed Grade 10 Science	SNC2L	1 Credit
Science (Applied)	SNC2P	1 Credit

Grade 11 Courses		
Course	Code	Credit Value
Business Studies		
Entrepreneurship: The Enterprising Person	BDP30	1 Credit
Entrepreneurship: The Venture	BDI3C	1 Credit
Financial Accounting Fundamentals	BAF3M	1 Credit
Marketing: Retail and Service	BMX3E	1 Credit
Information and Communication Technology	BTA30	1 Credit
Canadian and World Studies		
World History to the End of the Fifteenth Century	CHW3M	1 Credit
English		
Media Studies	EMS30	1 Credit
English (College Preparation)	ENG3C	1 Credit
English (Workplace)	ENG3E	1 Credit
English (University)	ENG3U	1 Credit
Guidance and Career Education		
Designing Your Future	GWL30	1 Credit
Leadership and Peer Support	GPP30	1 Credit
Social Sciences & Humanities		
Working with Infants and Young Children	HPW3C	1 Credit
Mathematics		
Foundations of College Mathematics	MBF3C	1 Credit
Functions and Applications	MCF3M	1 Credit
Mathematics for Work and Everyday Life	MEL3E	1 Credit
Native Studies		
Aboriginal Beliefs, Values, and Aspirations in Contemporary Society	NBV3E	1 Credit
Contemporary Aboriginal Voices	NBE3C	1 Credit
Health and Physical Education		
Healthy Active Living Education	PPL30	1 Credit
Science		
Biology	SBI3C	1 Credit
Chemistry	SCH 3U	1 Credit
Environmental Science	SVN3E	1 Credit
Technology		
Hospitality and Tourism	TFJ3C	1 Credit

Grade 12 Courses		
Course	Code	Credit Value
Business Studies		
Financial Accounting Principals	BAT4M	1 Credit
International Business Fundamentals	BBB4M	1 Credit
English		
Business and Technological Communication	EBT40	1 Credit
English (College Preparation)	ENG4C	1 Credit
English (University)	ENG4U	1 Credit
English (Workplace)	ENG4E	1 Credit
English, Writer's Craft	EWC4U	1 Credit
The Ontario Secondary School Literacy Course	OLC40	1 Credit
Guidance and Career Education		
Navigating the Workplace	GLN40	1 Credit
Social Sciences & Humanities		
Personal Life Management	HIP40	1 Credit
Families in Canada	HHS4C	1 Credit
Families in Canada	HHS4U	1 Credit
Mathematics		
Mathematics for College Technology	MCT4C	1 Credit
Foundations for College Mathematics	MAP4C	1 Credit
Mathematics for Work and Everyday Life	MEL4E	1 Credit
Calculus and Vectors	MCV4U	1 Credit
Advanced Functions	MHF 4U	1 Credit
Mathematics of Data Management	MDM4U	1 Credit
Science		
Biology	SBI4U	1 Credit
Chemistry	SCH4C	1 Credit
Chemistry	SCH4U	1 Credit
Science	SNC4E	1 Credit
Science	SNC4M	1 Credit
Physics	SPH4C	1 Credit
Technology		
Child Development and Gerontology	TOJ4C	1 Credit

COURSE DESCRIPTIONS FOR GRADE 9

Visual Arts (Open)

Course code: AVI10

1 Credit

This course offers 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 through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

Prerequisite: None

Information and Communication Technology in Business

Course Code: BTT10

1 Credit

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

Prerequisite: None

Canadian Geography (Applied)

Course Code : CGC 1P

1 Credit

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to 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 geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

Prerequisite: None

English, Grade Nine

Course Code: ENG1L

1 Credit

The Essential English, Grade 9 course emphasizes the key reading, writing, and 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, 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

English (Applied)

Course Code: ENG1P

1 Credit

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: None

Learning Strategies 1: Skills for Success in Secondary School

Course code: GLS1O

1 Credit

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

Mathematics, Grade Nine

Course Code: MAT1L

1 Credit

This course provides students who have experienced significant difficulties in previous Mathematics courses and 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

Foundations of Mathematics (Applied)

Course code: MFM1P

1 Credit

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking

Prerequisite: None

Science, Grade Nine

Course Code: SNC 1L

1 Credit

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: None

SNC 1P (Applied)

Course Code: SNC 1P

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

COURSE DESCRIPTIONS FOR GRADE 10

Canadian History in the 20th Century

Course Code: CHC 2L

1 Credit

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills.

Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation.

Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

Prerequisites: None

Canadian History Since World War I (Applied)

Course Code: CHC2P

1 Credit

This course explores some of the 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.

Prerequisites: None

Civics (Open)

Course Code: CHV20

.5 Credit

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.

Prerequisites: None

English (Locally Developed)

Course Code: ENG 2L

1 Credit

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

Prerequisite: ENG 1L

English (Applied)

Course Code: ENG2P

1 Credit

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, Academic or Applied

Literacy Skills: Reading and Writing

Course Code: ESL 20

1 Credit

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.

Prerequisites: Grade 9, Academic or Applied or Grade 9 LDCC

Career Studies (Open)

Course Code: GLC20

.5 Credit

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

Prerequisites: None

Discovering the Workplace, Grade 10, Open

Course Code: GLD20

1 Credit

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

Prerequisites: None

Mathematics (Locally Developed)

Course Code: MAT 2L

1 Credit

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: MAT 1L

Foundations of Mathematics

Course Code: MFM2P

1 Credit

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

Prerequisite: Mathematics, Grade 9, Academic or Applied

Science (Locally Developed)

Course Code: SNC 2L

1 Credit

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course.

Students explore a range of topics, including science in media, interactions of common materials, interdependence of organisms in communities, and using electrical energy.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: SNC 1L

Science (Applied)

Course Code: SNC 2P

1 Credit

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

Prerequisite: Science, Grade 9, Academic or Applied

COURSE DESCRIPTIONS FOR GRADE 11

Entrepreneurship: The Enterprising Person

Course Code: BDP 30

1 Credit

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

Prerequisite: None

Entrepreneurship: The Venture

Course Code: BDI3C

1 Credit

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

Prerequisite: None

Information Communication Technology: The Digital Environment

Course Code: BTA30

1 Credit

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

Financial Accounting Fundamentals, University/College Preparation

Course Code: BAF3M

1 Credit

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

Prerequisite: None

English: College Preparation

Course Code: ENG3C

1 Credit

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

Prerequisite: English, Grade 10, Applied

English: Workplace Preparation

Course Code: ENG3E

1 Credit

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

Prerequisite: English, Grade 10, Applied

English: University Preparation

Course Code: ENG3U

1 Credit

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

Prerequisite: English, Grade 10, Academic**Designing Your Future: Grade 11, Open**

Course Code: GWL30

1 Credit

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skill, 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**Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Workplace**

Course code: NBV3E

1 Credit

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

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

English: Contemporary Aboriginal Voices

Course Code: NBE3C

1 Credit

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

Prerequisite: English, Grade 10, Academic or Applied

Foundations for College Mathematics, Grade 11, College Preparation

Course Code: MBF3C

1 Credit

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: Foundations of Mathematics, Grade 10, Applied

Functions and Applications, University/College

Course code: MCF 3M

1 Credit

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

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

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

Course Code: MEL3E

1 Credit

This course enables students to broaden their understanding of mathematics as it is applied in 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 communicate their thinking.

Prerequisite: Mathematics, Grade 9, Academic or Applied, or LDCC Grade 10 mathematics course

Chemistry, University

Course code: SCH3U

1 Credit

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

Prerequisite: Science, Grade 10, Academic

Biology, College

Course code: SBI 3C

1 Credit

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

Prerequisite: Science, Grade 10, Academic or Applied

COURSE DESCRIPTIONS FOR GRADE 12

Financial Accounting Principles

Course Code: BAT4M

1 Credit

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

Prerequisites: BAF3M

International Business Fundamentals, University/College Preparation

Course Code: BBB4M

1 Credit

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisites: NONE

Communication in the World of Business and Technology

Course Code: EBT40

1 Credit

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

English, College Preparation

Course code: ENG4C

1 Credit

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

Prerequisite: English, Grade 11, College Preparation

English, University

Course Code: ENG 4U

1 Credit

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

Prerequisite: English, Grade 11, University Preparation

English, Workplace Preparation

Course Code: ENG4E

1 Credit

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

Prerequisite: English, Grade 11, Workplace Preparation

English: The Writer's Craft

Course Code: EWC 4U

1 Credit

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

Prerequisite: English, Grade 11, University Preparation

Ontario Secondary School Literacy Course

Course Code: OLC4O

1 Credit

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. Student will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

Navigating the Workplace

Course Code: GLN 40

1 Credit

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

Prerequisite: None

Mathematics for College Technology, College Preparation

Course Code: MCT4C

1 Credit

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

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

Foundations for College Mathematics, College Preparation

Course Code: MAP4C

1 Credit

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

Prerequisite: Mathematics for Personal Finance, Grade 11, College Preparation, of Functions, Grade 11, University/College Preparation (or Functions and Relations, Grade 11, University Preparation)

Mathematics for Work and Everyday Life, Workplace Preparation

Course Code: MEL4E

1 Credit

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

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

Advanced Functions, University

Course code: MHF 4U

1 Credit

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, College Preparation

Mathematics of Data Management

Course code: MDM 4U

1 Credit

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

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

Biology, University

Course code: SBI 4U

1 Credit

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

Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry, College

Course code: SCH 4C

1 Credit

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology.

Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

Chemistry, University

Course code: SCH 4U

1 Credit

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

Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Physics, University

Course code: SPH 4C

1 Credit

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

Prerequisite: Science, Grade 10, Academic or Applied

Families in Canada

Course Code: HHS4C

1 Credit

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

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

Families in Canada

Course Code: HHS4U

1 Credit

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

Calculus and Vectors

Course Code: MCV4U

1 Credit

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Marketing: Retail and Service

Course Code: BMX3E

1 Credit

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

Prerequisite: None

Science

Course Code: SNC4E

1 Credit

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

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

Environmental Science

Course Code: SVN3E

1 Credit

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

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

Child Development and Gerontology

Course Code: TOJ4C

1 Credit

This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to child care and gerontology.

Prerequisite: None

Hospitality and Tourism

Course Code: TFJ3C

1 Credit

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

Prerequisite: None

Leadership and Peer Support

Course Code: GPP30

1 Credit

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

Prerequisite: None

Healthy Active Living Education

Course Code: PPL30

1 Credit

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

Prerequisite: None

Personal Life Management

Course Code: HIP40

1 Credit

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

Prerequisite: None

COOPERATIVE EDUCATION

Seven Generations Cooperative education program allows students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

The cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In the cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

Coop courses are offered to students in grades 11 and 12. Enrolment in Co-operative Education courses is subject to approval from the principal and availability of job placements. Acceptance into the program depends in part upon an interview with the teacher monitor.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education.



Dear Parent/Guardian

We the staff of the Seven Generations Secondary School believe that parental involvement is a vital and integral part of a students' education. It is therefore important that parents be informed of the School's course offerings and their content. A detailed outline for each course of study is available for parents and students to examine. We encourage and recommend your participation in your son/daughter's course selection, particularly for students under 18 years of age.

Sincerely,

Seven Generations Secondary School Staff



SEVEN GENERATIONS
SECONDARY SCHOOL
P.O. BOX 297
FORT FRANCES, ON
P9A 3M6

PHONE: (807)-274-8569
FAX: (807)-274-1992