

CVDCS Course Calendar Grade Nine 2017-2018



3594 Hwy. 144, Chelmsford, ON P0M 1L0

Tel: 705.675.0225

Fax: 705.675.0226



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Chelmsford Valley District Composite School

Mission Statement

C.V.D.C.S. is a collaborative community where a comprehensive system of support ensures that all students meet Ministry expectations and achieve success.

School Philosophy

At C.V.D.C.S. everyone will work together to ensure that students experience multiple levels of learning within the Ontario Curriculum. Everyone in the school community will support each other in striving for personal growth and life goals.

Learning and growth will be measured by assessments aligned with Ministry, District and School policies and best practice.

We will continually revise our teaching and learning strategies and supports to ensure success for all.

What do you need to graduate?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

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

Plus one credit from each of the following groups:

- 1 additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
- 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***
- 1 additional credit in science (Grade 11 or 12), or technological education, or computer studies, or French as a second language**, or cooperative education***

In addition to the compulsory credits, students must complete:

12 optional credits (may include up to 4 credits earned through approved dual credits)
40 hours of community involvement activities
the provincial literacy requirement

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

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

*** A maximum of 2 credits in cooperative education can count as compulsory credits

Credits:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The credit is granted by the principal of a school offering secondary school programs on behalf of the Minister of Education.

The Common Course Code System: (CCC)

All course codes have been assigned according to the Common Course Coding System developed by the Ontario Ministry of Education and Training. Each course code has 6 characters.

The first three characters indicate the discipline, the subject group and course. For example:

ENG	-	English
CHC	-	Canadian History
SNC	-	Science

The fourth character indicates the grade level:

1	=	Grade 9
2	=	Grade 10
3	=	Grade 11
4	=	Grade 12

The fifth character, for grades 9 and 10 courses, indicates the course type:

D	=	Academic
P	=	Applied
L	=	Locally Developed Course (Essential)
O	=	Open

Example: ENG1P0 = English Grade 9 Applied



iT.E.C.H. Program at CVDCS

At CVDCS we are committed to ensuring that our students are equipped with the necessary knowledge, skills and 21st century competencies that will ensure their success in our rapidly changing world.

These 21st century competencies include; communication, collaboration, critical thinking, creativity and innovation and “can be identified on the basis that they make a measurable contribution to educational attainment, relationships, employment, and health and well-being outcomes, and do so for all individuals, not only those in a specific trade, occupation, or walk of life” (Rychen, 2003, pp. 66–67).

We believe that our focus on innovation through technology, experiential learning in all programs, community involvement and health & wellness will promote personal growth and develop students who are ready to be productive and contributing members of society. Through this program students will earn a certificate upon graduation that meets the certificate requirements outlined below.

Certificate Requirements

The **iT.E.C.H. Certificate** will be awarded upon graduation. The certificate requirements include:

1. **10 credits** (Designated as part of the OSSD). Students also have the opportunity to earn a Specialist High Skills Major in Health and Wellness including sector-recognized certifications and/or courses/programs.
2. **Leadership Involvement** that may include
 - a. Participation in sports, clubs (ex. Robotics)
 - b. Peer helping/mentoring
 - c. Skills competitions
 - d. Student Council/Athletic Council
3. **Community Service**
 - a. Students will be encouraged to complete their community service hours in the areas of health and wellness and/or technology.
 - b. A minimum of 20 hours must be completed in Grade 9.

4. Digital Portfolio

What is your digital footprint? Students will create digital portfolio throughout their secondary school experience using technology in a purposeful way that will allow them to:

- Record their own learning
- Communicate their learning in innovative ways
- Routinely self-assess their 21st century competencies and reflect annually to determine next steps.
- Learn ways to express themselves through a variety of digital mediums
- Gain real-world experience in UI design, website management and best practices relating to communications technologies
- Innovate traditional methods of self-assessment, formative assessment and summative assessment using a variety of digital mediums and methodologies
- Use a variety of technologies that may include: Google sites, HTML programming, iMovie, Youtube, Blogger.com, iPads, Chromebooks, laptops, Book Creator

5. Experiential Learning Opportunities

- Students will have the opportunity to explore careers related to innovation, technology and health/wellness through field trips, guest speakers and cooperative education placements.
- The goal will be for students to participate in an annual field trip to enhance program focus and goals.

Courses and Pathways

Credits earned in Grade 9/10 will consist mainly of compulsory courses. Credits earned in Grades 11/12 will be based on student choice and/or post-secondary admission requirements.

Grade 9 Courses

- All year English and Communication Technology (ENG1P/1D and TIJ1O -with a TGJ2O focus) (English - will include an introduction of the 21st century competencies)
- PPL1O0/OI (Physical Education)

Grade 10 Courses (Possible Choices)

- ENG2D/2P (English)
- HFN2O (Food and Nutrition)
- ICS2O (Computer Science)
- PPL2O (Physical and Health Education)
- TCJ2O (Construction Technology)
- TEJ2O (Computer Engineering/Robotics)
- TGJ2O (Communication Technology)
- TMJ2O (Manufacturing Technology)
- TTJ2O (Transportation Technology)

Grade 11/12 Courses (Possible Choices)

- HHG4M (Human Growth and Development)
- HPC3C (Parenting)
- ICS3C/4U (Computer Science/Robotics)
- PAD3O/4O (Outdoor Education)
- PAI3O/4O (Yoga)
- PAF3O/4O (Personal Fitness)
- PAL3OY (Volleyball)
- PAL3O/4OY (Hockey)
- PPL3O/4O (Physical Education)
- TCJ4O (Construction Technology)
- TEJ3O/4O (Computer Engineering/Robotics)
- TGJ3O/4O (Communication Technology)
- TMJ4O (Manufacturing Technology)
- TPJ3M/4M (Healthcare - Medical Technologies)
- TTJ4O (Transportation Technology)
- Cooperative Education - iTech focus (technology, health care, wellness)
- Dual Credits (Introduction to Health Sciences, Exploring Physical Fitness and Leisure, Exploring Personal Support Worker, Exploring Careers in Trades, Introduction to the Technology of Modern Mining)

Pathways

Students can explore courses and individualize their own pathways to help prepare them for post-secondary options. For instance, students may consider pathways in the following sectors as related to the i.T.E.C.H. Program:

Technology	Health and Wellness
<p>Computers (Hardware Engineer, Network Specialist, Programmer, Scientist, Animator, Recording Engineer, Webmaster, Web Developer, Video Game Developer, Software Engineer, IT Support, Data Entry Clerk, Electrical Engineering, Library Technician, Multimedia Developer, Sound Technician, Special Effects Technician, Air Traffic Controller, Architectural Technician, Business Systems Analyst)</p>	<p>Health Care (Nurse, Audiologist, Kinesiologist, Medical Lab Technician, Pharmacy Technician, Doctor, Youth Care Worker, Physiotherapist, Massage Therapist, Dental Assistant/Hygienist, Dentist, Dietician, Medical Secretary, Paramedic, Respiratory Therapist, Veterinary Technician)</p>
<p>Trades (Aircraft Mechanic, Appliance Repair, Automotive, Carpenter/Cabinet Maker, Drywaller, Electrician, Elevator Installer/Repair, Heating/Air Conditioning Technician, Heavy Equipment Technician, Millwright, Machinist, Welder, Plumber, Power Engineer, Powerline Technician, Solar Energy Technician)</p>	<p>Wellness (Fitness Instructor, Personal Trainer, Addictions Counsellor, Art and Music Therapist, Athletic Therapist, Naturopath, Physical Education Teacher, Yoga Instructor, Social Worker, Psychologist, Recreation/Occupational Therapist)</p>

Application Process

- Application forms will be completed by Grade 8 students interested in the program and will be submitted with students' registration forms. An electronic application can be completed via a Google Form or using a paper copy. See link below to view electronic application.
- bit.ly/cvdcstech or access link via Facebook (Chelmsford Valley District Composite School)
- - Minimum average - 75% (copy of Gr. 8 report card)
 - Participation in extra-curricular activities (sports, clubs, leadership)
 - Outside interests
 - Recommendation from a teacher/principal
 - Submit a video/presentation that exemplifies who you are and why you want to be part of this program.

Integrity of Program

In order to remain in the iT.E.C.H. Program students must:

- Maintain an overall average of 75% (minimum)
- Attend regularly
- Engage in a yearly review of digital portfolio (meeting with iT.E.C.H. panel)
- Commit to completing a minimum of 20 community service hours by the end of Grade 9
- Students must maintain a commitment to the leadership options outlined above.



PROGRAM PLANNING for PARENTS and STUDENTS

The final responsibility for selecting a student's pathway rests with the student and his/her parents or guardians.

Principals, guidance counsellors and teachers will make recommendations regarding pathways that would be appropriate for individual students and will give advice regarding Academic, Applied, and Locally Developed courses. However, students and their parents have the right to make alternative course selections if the sections are available and provided that the diploma requirements regarding areas of study and mandatory credits are being met.

In planning a pathway, the following information and guidelines may be of assistance:

- 1 Consider carefully the vocational goal and the educational requirements necessary to achieve it. Then select the Academic, Applied or Locally Developed (Essential) courses that will be required to obtain this goal.
- 2 It is the responsibility of the student and parents to ensure that the student is selecting credits which will admit the student to further education. A description of the admission requirements for post-secondary educational institutions can be obtained from the Guidance Department.
- 3 We stress the importance of certain educational and societal priorities that contribute to national objectives, such as personal physical fitness, an understanding and appreciation of both the English and French languages, and an awareness of Canada's heritage. Please keep these in mind when selecting a program.
- 4 It is possible for a student to take Academic, Applied, and Locally Developed (Essential) courses in grade 9 and in grade 10, depending upon interests and educational goals. In general, students who intend to proceed to university, a school of nursing and other avenues of higher education should choose Academic courses in those subjects leading to admission.
- 5 Try to plan the program over a four year period. While many subjects require continuity (eg. languages) and should be taken in sequence, others are specialized one-semester courses and may be taken during any semester.
- 6 Every effort will be made to schedule requested course selections. This, however, will be dependent upon timetabling restrictions and adequate enrollment.

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 English¹
- 1 credits 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.

THE CERTIFICATE OF ACCOMPLISHMENT:

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

ACADEMIC, APPLIED STREAMS AND LOCALLY DEVELOPED (ESSENTIAL COURSES):

The grade 9 courses are divided into three streams: Academic, Applied and Locally Developed (Essential) courses. Courses in English, Mathematics, Science, History, Geography and French will be offered in Academic and Applied streams.

Academic courses focus on the essential concepts of the discipline plus additional related concepts. They develop students' knowledge and skills by emphasizing theoretical, abstract, applications of the essential concepts while incorporating practical applications as appropriate.

Applied courses also focus on the essential concepts of the discipline. They develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications as appropriate.

LOCALLY DEVELOPED (ESSENTIAL) COURSES:

Locally developed courses are developed by school boards to meet educational needs that are not met by courses outlined in the curriculum policy documents. Some students who enter secondary school do not have the necessary preparation to enable them to succeed in the secondary program. In order to provide students with the opportunity to upgrade their knowledge and skills, a school board may develop locally one course in English, one course in mathematics, and one course in science that can be counted as meeting a compulsory credit requirement in that discipline. Upon successful completion of a Grade 9 locally developed compulsory credit course, some students may proceed to a Grade 9 academic or applied course. Others may proceed to a Grade 10 locally developed course, leading to grade 11/12 workplace preparation courses. Locally developed courses are credit-bearing and count towards the Ontario Secondary School Diploma.

OPEN COURSES:

Open courses have one set of expectations that is appropriate for all students. These courses are designed to provide students with a broad educational base.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST:

A provincial test will be conducted in Grade 10 each spring. It will be based on the English language curriculum up to the end of Grade 9. All students must meet the literacy graduation requirement. Most students meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT).

Students taking English as a Second Language will take the test when they have reached the Grade 9 level in their language studies. For students with special needs, policies and guidelines will be provided to accommodate their situations.

INDIVIDUAL PATHWAYS PLAN (IPP):

Each student, with input from parents and teachers, will document individual learning in education and career/life planning in a web-based Individual Pathways Plan (IPP), using myblueprint.ca website. Activities will help students:

- set goals and priorities, and make decisions
- research education and career opportunities/alternatives
- review and revise goals and priorities at least twice a year

By developing their Individual Pathways Plan, students take responsibility for their learning and for planning their future.

COMMUNITY INVOLVEMENT:

As part of the diploma requirement, each student must make a positive contribution to the well-being of the community. The community involvement consists of student self-directed activities of at least 40 hours, which must be started in grade 9. The activities must occur outside of normal instructional hours.

The purpose of the community involvement is

- to promote community values by:
 - helping students understand how they can make a positive difference
 - having students demonstrate their integrity
 - having students contribute to their community,
- to increase student awareness of community needs,
- to discover the role students can play in making their communities a better place in which to live and work,
- to develop a positive self-image and a greater sense of identity and responsibility in the community, and
- to provide a possibility for exploring career opportunities

Students will be informed of acceptable community involvement activities at the beginning of grade 9.

ADDITIONAL INFORMATION



Achievement, Attendance and Evaluation

Student participation, regular attendance and a certain level of mastery are integral to the achievement of the educational goals set out in the courses offered at Chelmsford Valley District Composite School. Regular attendance is considered to be necessary to the learning process and to fair and constructive evaluation of student achievement. If the process of learning is disrupted by irregular attendance, learning experiences are lost that cannot be entirely regained. (Please refer to the school's attendance policy).

Changes of Courses Following the Start of Each Semester

Each student's timetable is individually constructed. Corrections or changes must be cleared through the Guidance Office. **Transfers or changes from one course to another are normally not allowed after the end of the second week of September in the first semester or at the end of the second week in the second semester in February.** However, when such a change is appropriate it must be approved by the student, the school and the parents or guardians.

Ontario Student Transcript:

The Ontario Student Transcript (OST) includes:

- For grades 9 and 10 courses, the student's achievement with percentage grades for successfully completed courses only.
- For grades 11, and 12, all courses taken or attempted, percentage grades earned and credits gained.
- A course will not be recorded on the OST if the student withdraws within 5 instructional days following the issuance of the provincial report card. If a student withdraws from a course after the deadline, a **W** will be recorded, as well as the student's mark at the time of withdrawal.

Evaluation of Student Achievement:

Evaluation is not an end in itself but rather part of the learning process for both the teacher and the student. During the school year evaluation will occur on a regular basis. At the completion of each course, 'summative' evaluation will occur. Its purpose is to judge the student's achievement in relation to the stated objectives of the course.

The procedures for evaluating student progress will be sufficiently varied to meet the requirements of different groups of students, different courses and different levels of difficulty as well as a variety of learning environments. Specific evaluation procedures will be given to every student at the commencement of each course.

Examinations are held in January (February in some years) and in June. There is a possibility that students will be required to write more than one examination on the same day, especially if they are taking courses at more than one level.

Culminating activities, as part of a final assessment, may be assigned outside of the regular exam schedule, making attendance crucial in the last few weeks of the semester.

Students will be promoted in all subjects they pass successfully. In all subjects the minimum mark for promotion is 50%.

Report cards will be issued by the school four times during the year. Parents are asked to inspect the report card carefully and have the Response Form (grades 9 and 10) returned to the home room teacher. ***Parent/teacher interviews will be held in October and March.***

Parents are invited to phone the school at any time should they wish to discuss the progress of their child with the subject teacher, or a member of the Guidance Department, Vice-Principal or Principal.

Equivalent Diploma Requirements

Secondary school students who transfer from another school will have their credits transferred to Chelmsford Valley District Composite School. Students entering CVDCS from a school outside of Ontario will have their records assessed by the principal who shall determine those diploma requirements that are yet to be fulfilled.

Music Certificates

Some music certificates are accepted for credit towards the Ontario Secondary School Diploma. For further details, consult a guidance counsellor.

Student Services: Guidance and Counselling

Guidance and Counselling Services in each secondary school serve students, parents and staff by providing three different kinds of counselling and instruction: education, career, and personal.

Educational Counselling and Instruction:

This service helps students and their parents decide on current and future secondary school programs and on post-secondary education and training opportunities.

Career Counselling and Instruction:

This service helps students with their career exploration and decision-making. Counsellors encourage students to examine their strengths and preferences and relate these to a wide range of occupations. Students use a variety of career and educational resources (i.e., software, print and video) in the guidance information centre and visit or work in various occupations through job shadowing, work experience, Co-operative Education and the Ontario Youth Apprenticeship Program (OYAP).

Personal Counselling:

This service helps students cope with their personal concerns and their relationships with others.

Special Education Resource Teacher (S.E.R.T.)

While the primary responsibility for the exceptional students lies with the classroom teacher, the resources of the S.E.R.T. are made available when required. There are a number of roles the S.E.R.T. may serve depending on the school's specific needs, including:

- providing support to the classroom teacher
- providing a resource withdrawal program for exceptional students
- facilitating the Identification, Placement and Review Committee process
- facilitating the development and implementation of the Individual Education Plan
- providing credit courses in Learning Strategies for exceptional students with one course designation as a compulsory credit (GLE100)

Learning Strategies 1: Skills for Success in Secondary School (GLE100)

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.

The Identification, Placement and Review Committee (I.P.R.C.)

This is a committee of three or more members who consider the needs of referred students. The committee is composed of school and Special Education personnel who have been involved with the student (e.g. principal, teachers) and other individuals as required. A request for an I.P.R.C. can be made by a student, parent or guardian. All requests are made to the principal of the school that the student attends.

Co-operative Education

Co-operative Education is a program that integrates classroom theory with practical experience in the workplace. Students divide their time between school and the workplace. School credits are awarded for successful on-the-job experience after joint evaluation by the employer and the teacher. Additional information on Co-op Education is available by contacting the Guidance Department.

Ontario Student Record System

The Ontario Student Record shows the progress of each student by recording such facts as schools attended, studies undertaken and results achieved in these studies. These facts are noted on the Student Record Folder or the Student Achievement Forms. Any other information may be inserted in the Ontario Student Record Folder if, in the opinion of the principal, it will benefit teachers in planning instruction for the student.

Right of Access to Student Records

- 1 Every student is entitled to examine his/her record.
- 2 A parent or guardian of a student who has not reached the age of majority is entitled to examine the record.
- 3 A student record is available for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction of the student.

Alternative Methods of Achieving Credits

Under normal circumstances day school students are expected to take all their credit courses during the regular school day. However, where a day school student is unable to obtain desired credit courses due to timetable conflicts, course(s) not offered, or personal need, the student may be permitted to enroll in a continuing education credit program. In such circumstances the student must discuss this option with a counsellor in the Guidance Department and receive approval from the principal.

These alternative methods of achieving additional credits may include credit recovery, e-learning, night school, summer school, and in exceptional situations after all other avenues have been explored, correspondence.

Transfers and Retirements

A student transferring to another school or retiring from school is to see the Guidance Department before making such a move.

Board Transfer Policy

The Board's policy of open school boundaries permits students to attend any secondary school of their choice outside the local school attendance area, if they provide their own transportation.

To allow sufficient time to prepare for the forthcoming school year, parents are required to select the school of their choice by **March 1st**. Your co-operation in reaching a decision by **March 1st** is appreciated.

Code of Conduct

The goals of education at Chelmsford Valley District Composite School include helping the learner to achieve his/her potential in physical, intellectual, emotional, social, cultural, and moral development. To create an atmosphere in which this development can take place, it must be recognized that students, parents, and teachers share responsibilities in the achievement of these goals. Only when each participant is aware of the rights and responsibilities of everyone involved in the learning process will an atmosphere leading to the fulfilment of educational goals be established.

The school "Code of Conduct" is available at the school office and is sent home annually in September. Students and parents/guardians are encouraged to read this booklet which outlines their rights and responsibilities. For more information regarding the above items, contact the Guidance Department.

Honour Award System

Honour Roll

A student must obtain an average of 75% or better to earn recognition on the school's honour roll.

Chelmsford Scholar

Students who have attained an average of 80% or better in 30 credits on their Ontario Secondary School Diploma (OSSD) are welcome to apply for the Chelmsford Scholar Award. The onus is on the recipient to apply for the award. Further:

- the student must be in his/her graduating semester before the application can be made,
- all courses except those in the second semester of the graduating year must be listed with final marks,
- application to be submitted to head of guidance for verification,
- potential graduates and Chelmsford Scholar Award winners should apply after the mid-semester reports are issued in their graduating semester.

Ontario Scholar Program

The Ontario Scholar Program will recognize students who are eligible to receive an Ontario Secondary School diploma and who achieve an aggregate of at least 480 marks (80%) in any combination of six credits from Ministry-approved courses:

- Grade 12 university preparation, university/college preparation, college preparation, workplace preparation and open courses under OSS (Ontario Secondary Schools).
- Students who are planning to achieve an Ontario Scholar Certificate should schedule six grade twelve courses in their senior years to be eligible for this prestigious award.

For further information about scholarships and awards, contact the Guidance Department.

GRADE 9 COURSE DESCRIPTIONS

Students in Grade 9 will choose courses from one or more of the following: academic, applied, essential and open. A student who has earned applied level credits in grade 9 may, if requested and in consultation with guidance, parents/guardians, and teachers, change to the academic pathway in any subject except math. Programs may be enhanced by out of school activities (field trips) and by other in-school enrichment activities (guest speakers, community events, etc.)

COMPULSORY SUBJECTS

Subject	Academic	Applied	Essential Locally Developed Courses	Open
English Mathematics Science French or Ojibwe Geography Healthy Active Living Technological Studies	ENG1D0 MPM1D0 SNC1D0 CGC1D0	ENG1P0 MFM1P0 SNC1P0 CGC1P0	ENG1L0 MAT1L0 SNC1L0	FSF 100 LNOA00 PPL100 TIJ100
Choose only one (1) of the following				
FNMI Art Integrated Arts Visual Art				NAC100 ALC100 AVI100

EXPRESSIONS OF FIRST NATIONS, MÉTIS AND INUIT CULTURES--NAC100 [Open]

This course explores various First Nations, Métis, and Inuit art forms (media arts, music, dance, drama, storytelling, visual art, installation and performance art, clothing design, and architectural design), giving students the opportunity to create, present, and analyze integrated art works infused with First Nations, Métis, and Inuit perspectives. Students will examine relationships between art forms and individual and related concepts, styles, and conventions and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

INTEGRATED ARTS – ALC 100 [Open]

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

VISUAL ARTS - AVI100 [Open]

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

ENGLISH - ENG 1D0 [Academic]

This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

ENGLISH - ENG 1P0 [Applied]

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

ENGLISH - ENG 1L0 [Locally Developed Compulsory Credit Course]

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing and thinking, and reflect regularly upon their growth in these areas.

CORE FRENCH - FSF100 [Open]

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for life-long language learning.

NATIVE LANGUAGE - OJIBWE - LNOA00 [Open]

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

ISSUES IN CANADIAN GEOGRAPHY - CGC 1D0 [Academic]

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

ISSUES IN CANADIAN GEOGRAPHY - CGC 1P0 [Applied]

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

PRINCIPLES OF MATHEMATICS - MPM 1D0 [Academic]

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Learning through abstract reasoning is an important aspect of this course.

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P)

FOUNDATIONS of MATHEMATICS - MFM 1P0 [Applied]

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. Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (Note: Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to take a transfer course or MPM1D0 course.)

MATHEMATICS - MAT 1L0 [Locally Developed Compulsory Credit Course]

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

SCIENCE - SNC1D0 [Academic]

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

SCIENCE - SNC1P0 [Applied]

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.

SCIENCE - SNC ILO [Locally Developed Compulsory Credit Course]

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 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.

HEALTHY ACTIVE LIVING EDUCATION - PPL100 [Open]

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

EXPLORING TECHNOLOGIES - TIJ 100 [Open]

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields.

FRENCH IMMERSION

The French Immersion Program is designed for students to become fluently bilingual.

Students in the program will receive instruction in various disciplines in the French language throughout their high school years. The program aims to teach the student to speak and write French with sufficient fluency not only to converse on every day matters, but also to understand a full curriculum of subjects such as geography, history, technology, etc.

Students who qualify receive a French Immersion Certificate from the Rainbow District School Board.

FRENCH IMMERSION CERTIFICATE

To qualify for a French Immersion Certificate, students must:

- successfully complete a minimum of 10 credits taught using French as the language of instruction
- be taking at least 4 credits of Français

FRENCH IMMERSION PROGRAM (Grade 9 & Grade 10)

GRADE 9

CGC 1DI	Géographie*
FIF 1DI	Français
PPL 10I	Éducation Physique (Co-ed)

GRADE 10

CHC 2DI	Le Canada et le Monde d'Aujourd'hui*
FIF 2DI	Français
PPL 20I	Éducation Physique (Co-ed)
CHV 20I	Education Citoyenne* (.5 credit)
GLC 20I	Choix Carrière (.5 credit)*

* offered in alternate years

BILINGUAL CERTIFICATE

Students will also have the opportunity to earn a C.V.D.C.S. (in-school) Bilingual Certificate with successful completion of five French Immersion courses.

FRANÇAIS - FIF1DI [Academic]

Prerequisite: Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent

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

ISSUES IN CANADIAN GEOGRAPHY - CGC 1DI [Academic]

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live. This course is taught in French.

ÉDUCATION PHYSIQUE (Co-ed) - PPL 10I [Open]

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

CANADIAN HISTORY SINCE WORLD WAR 1 - CHC2DI (Academic)

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

CIVICS AND CITIZENSHIP - CHV20I (.5 credit) (Open)

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

CAREER STUDIES - GLC20I (.5 credit) (Open)

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals. This course is taught in French.