

Northern Lights Secondary School



Course Calendar

2011-2012

Northern Lights Secondary School

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MISSION STATEMENT

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

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

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

Guidance Services

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

Student Success Teacher Supports

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

School Organization

- Northern Lights is a semestered school, meaning that the school year is divided into two, 5 month periods where students take 4 courses per period for a total of 8 possible courses in the year. Non-semestered schools usually have 8 courses taken all year, without a break halfway
- In each semester, there are 2 terms with a reporting period at the end of each term. The end of term one in a semester will see a mid-term report card created to disclose student progress at the halfway point of the semester. The midterm grade is not final, and usually will change by the end of the semester. However, in the case of the half-credit civics/careers course (CHV 20/GLC 20) the midterm grade is the final grade in the course. The end of term 2 in a semester will see the creation of a final report card where final grades for courses are shown.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

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

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

Diploma Requirements

Students must earn the following 18 compulsory credits

Compulsory Credits (18 Total)

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

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

-1 additional credit in health and physical education, or the arts, or business studies or Cooperative Education

-1 additional credit in science (Grade 11 or 12) or technological education (Grade 9-12) or Cooperative Education

PLUS

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

Community Involvement Activities

- * This requirement is designed to encourage students to develop an awareness and understanding of their responsibility and of the role they can play in supporting and strengthening their communities
- * Students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

Community Involvement Activities Cont'd

- * Students may not include activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee initiative. Completion of the 40 hours must be confirmed by organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved.
- * Students' transcripts will contain a record of whether or not they have completed the requirement.

Some Community Volunteer Events: Terry Fox, Coaching for sports activities such as Moosonee Youth Soccer, Spring Clean Up, Youth Clubs, Cancer Drives, 30 Hr Famine.

Provincial Secondary School Literacy Test or OSSLC

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

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

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

Accommodations

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

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

Deferrals

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

Exemptions

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

Requirements for the OSS Certificate and the Certificate of Accomplishment

Ontario Secondary School Certificate

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

Compulsory Credits (Total of Seven)

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

Optional Credits (Total of Seven)

7 credits selected from available courses

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment.

Transfer Courses

Students who intend to switch from one course type (applied) in grade 9 to another in grade 10 (academic) will be encouraged to complete additional course work of up to 30 hours in order to demonstrate achievement of the learning expectations included in the one Grade

9course type but not the other. The additional course work may be taken in summer school. Transfer courses will be available in the future in Grade 10,11 and 12. These will offer students a means of transferring from one type of course to another if their interests and goals change. These courses will be credit based and will be counted towards the 30 credits required to meet diploma requirements.

Course Changes

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

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

Evaluation and Attendance

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

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

Ontario Student Record (OSR)

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

The Ontario Student Transcript (effective September 1999)

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

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

DEFINITIONS OF TYPES OF COURSES

Grade 9 and 10

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

Grade 11 and 12

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

4. University courses are intended to provide students with the knowledge and skills to meet entrance requirements for many university programs. Courses focus on theory and also investigate related applications.

Mixed (College/University) courses are intended to provide students with the knowledge and skills to meet entrance requirements for certain colleges and university programs. There is a focus on both theory and practical applications.

COURSES OFFERED AT NLSS

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

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

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

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

GRADE 9 COURSE DESCRIPTIONS

Grade 9, Comprehensive Arts (Open)

ALC 10

This course integrates three or more of the arts (dance, dramatic arts, music, and visual arts) and examines the similarities and differences among these subjects. Students will learn specialized arts vocabulary while investigating traditional concepts, stylistic elements, and principles unique to the various arts, as well as applications of new technologies.

Grade 9, Geography of Canada (Academic)

CGC 1D

This course uses a variety of frameworks, including eco zones and principles of physical, human, and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian eco zones in order to understand Canada's diversity and role in the world.

Grade 9, Geography of Canada (Applied)

CGC 1P

This course draws upon students' everyday experiences and uses a variety of frameworks, including eco zones, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's landforms, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity, and various kinds of interactions.

Grade 9, English (Academic)

ENG 1D

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.

Grade 9, English (Applied)

ENG 1P

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.

Grade 9, Essential English (Workplace)

ENG 1L

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter the Grade 11 course in English, Workplace and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practise 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.

Core French, Grade 9 (Applied)

FSF 1P

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

Grade 9, Food and Nutrition (Open)

HFN 10

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

Grade 9, Foundations of Mathematics (Applied)

MFM 1P

This course enables students to develop mathematical ideas and abstract reasoning through exploration of applications, the effective use of technology, and extended experiences with hands-on activities. Students will investigate relationships of straight lines in analytic geometry, solve problems involving the measurement of 3-dimensional objects and 2-dimensional figures, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

Grade 9, Principles of Mathematics (Academic)

MPM 1D

This course enables students to develop generalizations of mathematical ideas through exploration of applications, the effective use of technology, and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement, and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding.

Grade 9, Mathematics (Workplace)

MAT 1L

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

Grade 9, Expressing Aboriginal Cultures (Open)**NAC 10**

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

Grade 9, Healthy Active Living Education (Open)**PPL 10**

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

Grade 9, Science (Academic)**SNC 1D**

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science knowledge to technological, social, and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration, and the principles of static and current electricity.

Grade 9, Science (Applied)**SNC 1P**

This course enables students to understand essential concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration, and static and current electricity.

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

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

Grade 9, Exploring Technologies (Open)**TIJ 10**

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 postsecondary education and training pathways leading to careers in technology-related fields.

GRADE 10 COURSE DESCRIPTIONS

Grade 10, Dramatic Arts, (Open)

ADA 20

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience.

Grade 10, Information and Communication Technology in Business (Open)

BTT 20

This course introduces students to 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

Grade 10, Canadian History in the Twentieth Century (Academic)

CHC 2D

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analyses, and effectively communicate the results of their inquiries.

Grade 10, Canadian History in the Twentieth Century (Applied)

CHC 2P

This course traces Canadian history from Wilfred Laurier's pronouncement that the twentieth century belongs to Canada, to the United Nations' recognition of Canada as one of the best countries in which to live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities, and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well, they will be given opportunities to formulate appropriate questions, develop informed opinions, and present information in a variety of ways.

Grade 10, History (Workplace)**CHC 2L**

This course provides students an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, and interpret historical events and contexts. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

Grade 10, Civics (Open) 0.5 credit**CHV 20**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

Grade 10, English (Academic)**ENG 2D**

This course extends the range of analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

Prerequisite: ENG1D or P**Grade 10, English (Applied)****ENG 2P**

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

Prerequisite: ENG1P or D**Grade 10, English (Workplace)****ENG 2L**

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

Prerequisite: ENG 1L, D or P**Grade 10, Career Studies (Open) 0.5 credit - compulsory****GLC 20**

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.

Grade 10, Food and Nutrition (Open)**HFN 20**

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

Grade 10, Principles of Mathematics (Academic)**MPM 2D**

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

Prerequisite: MPM1D or P**Grade 10, Foundations of Mathematics (Applied)****MFM 2P**

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.

Prerequisite: MFM1P or D**Grade 10, Math (Workplace)****MAT 2L**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite: MAT 1L, D or P**

Grade 10, Aboriginal Peoples in Canada (Open)**NAC 20**

This course emphasizes historical and contemporary issues that affect the relationship between Aboriginal peoples and Canadian governments. Students will examine legal, political, social, and economic issues; key aspects of the Indian Act and its revisions that have an impact on the daily lives of Aboriginal persons; the different types of relationships that Aboriginal peoples have established with other nations throughout history; and the methodology of historical inquiry.

Grade 10, Healthy Active Living Education (Open)**PPL 20**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance

personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

Grade 10, Science (Academic)

SNC 2D

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.

Prerequisite: SNC1D or P

Grade 10, Science (Applied)

SNC 2P

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems, and motion.

Prerequisite: SNC 1P or D

Grade 10, Science (Workplace)

SNC 2L

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

Prerequisite: SNC 1L, P or D

Grade 10, Construction Technology (Open)

TCJ 20

This course requires students to design, build, and evaluate projects using design instrument, and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building, materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; and identify careers related to construction technology.

Prerequisite: None

Grade 10, Green Industries (Open)

THJ 20

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related

construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

Prerequisite: None

Grade 10, Transportation Technology (Open)

TTJ 20

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

Prerequisite: None

Grade 11 Course Descriptions

Grade 11, Music (Open)

AMU 30

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results.

Prerequisite: Grade 9 or 10 Music

Grade 11, Media Arts (Open)

ASM 30

This course emphasizes the development of the knowledge and skills required for the production of media art works (e.g., robosculture, photocopy art, computer animation with synthesized sound). Students will develop an appreciation of the history of media arts through analysing specific works, and will create media art works using a variety of technologies (e.g., digital camera, photo-imaging software, computer-modelling software, synthesizer, videotape, multi-track sound recording).

Prerequisite: Grade 9 or 10 course in Arts

Grade 11, Visual Arts (Open)

AVI 30

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media.

Prerequisite: None

Grade 11, Regional Geography: Travel and Tourism (Open)

CGG 30

This course focuses on travel and tourism to examine the unique characteristics of selected world regions from a geographic perspective. Students will develop an understanding and

appreciation of the ways in which the natural environments, economics, cultures, and other aspects of world regions interact.

Prerequisite: CGC 1P or D

Grade 11, English (College)

ENG 3C

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Prerequisite: ENG 2D or P

Grade 11, Leadership and Peer Support (Open)

GPP 30

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

Grade 11, Living and Working With Children, College Preparation

HPW 3C

This course focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behaviour in response to others.

Grade 11, Philosophy: The Big Questions (Open)

HZB 30

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical-thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy.

Prerequisite: None

Grade 11, Interdisciplinary Studies (Open)

IDC 30

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints

on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

Prerequisite: None

Grade 11, Mathematics of Personal Finance (College)

MBF 3C

This course enables students to broaden their understanding of exponential growth and of important areas of personal finance. Students will investigate properties of exponential functions and develop skills in manipulating exponential expressions; solve problems and investigate financial applications involving compound interest and annuities; and apply mathematics in making informed decisions about transportation, accommodation, and career choices.

Prerequisite: MFM2P or MPM 2D

Grade 11, Mathematics for Everyday Life (Workplace)

MEL 3E

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations.

Prerequisite: MAT 1L, P or D

Grade 11, Ontario Secondary School Literacy Course

OLC 3O

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

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

Grade 11, Healthy Active Living Education (Open)

PPL 3O

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

Grade 11, Biology (College)**SBI 3C**

This course focuses on the process involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SNC2D or P

Grade 11, Environmental Science (Workplace)**SVN 3E**

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

Grade 11, Custom Woodworking (Workplace)**TWJ 3E**

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

Grade 12 Course Descriptions

Grade 12, Media Arts, (Workplace)**ASM 4E**

This course focuses on a practical approach to a variety of media arts challenges related to the interests of the student and provides students with opportunities to examine media arts in relation to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in post - secondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.

Prerequisite: Media Arts, Grade 11, Open

Grade 12, Adventures in World History, (Workplace)**CHM 4E**

This course examines a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of social, cultural, economic, and political

topics, including technological development and cultural expression, social and political structures, and the values of community and individualism. As well, students will be given opportunities to develop their awareness of historical experience, to practise their skills of analysis and communication, and to cultivate a lifelong interest in the adventures of world history.

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

Grade 12, English (College)

ENG 4C

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

Prerequisite: ENG 3C or U

Grade 12, The Fashion Industry (Open)

HNB 40

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

Prerequisite: None

Grade 12, Adventure Based Eco-Tourism Course (Available to Grade 12 level)

IDC 40 / CGR 4E

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

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

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

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

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

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

Grade 12, Apprenticeship Mathematics (College)**MAP 4C**

This course equips students with the mathematical knowledge and skills they will need in many college programs. Students will use statistical methods to analyse problems; solve problems involving the application of principles of geometry and measurement to the design and construction of physical models; solve problems involving trigonometry in triangles; and consolidate their skills in analysing and interpreting mathematical models.

Prerequisite MBF3C or MCF3M

Grade 12, Mathematics for Work and Everyday Life (Workplace)**MEL 4E**

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, create household budgets, and prepare a personal income tax return; 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

Grade 12, Ontario Secondary School Literacy Course**OLC 4O**

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

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

Grade 12, Personal and Fitness Activities (Open)**PAF 4O**

This course is geared toward students who have an interest in personal fitness. The goals of the program are to reinforce personal health and fitness, to develop a positive self concept and to establish fitness habits that can be continued throughout life. Activities and areas of study include: aerobics, cycling, walking, yoga, nutrition, self image, fitness for life, etc. This course enables each student to become a self-directed, responsible, lifelong learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

Grade 12, Chemistry (College)**SCH 4C**

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills 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 in the development of new technologies and products.

Prerequisite: SNC2D or P

Cooperative Education Course Code: as per Related Course

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

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

SCHOOL SUPPORT SERVICES AND RESOURCES

Grade 8 Transition

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

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

Special Education

- Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional pupils to an education that is based on the goals that underlie education for all students.
- The special needs of an exceptional pupil are outlined by an Identification, Placement and Review Committee of the District School Board. Five broad categories of exceptionality – behavioural, communication, intellectual (including gifted), physical

and multiple provide a preliminary understanding of the wide range of differences for which provisions must be made.

- The Special Education Advisory Committee (SEAC) is responsible to the District School Board for examining, reviewing and making recommendations regarding the provision of Special Education Programs and Services. SEAC consists of representatives of up to twelve community associations, three trustees, and the Superintendent of Special Education.
- The James Bay Lowlands Secondary School Board has a Special Education Plan in place and reviews the plan annually according to Ministry of Education and Training directives. The plan is available in each school. The District School Board's range of special Education program options is outlined in the Special Education Parent Handbook. This Handbook is provided to the parent(s)/Guardian(s) of identified students and also outlines the information contained in Regulation 181/98. A copy is available at each school.
- Special Education Support Services may be required in order to maximize an identified student's potential. It is a continuous pursuit of the District School Board to develop and implement the programs and services that will both address the needs of the learner and reflect the beliefs of The James Bay Lowlands Secondary School Board.

Accommodations

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

Modifications

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

Learning Strategies Course(s)

Any student may take a Grade 9 and/or a Grade 12 learning strategies credit course to help him or her improve the skills needed to be successful in and after secondary school. These courses are designed to help students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. (For details on the Grade 9 course, Learning Strategies 1: Skills for Success in Secondary School, see The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999. For details on the Grade 12 course, Advanced Learning Strategies: Skills for Success After Secondary School, see The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2000.)

Both the Grade 9 and 12 courses can be modified to suit the needs of students who have an Individual Education Plan (IEP). In such cases, the modified courses are identified by different course codes. For example, the Grade 12 course (GLS4O) can be modified for Grade 11 and 12 students with an IEP (GLE3O and GLE4O, respectively), while the Grade 9 course (GLS1O) can be modified for Grade 9 and 10 students with an IEP (GLE1O and GLE2O, respectively). In this way, schools may offer a modified learning strategies course to students with an IEP in each of Grades 9 to 12.

Locally Developed Compulsory Credit Course(s)

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

Locally Developed Optional Credit Course(s)

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

Ontario Secondary School Literacy Course

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

Independent Learning Credits (ILC's)

Grade 11, Parenting (Open)

HPC 30

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behavior. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

Grade 11, Aboriginal Beliefs, Values, and Aspirations in Contemporary Society (Workplace)

NBV 3E

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: NAC 20 or CHC 2P or CHC 2D

Grade 11, Health for Life (Open)

PPZ 30

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is a way of evaluating and recognizing learning that has been acquired outside of secondary school. The student's knowledge is evaluated against the expectations outlined in provincial curriculum policy documents in order to determine whether a credit in the subject should be awarded to the student without the student having to enroll and attend the course. Students may earn no more than four credits through the challenge process (with no more than two credits in any one discipline). Students may not challenge certain types of courses

(e.g., Grade 9 courses, locally developed courses, cooperative education courses, and transfer courses).

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

Substitutions for Compulsory Credit Requirements

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

Waiving Course Prerequisites

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

Credit Recovery Programs

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

Extended Program Pathways

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

Independent Study

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

Dual Credits

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

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

Specialist High Skills Major in Health and Wellness

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

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

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

Correspondence Courses

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

e-Learning

e-Learning is an alternate way for students to take courses. Like a regular course, there is a teacher and a group of students. The teacher directs the class, helps students with the concepts, and assigns and assesses work. The students work through the material, and complete a variety of activities, both individually and in groups. Where e-Learning differs is that the material and the way the teachers and students interact are delivered using computer technology over the World Wide Web.

e-Learning offers more flexibility for students. Courses that are offered through e-Learning are available any period of the day. In addition, the possibility exists for students to take courses from other Boards, allowing more options for areas of study.

File available at:

My Network Places/Entire Network/Microsoft Windows Network/NLSS/DC1/progress report/Course Handbook from Sandy

CO-OPERATIVE EDUCATION AND WORK EXPERIENCE

What is Co-operative Education?

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

How is it offered?

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

Who benefits from Co-operative Education?

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

What are the Benefits of Co-operative Education?

- These planned learning experiences help students with their annual education plan and career planning.
- Students become familiar with workplace practices and employer expectations, possible career opportunities, and concrete applications of their in-school studies.
- Students develop knowledge, skills, and attitudes that are essential in today’s workplace.
- Co-operative education benefits all students, whether they plan to go on to work, college, or university after high school.
- This practical experience will help them to decide what they would like to do and will assist them in making successful transitions to post secondary education, apprenticeship programs, or directly to the workplace.

- For those students whose first destination is the workplace, a co-operative education placement provides personal contact with employers.
- For those going on to college or university, co-operative education helps them make informed decisions about future educational and career choices.

Program Contents

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

Cooperative Education and Other Forms of Experiential Learning

Planned learning experiences that take place in the community (or by bringing the community to the school) provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their learning. These “experiential learning” activities and programs can begin in Grade 9 (or earlier) and include: guest speaker appearances, career fairs, industry tours, job shadowing, job twinning, mentorship programs, work and “virtual” work experience, cooperative education, and “virtual” cooperative education. All forms of experiential learning can assist all students

in making career and education decisions as well as in developing the knowledge, skills, and attitudes that are essential in today’s society. (For more information, see Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.)

Ontario Skills Passport

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

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

Northern Lights Secondary School

Department of Experiential Learning

Ontario Youth Apprenticeship Program (OYAP)

Apprenticeship Training:

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

What is Apprenticeship?

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

What is the Ontario Youth Apprenticeship Program (OYAP)?

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

Benefits of OYAP:

Students:

- Introduces grade 11 and 12 students to careers in the trades and connects them with potential employers.
- Provides effective school to work transition.
- Enables high school students to register as apprentices and carry forward competencies from employer to employer.
- Accelerates a career in the skilled trades by 8-10 years compared with the Provincial average.

- Enables students to benefit from low-cost in-school training (theory) as part of the apprenticeship program. This is usually completed after high school.

Employers:

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

Responsibilities Under OYAP:

It is Expected That Students Will:

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

It is Expected That Employers Will:

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

It is Expected That the Ministry of Training, Colleges and Universities Will:

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

It is Expected That the OYAP Coordinator Will:

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

OYAP: GENERAL INFORMATION

1) Apprentice ID Card:

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

2) Certificate of Apprenticeship:

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

3) Certificate of Qualification:

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

4) Training Standards and Schedules of Training:

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

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

1) The Apprenticeship Certification Act (ACA):

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

Requirements under the ACA:

- Apprentices must possess a grade 12 equivalent **or** must be enrolled in OYAP. Students may begin working towards these apprenticeships under OYAP:
 - in grade 11 & 12 and
 - are enrolled as full-time secondary school students and
 - be at least 16 years of age and
 - possess at least 16 secondary school credits.

Key Elements of the ACA:

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

2) The Trades Qualification and Apprenticeship Act (TQAA):

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

Requirements under the TQAA:

- Apprentices must possess a grade 10 equivalent **or** must be enrolled in OYAP. Students may begin working towards these apprenticeships under OYAP:
 - in grade 11 & 12 and
 - are enrolled as full-time secondary school students and
 - be at least 16 years of age and
 - possess at least 16 secondary school credits.

Key Elements of the TQAA:

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

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

Go to www.edu.gov.on.ca

Or call

1-800-387-5514

How To Access School Course Outlines?

Students are given course outlines by their teachers for each class. For more detailed information, see the Principal in the front office.