



TWIN LAKES SECONDARY SCHOOL

381 Birch Street,
Orillia, ON
L3V 2P5
Tel: 705-325-1318
Fax: 705-325-4291

Website

twi.scdsb.on.ca/

Twitter

@TwinLakes_SS

Principal

Daniel MacDonald

Vice-Principals

Daryl O'Brien
Julie Richardson

Family of Schools

Brechin
Coldwater (GCCP only)
East Oro
Guthrie
Harriett Todd
Rama Central
Regent Park
Uptergrove

Superintendent

Douglas Paul

Student Population

800

School Colours

Blue, Green, Silver

Sports Team

Thunderbirds

"Strength in Knowledge"

Grade 9 Course Calendar 2021-2022

About Us

Twin Lakes was established in 1972 and continues to provide quality education that will service each student's personal needs. Through a positive and caring atmosphere, students have the opportunity to prepare themselves for graduation and for their life beyond high school. With strong work ethic, dedication to both instructional and co-instructional programs and positive relationships between students, staff and the community, we believe all students can achieve the highest level of personal success.

We provide a comprehensive academic program with a wide breadth of courses that engage our entire school population. To provide holistic services to our students, we operate under a Student Services Model. Special Education, Guidance, Co-operative Education and Student Success collaborate so students are fully supported in all facets of student life.

While at Twin Lakes, our students experience not only academic growth but also extensive opportunities in leadership, athletic, arts, humanitarian and governance activities. The combination of these and the development of a multi-year graduation plan, ensure that every learner reaches his or her full potential. With great pride, our graduates have been very successful in post-secondary and employment pursuits and have become responsible and contributing members of our ever-changing global society.

Specialty Programs

- ✓ PEAC (Partners in Education, Adventure & Community) – Grade 9 & 10 Program
- ✓ French Immersion Program
- ✓ Specialist High Skill Majors: Health & Wellness; Hospitality & Tourism; and Transportation
- ✓ School of Social Innovation
- ✓ Gifted Congregated Cluster Program

Course selection Information

Guidance counsellors will be assisting students with course options and all selections must follow these deadlines:

- Grade 9 -12 course selections are due Monday March 1, 2021



SPECIALTY OPPORTUNITIES AT TWIN LAKES (with grade 9 connections)

ONLY AT TWIN LAKES

PEAC Program

The *Partners in Education, Adventure and Community* (PEAC) Program at Twin Lakes Secondary School provides motivated, collaborative and community-minded students entering grade nine with a dynamic set of learning opportunities based on 21st century skills and experiential activities. Throughout the two-year PEAC program (grade 9 & 10), students will experience in-class components and out-of-class adventures. Students will be timetabled together for one compulsory course per semester to integrate the experiential opportunities with the enhanced curriculum. PEAC students will embark on a high school venture that will bolster the skills, opportunities and fellowships to memorably prepare them for life after high school! (The application for the TLSS PEAC program will be submitted digitally through a Google Classroom. Interested students should email Mr. Lowery at clowery@scdsb.on.ca from your SCDSB email account and indicate your intention to apply. When your email is received, the Google Classroom code will be emailed to you so you can access the Classroom and the instructions on how to submit the components of your application.) The application will be due on March 24, 2021 at 3:00p.m.

Contact Kerrie Pellarin at (705)325-1318 ext. 43161, in the guidance office or at kpellarin@scdsb.on.ca for further information

School of Social Innovation

The Twin Lakes' School of Social Innovation (SoSI) aims to create transformative solutions to complex social issues through teaching, learning, and research. We are looking to champion opportunities that support, drive, and lead change at Twin Lakes and beyond. With an emphasis on the broader community, the Twin Lakes approach is to put the student at the center of their learning. We support students as they explore, study, and develop experiential projects that challenge complex social issues. In the hopes of preparing our students for the great challenges ahead, we are carefully looking at the development of 21st Century learning competencies. Through fun coursework, project-building, and collaborative community partnerships, the Twin Lakes School of Social Innovation looks to promote the changemaker in all of us.

Complex social problems require cooperation. We recognize the need for collaboration amongst community partners to bring about understanding and change. Our goal is to position TLSS as a hub of social innovation and a bridge to support changemaking in the greater Orillia community and beyond.

Courses in SoSI include: PEAC Program courses, AWU3M1 Visual Art- Cultural and Historical Research (Extended French), IDP4O1/IDP4U1 "Be the Change": Environmental Science and Society (Interdisciplinary Studies), and CPW4U1 Canadian and International Politics (Canadian and World Studies).

Contact Chris Lowery clowery@scdsb.on.ca for further information

ONLY AT TWIN LAKES (in Orillia)

French Immersion

French Immersion (FI) is offered for students who have completed a FI program in elementary school. At the high school level, students take four consecutive French language courses and six additional courses taught in French. Students who graduate from the program receive a Certificate of Bilingual Studies in French Immersion.

Contact Elizabeth Rolston at (705)325-1318 ext. 43174 or at erolston@scdsb.on.ca for further information.

Gifted Congregated Cluster Program (GCCP)

Students from any elementary school in Orillia can enroll in this program providing they have the 'gifted' identification through the IPRC process. The program is designed to meet the academic and social needs of gifted students through clustered, but not segregated, courses and enrichment opportunities beyond the classroom. Students at Twin Lakes will be grouped together as best as possible for: English (grades 9-12), mathematics (grades 9-11), science (grades 9 & 10), grade 9 geography, grade 10 history.

Contact the Special Education Department at (705)325-1318 ext. 43180 or visit room 320 for further information.

CUSTOMIZED SCDSB PROGRAMS FOR TWIN LAKES

SHSM (Specialized High Skills Major) Program

A SHSM is a specialized program approved by the Ministry of Education that provides students with courses and activities that focus on a specific work-related sector. A SHSM enables students to customize their high school experience to suit their interests and talents and prepare for a successful post-secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the OSSD. The major enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning environment more engaging for students, focuses them on graduation and prepares them to pursue their career goals. You can apply for these when you are in grade 10 as the program starts in grade 11. At Twin Lakes we offer:

* **Health & Wellness** – Jamie Bell at jebell@scdsb.on.ca or Megan MacDonald at mnmacdonald@scdsb.on.ca

* **Hospitality & Tourism** – Tanner Griffin at tgriffin@scdsb.on.ca or Michelle Moorehouse at mmoorehouse@scdsb.on.ca

* **Transportation** – Ryan Smyth at rdsmyth@scdsb.on.ca

Contact the lead teacher for the program that interests you.

SCDSB PROGRAMS OFFERED AT TWIN LAKES

Cooperative Education Program

Cooperative education is a program that allows students to earn secondary school credits while completing a work placement in the community. The cooperative education course consists of a classroom component and a placement component. The classroom component includes 15 to 20 hours of pre-placement instruction, which prepares students for the workplace, and classroom sessions held at various times during and after the placement to provide opportunities for students to reflect on and reinforce their learning in the workplace. A suitable workplace learning environment is selected by the teacher and the student, according to the student's career interest and the related courses that the student has studied. Students can choose 2-credit coop (half day) or 4-credit coop (full day placement) and can earn unlimited coop credits.

Visit room 313B for further information

eLearning

The SCDSB offers a variety of senior level courses through eLearning. Online eLearning courses meet the Ministry of Education standards, are taught by certified Ontario teachers and count as credits towards the OSSD. Students wishing to take eLearning courses are expected to work collaboratively with our Guidance department to learn about course availability, online learning requirements and registration.

Contact your guidance counsellor for further information and registration.

Guidance

The guidance department works collaboratively with all departments in the school to ensure a holistic approach to student needs. Each student is assigned a guidance counsellor and they may seek assistance with: course selection, timetable preparation, graduation and career plans, alternative learning, post-secondary pathways, community referrals, personal support etc.

Contact Kerrie Pellarin at (705)325-1318 ext. 43161, in the guidance office or at kpellarin@scdsb.on.ca for further information

Night School and Summer School

Students may earn credits at night school and/or summer school and will select these options on-line with their guidance counsellor. The majority of the courses are via the eLearning method. *It is the student's responsibility to inform their guidance counsellor if they do not complete a compulsory course, registered for a night or summer school, and instead need to register for it at Twin Lakes.*

Contact your guidance counsellor or student success teacher for further information.

OYAP (Ontario Youth Apprenticeship Program)

For secondary school students who are considering a future in an apprenticeship trade, a number of opportunities are available that allow them not only to "test drive" their occupation of choice, but also to complete their apprenticeship in less time than required for those who follow the traditional route. OYAP is a school-to-work transition program which promotes student success by opening the door for students to explore and work in apprenticeship occupations. OYAP, which is available through the Cooperative Education program, provides students with the opportunity to become registered apprentices while completing the requirements for their OSSD. To be eligible for OYAP, students must: be enrolled full-time in a secondary school, be working towards an OSSD (with at least 16 credits), be in a cooperative education program, have a placement in a trade with an employer who is willing to provide apprenticeship training and be at least 16 years of age.

Visit room 313B for further information

Special Education

Students with Individual Education Plans (IEPs) will be accommodated in the classroom by regular classroom teachers. Special Education Resource Teachers (SERTs) will provide support to classroom teachers by generating ideas and suggestions in regard to modified expectations, alternative programs or accommodations for students with IEPs. SERTs will support with development of the IEP through consultations with parents/guardians, the individual student, and classroom teachers. Every effort will be made to cluster students with a gifted identification into core courses in grades 9 and 10, as part of their IEP accommodations.

Contact the Special Education office at (705)325-1318 ext. 43320 or visit room 320 for further information.

Student Success Initiatives

The Ministry of Education Student Success/Learning to 18 initiative ensures support for all students in our schools. The focus of the support is to improve students' literacy and numeracy skills, and to ensure a smooth transition from Grade 8 to 9 and then from secondary school to the workplace directly or via apprenticeship, university, or college. All secondary schools in the SCDSB have a teacher dedicated to ensuring student success. The student success teacher, in co-ordination with the school student success team, made up of school administrators, guidance, co-operative education and special education representatives, works with school staff, parents and the community to ensure that students have every opportunity to earn the necessary credits to graduate, and have an individualized pathway plan to meet their initial post-secondary destination goals.

Contact Jennifer Pinney-Rodger at (705)325-1318 ext. 43134 or jpinneyrodger@scdsb.on.ca for further information

Secondary School Pathways

PATHWAYS / TYPES OF COURSES (grade 9 & 10)

The secondary school program is designed to provide all students with knowledge and skills that they will need for the future, as well as the opportunity to specialize in areas that are related to their post-secondary goals. Students will have the opportunity to select a combination of course types. *The Pathways available in grade nine are: academic, applied, locally developed, and open courses.*

Academic Courses (D) focus on the concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

Applied Courses (P) also focus on the concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate.

Academic and applied courses differ in the balance between fundamental concepts and additional material, and in the balance between theory and application.

Locally-Developed Courses (L) Locally developed compulsory credit courses (LDCC) are available in specific grade nine and ten subject areas. These courses have been developed to meet the educational needs of students whose current skills fall below grade level.

Open Courses (O) Open courses have one set of expectations for the discipline, appropriate for all students in a given grade. These courses are designed to prepare students for further study in certain subjects and to enrich their education.

Please note that the Grade 10 compulsory credits will have the following Grade 9 prerequisites:

Grade 10 course	Grade 9 Prerequisite	Grade 10 course	Grade 9 Prerequisite	Grade 10 course	Grade 9 Prerequisite
ENG2D1	ENG1D1 or ENG1P1	ENG2P1	ENG1D1 or ENG1P1	ENG2LL	Any grade 9 English
MPM2D1	BLOCKM	MFM2P1	BLOCKM	MAT2LL	Any grade 9 math
SNC2D1	SNC1D1 or SNC1P1	SNC2P1	SNC1D1 or SNC1P1	SNC2LL	Any grade 9 science
CHC2D1	None	CHC2P1	None	CHC2LL	None
Careers/Civics	None				
All Grade 10 Electives	None				

Grade 9 Course Descriptions

These are the Grade 9 Course Descriptions offered for 2021-2022 at Twin Lakes Secondary School. The Simcoe County District School Board's public website, Secondary page provides parents and students with detailed, accurate and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. To access the page, follow this link: https://www.scdsb.on.ca/secondary/planning_for_high_school Read each course description carefully and make your choices based on diploma requirements, personal interest, skill level and post-secondary pathways. Consult with parents/guardians, teachers and your guidance counsellor to make educated choices that will lead to your OSSD and career aspirations beyond high school. You will be electronically inputting your selections with your Grade 8 teacher by March 1, 2021.

THE ARTS

French Immersion students must select ALC10U (in French Immersion section) but may also choose another Arts credit as an elective.

DRAMA

ADA101 Drama, Grade 9, Open

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

INSTRUMENTAL MUSIC

AMI101 Instrumental Music - Band, Grade 9, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

VISUAL ARTS

AVI101 Visual Arts, Grade 9, Open

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

BUSINESS

BTT101 Information and Communication Technology in Business, Grade 9, Open

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.

CANADIAN AND WORLD STUDIES - *Compulsory*

One of:

(unless French Immersion (FI) – FI students will select CGC1DU or CGC1PU (in French Immersion section))

CGC1P1 Issues in Canadian Geography, Grade 9, Applied

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

CGC1D1 Issues in Canadian Geography, Grade 9, Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. *This course is part of the grade 9 Gifted Cluster Program. Students with a gifted identification IEP will be registered by guidance into CGC1DG (except for French Immersion students)*

ENGLISH - Compulsory

One of:

[ENG1LL English, Grade 9, Locally Developed](#)

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, the Grade 10 Essential English and in the English Grade 11 Workplace Preparation course. Students develop listening, speaking, reading, writing and thinking skills in a variety of authentic contexts.

[ENG1P1 English, Grade 9, Applied](#)

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

[ENG1D1 English, Grade 9, Academic](#)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. *This course is part of the grade 9 Gifted Cluster Program. Students with a gifted identification IEP will be registered by guidance into ENG1DG*

FRENCH AND OTHER LANGUAGES - Compulsory

CORE FRENCH

One of:

[FSF1O1 Core French, Grade 9, Open](#)

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

Prerequisite: None

[FSF1P1 Core French, Grade 9, Applied](#)

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

[FSF1D1 Core French, Grade 9, Academic](#)

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

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

FRENCH IMMERSION

Students enrolled in the FI program must take 10 FI courses to earn the Certificate of Bilingual Studies in French Immersion. See the 'Specialty Programs' page at the beginning of this calendar for more information. In Grade 9, these are the four compulsory courses: one of FIF1PU or FIF1DU, one of CGC1PU or CGC1DU, ALC1OU and PPL1OU

[ALC1OU Arts Intégrés \(Integrated Arts\), French Immersion, Grade 9, Open](#)

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

Prerequisite: None

[CGC1PU Enjeux Géographiques du Canada \(Issues in Canadian Geography\), French Immersion, Grade 9, Applied](#)

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

OR

[CGC1DU Enjeux Géographiques du Canada \(Issues in Canadian Geography\), French Immersion, Grade 9, Academic](#)

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

[FIF1PU Immersion Française \(French Immersion\), Grade 9, Applied](#)

This course provides opportunities for students to communicate and exchange information in French in a variety of real-life situations, with support as appropriate. Students will develop the key listening, speaking, reading, and writing skills introduced in the elementary French Immersion program. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

OR

[FIF1DU Immersion Française \(French Immersion\), Grade 9, Academic](#)

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

Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

[PPL1OU Vie Active et Santé \(Healthy Active Living\), French Immersion, Grade 9, Open](#)

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

NATIVE LANGUAGE- OJIBWE

[LNOA01 Native Languages, Ojibwe, Level 1, Open](#)

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

Prerequisite: None

GUIDANCE AND CAREER EDUCATION

LEARNING STRATEGIES

[GLE101 Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open](#)

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

Prerequisite: Recommendation of the Principal

MATHEMATICS - Compulsory

The grade 9 mathematics curriculum is being revised; information is forthcoming from the Ministry of Education of Ontario.

One of:

MAT1LL Mathematics, Grade 9, Locally Developed

This course emphasizes development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. Students develop their mathematical literacy, problem-solving and communication skills related to money sense, measurement, and proportional reasoning by doing practical math activities.

BLOCKM Grade 9 Mathematics

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multistep problems. Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P1). Learning through abstract reasoning is an important aspect of this course.

PHYSICAL AND HEALTH EDUCATION - *Highly Recommended*

One of:

(unless French Immersion (FI) – FI students must select PPL10U (in French Immersion section))

PPL10F (Females) or PPL10M (Males), Healthy Active Living, Grade 9, Open

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

SCIENCE - *Compulsory*

One of:

SNC1LL Science, Grade 9, Locally Developed

This course develops science-related knowledge and skills, to prepare students for success in everyday life, in the workplace and in the Science Grade 10 Locally Developed course. Students explore scientific topics that connect with their lives by engaging in practical science activities.

SNC1P1 Science, Grade 9, Applied

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

SNC1D1 Science, Grade 9, Academic

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. *This course is part of the grade 9 Gifted Cluster Program. Students with a gifted identification IEP will be registered by guidance into SNC1DG*

SOCIAL SCIENCES AND HUMANITIES

HIF101 Exploring Family Studies, Grade 9, Open

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. **Much of the course expectations will be demonstrated through hands on learning experiences such as group activities, cooking, and sewing.**

TECHNOLOGICAL EDUCATION

TIJ101 Exploring Technologies, Grade 9, Open

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

You can use this chart to plan out your high school course selections

DIPLOMA REQUIREMENTS

To complete the requirements of the Ontario Secondary School Diploma (OSSD), **30 credits** are required (as well as 40 hours of community service hours and the literacy requirement)

Compulsory Courses	My Tentative Educational Plan			Optional Courses
Grade 9	Grade 10	Grade 11	Grade 12	
English	English	English	English	
Math	Math	Math		
Science	Science			
Geography	History			
French	Civics/Career Studies			
Physical Education				
Arts Credit				
Total Credits	Total Credits	Total Credits	Total Credits	
_____	_____	_____	_____	

Additional Compulsory Credits to be earned Grade 9 to Grade 12:

1 Arts Credit	<ul style="list-style-type: none"> • Group 2: One additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education
<ul style="list-style-type: none"> • Group 1: One additional credit in English, or French as a secondary language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education 	<ul style="list-style-type: none"> • Group 3: One additional credit in science (Grade 11 or 12) or technological education, or French as a second language, or computer studies, or cooperative education

Notes:

- A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course (e.g., ESLAO, ESLBO, ESLCO, and any **one of** ENG4E, ENG4C or ENG4U).
- In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from *either* group 2 or group 3.
- A maximum of 2 credits in cooperative education can count as compulsory credits.
- The 12 optional credits may include up to 4 credits earned through approved **dual credit courses**.