

# North Dundas District High School



## Course Calendar 2024-2025

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## Reaching Every Student

The Upper Canada District School Board, through its secondary school program, is committed to equipping all students with the knowledge, skills, and attitudes they need for successful outcomes and smooth transitions to the post-secondary destinations of their choice. Our schools offer educational programs that promote high standards, while providing students with learning opportunities and supports needed for success.

Successful completion of secondary education in Ontario is important and a valuable step toward post-secondary opportunities. Students may create or choose a program pathway that prepares them for direct entry into:

- Apprenticeship Programs
- College
- Community Living
- University
- The Workplace

In effort to ensure all students can reach their full potential, in June of 2021 the Ministry of Education unveiled a new mathematics course that emphasizes real-world applications and financial literacy. The new de-streamed Grade 9 Mathematics course (MTH1W) was implemented in September 2021. Beginning in September 2022, **all Grade 9 subjects will be offered in one stream.**

Schools in Upper Canada have a strong focus on Student Success. In each of our high schools, Classroom Teachers, Student Success Teachers, Guidance Counsellors, Learning Resource Teachers, and Administrators form strong teams that are dedicated to successful outcomes for all students. For our students making the transition from grade 8 to grade 9, there has never been greater attention paid to their strengths and needs, while focusing on opportunities for success.

Principal: Michael Deighton

Vice-Principal: Devinder Pooni-Gunderson

## **Diploma Requirements**

An **ONTARIO SECONDARY SCHOOL DIPLOMA** will be granted to a student who earns a minimum of 30 credits, meets the provincial literacy requirement, and completes the 40 hours of Community Involvement Activities. A credit is granted in recognition of the successful demonstration of the overall expectations of a course. 110 hours of instruction are required to obtain a credit. Where applicable, a half-credit is granted for the successful completion of 55 hours of instruction.

### **Compulsory Credits (Total of 18)**

4 credits in	ENGLISH (one per grade)
3 credits in	MATHEMATICS
2 credits in	SCIENCE
1 credit in	CANADIAN HISTORY
1 credit in	CANADIAN GEOGRAPHY
1 credit in	ARTS (MUSIC, ART OR DRAMA)
1 credit in	HEALTH AND PHYSICAL EDUCATION
1 credit in	FRENCH AS A SECOND LANGUAGE
½ credit in	CIVICS
½ credit in	CAREER STUDIES
1 credit in	ENGLISH, <u>or</u> FRENCH AS A SECOND LANGUAGE, <u>or</u> a NATIVE LANGUAGE, <u>or</u> SOCIAL SCIENCE AND THE HUMANITIES, <u>or</u> CANADIAN AND WORLD STUDIES, <u>or</u> GUIDANCE AND CAREER EDUCATION, <u>or</u> COOPERATIVE EDUCATION
1 credit in	HEALTH AND PHYSICAL EDUCATION, <u>or</u> the ARTS, <u>or</u> BUSINESS STUDIES, <u>or</u> COOPERATIVE EDUCATION
1 credit in	SCIENCE, <u>or</u> TECHNOLOGICAL EDUCATION, <u>or</u> COOPERATIVE EDUCATION

### **Optional Credits (Total of 12)**

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

An **ONTARIO SECONDARY SCHOOL CERTIFICATE** will be granted to a student who earns a minimum of 14 credits.

### **Compulsory Credits (Total of 7)**

2 credits in	ENGLISH
1 credit in	MATHEMATICS
1 credit in	SCIENCE
1 credit in	ARTS <u>or</u> TECHNOLOGY
1 credit in	CANADIAN HISTORY <u>or</u> CANADIAN GEOGRAPHY
1 credit in	HEALTH AND PHYSICAL EDUCATION

### **Optional Credits (Total of 7)**

In addition to the 7 compulsory credits, students have to earn 7 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets apprenticeship or work requirements.

A **CERTIFICATE OF ACCOMPLISHMENT** will be granted to a student who leaves school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate. The Certificate of Accomplishment is a way of recognizing the achievement of students who plan to pursue other kinds of further training or who plan to find employment after school.

An Ontario Student Transcript will be attached to indicate which credits have been earned. A Certificate of Accomplishment will be issued only once.

## **Ontario Secondary School Literacy Test**

As it is a graduation requirement, all students will participate in the administration of the Ontario Secondary School Literacy Test (OSSLT). This test is designed by the Ontario Education Quality and Accountability Office (EQAO) and is administered in a student's grade ten year.

Accommodations outlined in a student's Individual Education Plan (IEP) will be provided in accordance with EQAO policies. A student whose IEP indicates that he/she is not working towards a Secondary School Diploma may, with parental consent and the approval of the principal, be exempted from writing the test.

Some students might benefit from a deferral of the test. For example students who have been identified as exceptional and students registered in English as a second language courses could benefit from a parent request for a deferral. As well, the principal, in consultation with the parent, may initiate a deferral. However, students will need to attempt the test at least one time.

Students who have been unsuccessful in passing the test on at least one attempt may complete the designated Ontario Literacy Course to meet the provincial requirement for graduation.

## **Community Involvement Activities**

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their Annual Education Plan to identify possible activities they might undertake.

Community involvement activities may take place in a variety of settings (e.g. not-for-profit organizations, hospitals, informal settings, etc). Students may not fulfil the requirement through activities that are counted toward a credit (e.g. cooperative education and work experience), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place during students' designated lunch hours, after school, on weekends, or during school holidays. Specific procedures for students regarding completion of the 40 hours will be provided by the Ministry. The principal will decide whether the student has met the requirements of both the Ministry and the Board for these activities. The Upper Canada District School Board provides each student with a brochure outlining the requirements for Community Involvement.

A copy of the Community Involvement completion form can be found in the Guidance Office or electronically at <http://northdundas.ucdsb.on.ca/> in the Student Services section.

## **The Ontario Student Transcript**

In all Ontario secondary schools as of September, 1999, the Ontario Student Transcript contains:

- a student's record of courses successfully completed in Grades 9 and 10
- all attempts at courses in Grade 11 or 12, including those courses from which the student withdraws after five days from the issue of the first Ontario Report Card of the semester

This transcript is the official document that a person must present whenever evidence of secondary education standing is required for employment purposes or for admission to a post-secondary program.

## **Ontario Student Record**

Every Ontario school keeps an official record for each student. 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 the Freedom of Information and Protection of Privacy Act.

## **Substitutions for Compulsory Credits**

In order to allow flexibility in designing a student's program and to ensure that students can qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credits. These courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual student needs, the principal may replace up to three of these courses (or the equivalent in half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

## **Courses Offered**

All the courses offered by North Dundas have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of the school, and parents who wish to examine them may present their request to the Principal.

Courses are available through means other than regular day school. More information about these methods of delivery is available by contacting the school's Guidance Department.

### **Expectations for Course Load**

- Students in grade 9, 10, 11 take four courses in each semester.
- Students in grade 12 may take a minimum of three courses in each semester.
- Students who wish to alter their course load must work closely with a Guidance Counsellor and the school administration, for approval.

The requirement for secondary school graduation and possible entry into post-secondary education programs are demanding. Students may choose to take more than 30 credits and extend secondary school studies into a fifth year of study. Please consult with the Guidance staff about this option.

### **Course Changes During The Year**

Changes to a student's timetable will be made only under exceptional circumstances after the semester begins. A student may change courses with the advice of the counsellor and consultation of the parent.

If the student (including a student with a completed IEP) withdraws from a grade 11 or 12 course within five instructional days following the issue of the first provincial report card in the semester, the withdrawal is not recorded on the Ontario Student Transcript (OST). If the student withdraws after those five instructional days, the withdrawal is recorded and the student's percentage grade at the time of withdrawal is recorded on the OST.

### **Enhanced Programming and Material Fees**

Enhanced Programming and Materials are voluntary enrichment or upgrades to the curriculum beyond what is necessary to meet the learning expectations for a particular course. For example, in some performance and production courses, students may wish to use a superior product or consumable than that which is provided by the school, in which case they will be asked to pay the additional cost for the upgrade. Where students choose not to access these enhancements, alternatives will be available. (UCDSB Policy 452)

## **Reporting Student Achievement**

Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, Grades 9 – 12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and the areas in which improvement is needed, along with the ways in which this improvement might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course.

A final grade is recorded for each course, and the credit is granted and recorded for every course in which the student's grade is 50% or higher, except for The Ontario Secondary School Literacy Course (OLC). In order to earn a credit and successfully meet the literacy requirements for graduation, students must "moderately" or "adequately" demonstrate their learning in each of the categories of the achievement chart for the OLC. This equates to the attainment of a level 2 in other courses. The final grade for each course will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement. The four categories of achievement include:

- Application
- Communication
- Knowledge and Understanding
- Thinking and Inquiry

Summative evaluations are administered toward the end of every semester. In the case of a student absence because of illness (evidenced by a medical certificate) or bereavement, the Principal will determine what actions will be taken.

Ministry report cards are issued twice per semester. However, each student should constantly monitor his/her own performance and seek evaluative feedback and positive advice from his/her teachers.

## **Recognition of Academic Achievement**

The academic achievements of Grade 9 to 11 students will be recognized at the Junior Achievement celebration held in Semester 1 of the following school year. The academic achievements of Grade 12 students will be recognized at the end of school year June Commencement Ceremony.

The Junior Achievement Celebration recognizes aggregate academic achievement, distinction in specific classes, contribution to school life, and citizenship.

- Honour Roll students are those who have attained an aggregate average of 80% during the previous school year

The names of all students who achieve an average of 80% in each semester will be posted on the Honour Roll List in the main entrance at the end of each semester.

## **Student Services: Guidance and Career Education**

The Guidance and Career Education Program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various means, including classroom instruction, orientation and exit programs, completion of the individual pathways plan, career exploration activities, and individual assistance and short-term counselling.

The goals of the Guidance and Career Education Program are outlined in the policy document entitled Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999.

To achieve these goals, counsellors:

- assist with communication between students, teachers and parents
- in the fall, interview each student new to the school as well as all graduating students
- counsel students with academic difficulties after each reporting period
- actively respond to students' needs, as they arise
- plan Career Week activities, Take Your Kid To Work and other job shadow opportunities
- offer students school-to-work transition programs such as work preparation seminars
- liaise with colleges, universities, community services and other professional agencies
- organize and host visits from colleges and universities
- provide scholarship information
- coordinate small-group counselling sessions

### **Individual Pathways Plan (IPP)**

The **IPP** is the primary planning tool for students as they move through high school towards their post-secondary destination. Ongoing development of the **IPP** will provide students with a valuable archive of their learning and a record of the resources that can assist them in planning. Students will have a web-based **IPP** and a clearly delineated process in place establishing their plan; this will be reviewed and revised twice a year.

The online tool used to complete the **IPP** at North Dundas DHS is called **myBlueprint**. A variety of resources exist within this website including High School Planner used to complete course selection annually.

Visit this site at [www.myblueprint.ca/ucdsb](http://www.myblueprint.ca/ucdsb)

\*\*\* use your regular school login information.

## **Student Services: Special Education**

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require additional supports. Teachers and administrators, together with parents or guardians and students, track students' success at school and determine when additional supports may be required. Through the Identification Placement and Review (IPRC) process, a student's special program needs are identified. An Individual Education Plan (IEP) is developed in order to help students who need extra support to access an education which will enable them to develop the knowledge, skills, and abilities they need for life after high school. The IPRC and IEP must be reviewed annually with parents and school personnel. We are committed to ensuring that these students are provided with the support and guidance they need at North Dundas District High School. Our Special Education Teacher (SET) meets and works with all teachers of special needs students in order to help design programs which meet the requirements of the IEP. Our SET calls meetings of parents/guardians, teachers, and support personnel to review, discuss, and redesign approaches to better match learning styles. Our SET conducts academic screening tests to determine strengths, weaknesses and levels of ability. Our SET may withdraw students from their program in order to provide small group support or may work in a classroom with a teacher to assist students as they are learning.

### **Services Provided To Our Identified Students**

- teachers regularly review students' IEP's and, with the assistance of the SET, implement the accommodations suggested
- all identified students are provided with accommodations during exams and provincial testing
- in consultation with school SET, an identified student learns to advocate for him/herself as he/she progresses through high school

*"The Upper Canada District School Board strives to provide a range of programs and services for students with exceptional needs. A summary is provided in two documents, "Parent Guide to Special Education and Parent Guide to Special Education (abridged)", available at school. A comprehensive multi-year plan for Special Education has been prepared. It is available at the school as well. In addition, we endeavour to provide support to parents by connecting them with various associations who represent exceptional pupils. Please contact the Superintendent of Student and Community Services for this information at 1-800-267-7131. The Special Education Advisory Committee advises the Board on special education matters. Information about its activities and meetings can be provided by the Superintendent. Most documents and information about special education are published on the Board's website ([www.ucdsb.on.ca](http://www.ucdsb.on.ca))."*

## Charting Your Educational Future

The courses in the table below are compulsory courses mandated for each grade level.

Blanks are left in the table so you can plan your choice of optional courses. Consider the level and language of instruction when choosing courses.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French	Mathematics	Mathematics	
Mathematics	Civics/Career Studies		
Science	Science		
Canadian Geography	Canadian History		
Arts			
Health & Physical Education			
Exploring Technology			

**There are still 3 compulsory courses remaining within 3 additional credit options. The choice of which compulsory courses and when those courses will be taken rests with each individual student.**

These additional compulsory credit options are:

- 1 Credit from English, or French as a Second Language, or A Native Language, or Social Science and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education
- 1 Credit from Health and Physical Education, or The Arts, or Business Studies, or Cooperative Education
- 1 Credit from Science, or Technological Education, or Cooperative Education

## **Grade 9 Courses**

(All courses are de-streamed)

### **ARTS**

Expressing Aboriginal Cultures, Immersion French	NAC1OF
Expressing Aboriginal Cultures	NAC1O

### **CANADIAN AND WORLD STUDIES**

Exploring Canadian Geography, Immersion French	CGC1WF
Exploring Canadian Geography	CGC1W

### **ENGLISH**

English	ENL1W
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### **FRENCH AS A SECOND LANGUAGE**

Immersion French	FIF1D
Core French	FSF1O

### **HEALTH AND PHYSICAL EDUCATION**

Healthy Active Living Education	PPL1O
Healthy Active Living Education, Immersion French	PPL1OF

### **MATHEMATICS**

Mathematics	MTH1W
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### **SCIENCE**

Science	SNC1W
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### **TECHNOLOGICAL EDUCATION**

Exploring Technologies	TIJ1O
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## **Arts**

### **EXPRESSING ABORIGINAL CULTURES, GRADE 9 (NAC1OF/NAC1O) (1 CREDIT)**

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

## **Canadian and World Studies – Geography**

### **EXPLORING CANADIAN GEOGRAPHY, GRADE 9, DE-STREAMED (CGC1WF/CGC1W) (1 CREDIT)**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

## **English**

### **ENGLISH, GRADE 9 (ENL1W) (1 CREDIT)**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

## **French**

### **CORE FRENCH**

#### **CORE FRENCH, GRADE 9 (FSF1D) (1 CREDIT)**

Entrance Minimum: 600 hours of French Instruction

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.

### **IMMERSION FRENCH**

#### **IMMERSION FRENCH, GRADE 9 (FIF1D) (1 CREDIT)**

Entrance Minimum: 3 800 hours of French instruction given during elementary years

This course enables students to enhance their knowledge of the French language and to further develop the language skills through the study of twentieth-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.

North Dundas introduced the French Immersion Program in the 2016-2017 school year. This program is designed primarily to meet the needs of high school students who have successfully completed an early or late French Immersion (50-50) Program in elementary school. These courses are offered to students who wish to enhance their skills in the French language.

<b>French Immersion Plan</b>				
<b>Grade 9</b>	<b>FIF1D</b>	<b>CGC1WF</b>	<b>NAC1OF</b>	<b>PPL1OF</b>
<b>Grade 10</b>	FIF2D	CHC2DF	GLC2OF/CHV2OF	
<b>Grade 11</b>	FIF3U	Senior French Credit		
<b>Grade 12</b>	FIF4U			

*A certificate in French Immersion will be awarded upon completion of 4 high school Immersion French credits, a minimum of 6 other courses taught in French and 3 800 hours of French instruction given during elementary school.*

## **Health and Physical Education**

### **HEALTHY ACTIVE LIVING EDUCATION, GRADE 9 (PPL1OF/PPL1O) (1 CREDIT)**

This course emphasizes student movement skills as they actively and regularly engage in a wide variety of physical activities – indoors/outdoors, individual as well as team sports/activities. Students will demonstrate an understanding of the importance of being physically active, as well as learn movement techniques to improve personal fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include healthy eating; mental health concerns; communication skills and decision-making; technology benefits, risks and safety factors; substance use and addictions; resilience; human development and sexual health.

## **Mathematics**

### **MATHEMATICS, GRADE 9 (MTH1W) (1 CREDIT)**

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

## **Science**

### **SCIENCE, GRADE 9 (SNC1W) (1 CREDIT)**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

## **Technological Courses**

### **EXPLORING TECHNOLOGIES, GRADE 9 (TIJ1O) (1 CREDIT)**

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.



# NORTH DUNDAS DISTRICT HIGH SCHOOL

## 2024-2025 Grade 9 Course Selection Sheet

Below are the courses in the French Immersion and Core French programs in Grade 9. The only choice in Grade 9 is to determine French program.

**CHOOSE ONE COURSE FROM EACH ROW BELOW:**

	Immersion French	Core French
ENGLISH	ENL1W	ENL1W
MATH	MTH1W	MTH1W
SCIENCE	SNC1W	SNC1W
CANADIAN & WORLD STUDIES (GEOGRAPHY)	CGC1WF*	CGC1W
FRENCH	FIF1D	FSF1D
ARTS (EXPRESSING ABORIGINAL CULTURES)	NAC1OF*	NAC1O
EXPLORING TECHNOLOGIES	TIJ1O	TIJ1O
PHYSICAL EDUCATION (HEALTHY ACTIVE LIVING)	PPL1OF*	PPL1O

\*Content courses taught in French