

Lively District Secondary School

Grade 9 Student Course Calendar

2026 - 2027





Table of Contents

Introduction to LDSS & The Secondary School System.....	3
Useful Terms and Definitions.....	4
Graduation Requirements (OSSD and OSSC).....	5-6
Course Selection.....	6
Course Coding System.....	7
Educational Pathways.....	7-8
Reporting Student Progress.....	8-9
Student Records.....	10
Support Programs for Students.....	10-11
Specialized Programs at LDSS.....	12-14
Work Placement Opportunities.....	14
Other Credit/Learning Opportunities.....	15-17
The Grade 9 Program.....	17
Grade 9 Courses.....	18
Essential Workplace Integrated Technology Program	19
Open Courses <i>for all pathways</i>	19-20
Transition Program	21

INTRODUCTION TO LDSS

Lively District Secondary School houses a grade 7-12 program committed to fostering the intellectual, social, physical and emotional growth of young people. We respect individual differences and believe in the individuality and uniqueness of each student. LDSS is committed to developing our students with a sense of personal worth, with emphasis on individual responsibility and accountability. Our goal is to foster excellence in a learning atmosphere that is challenging and flexible, while providing meaningful instruction and experiences to all participants. We believe in a partnership with parents and the community to facilitate collaboration and opportunities for the student during their educational experience. A highly qualified and dedicated staff shares in the responsibility to develop self-directed citizens who excel in their individualized paths, which may lead them to university, college, apprenticeship programs or the workplace.

The transition from elementary school to secondary school is a time of great change, numerous possibilities and much anticipation. The high school curriculum and organizational structure may sometimes present new challenges. The organization of school into courses within semesters requires students to interact successfully with many teachers and professional staff. It also requires students to be more independent learners who must be more responsible for their own learning. Students will have the opportunity to take a variety of courses in a pathway that they will be successful in. At Lively District Secondary School, teachers, counselors, support staff and administrators will help students respond to these changes and challenges in their transition to high school. We will work with students to help them make the best possible choices based on interests, learning styles, preferences, and future goals; which will give them the independence needed to be mature, self-reliant learners.

THE SECONDARY SCHOOL SYSTEM

The selection of courses and programs in secondary school depends on a partnership between students, parents and the school. This course calendar will assist students and parents in making those important course and program selections. In addition to the course calendar, students may consult with teachers, guidance counselors and administrators in all matters related to course selection, program and career planning throughout secondary school.

The Ontario secondary school program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The diploma program will prepare students for further education and work helping them become independent, productive, and responsible members of society.

Courses are offered in ways intended to ensure that education is relevant to both the students' needs and interests and to the requirements of post-secondary institutions and employers. Grade 9 and 10 courses strongly promote the acquisition of essential skills and knowledge by all students, while at the same time, they allow students to begin to focus on their areas of strength and interest and to explore various areas of study. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended post-secondary destinations.

Program selection forms are the basis for the school's master timetable. It is the responsibility of all students and their parents to complete the program selection by the required due date. Modifications to a student's program after this date will be made for sound educational reasons only. Please note that when enrolment is insufficient, a course may be canceled. Should this occur, the students involved will be notified and asked to amend their selection of courses appropriately

USEFUL TERMS AND DEFINITIONS

Semester

The school year is divided into two semesters. Students normally earn four credits per semester.

Semester 1: September - January

Semester 2: February – June

Timetable

A chart which outlines the courses scheduled in the two semesters, including the teacher, room number, and time period. Homeroom teacher and the lunch hour are also included.

Period

A time period of 76 minutes in which a course is scheduled. There are 4 periods per day at LDSS with one lunch period.

Credit

1.0 credit is received for a 110 hour course which has been completed successfully.

OSSD

The Ontario Secondary School Diploma (OSSD) is granted after fulfilling 18 compulsory credits, 12 elective credits, Provincial literacy requirement, and the 40 community service hour requirement.

Compulsory Courses

A specific set of Ministry mandated courses that all students must take to fulfill part of the Ontario Secondary School Diploma (OSSD) requirements.

Elective Courses

Courses of specific interest which count towards the OSSD requirements.

Prerequisite Courses

Refers to a specific course a student must successfully complete before taking another course at the next grade level.

Pathway

A level of study for compulsory courses: Academic, Applied, De-streamed, or Essentials. Pathway is chosen based on the student's post-secondary plans and academic ability.

Exam

A test of knowledge on the entire course work, usually administered at the end of the semester. Exams may be in-class or held during the exam schedule. The exam mark is part of the final 30% of the course mark.

Culminating Activity

A learning activity which is designed to assess the overall expectations of the course. The culminating activity takes place in the final stages of the course and is included in the final 30% of the course mark.

GRADUATION REQUIREMENTS

Ontario Secondary School Diploma (OSSD)

Students starting Grade 9 on or after September 2024 must fulfill the following requirements to earn an Ontario Secondary School Diploma (OSSD).

GRADUATION REQUIREMENT	DESCRIPTION
17 Compulsory Credits	<p>4 credits in English 3 credits in Math (grades 9, 10 and at least one other credit in Grades 11 or 12) 2 credits in Science 1 credit in Canadian Geography (grade 9) 1 credit in Canadian History (Grade 10) 1 credit in the Arts 1 credit in Health and Physical Education 1 credit in French as a Second Language 0.5 credit in Career Studies 0.5 credit in Civics 1 credit in Technological Education (Grade 9 or 10) 1 credit from the STEM-related course group</p>
1 credit from the STEM related course group: (Science, Technology, Engineering & Mathematics)	<p>Business Studies Computer Studies Cooperative Education Mathematics (in addition to the three compulsory credits required) Science (in addition to the two compulsory credits required) Technological Education (in addition to the one compulsory credit required)</p>
13 Elective Credits	Selected from a wide variety of courses offered in the school
Literacy Requirement (OSSLT)	<p>The Ontario Secondary School Literacy Test is a test of reading and writing skills, created and marked by the Ministry of Education and Training. Students must pass the test in order to graduate from secondary school and to earn a secondary school diploma.</p> <p>Accommodations will be made for students with special needs, as required. These accommodations will be the same as those set out in the student's Individual Education Plan (IEP), that are available for the student during his or her daily work.</p> <p>Students who are unsuccessful on the OSSLT are eligible to take a grade 12 Ontario Literacy Course that will enable students to satisfy the literacy requirement for graduation.</p>
40 Community Service Hours Requirement	<p>Students are encouraged to develop a sense of civic responsibility and strong community values during their secondary school years. To this end, all students are required to complete a minimum of 40 hours of mandatory community involvement prior to graduation. Students are encouraged to begin accumulating these hours starting in the summer following their grade 8 graduation.</p> <p>Community involvement activities may take place inside or outside the school. If inside, activities may not be part of a credit program. Furthermore, activities that take place during the school day, must occur outside of the student's regularly scheduled class time, perhaps during the lunch hour, in a spare period, or before or after classes. Eligible activities may include seniors' programs, religious activities, environmental and community projects, fundraising and sports' recreation.</p>
Online Learning Requirements (2 credits)	<p>Parent/Guardian may opt out of the requirement for their child. Must be 18 years of age or older for a student to sign the opt out form. *Signed form must be in the OSR</p>
Financial Literacy Requirement	<p>Modules will be embedded in the grade 10 Mathematics course Must achieve a minimum of 70% to meet the requirement.</p>

The Ontario Secondary School Certificate (OSSC)

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

GRADUATION REQUIREMENT	DESCRIPTION
7 Compulsory Credits	2 credits in English 1 credit in Canadian Geography or History 1 credit in Mathematics 1 credit in Science 1 credit in Health and Physical Education 1 credit in the Arts or Technological Education
7 Optional Credits	Selected from any available courses in the school

N.B. Student Success Initiative requires students to keep learning in a classroom, apprenticeship or workplace training program until age 18 or until they graduate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. This certificate is a useful means of recognizing a student's participation in the secondary school program, especially for those students who plan to take certain types of vocational programs or further training for employment after leaving school. A student may return to school or take additional credit courses after having received the Certificate of Accomplishment. The student's transcript (OST) will be updated, but a new certificate will not be awarded when the student leaves again. A student who receives the Certificate of Accomplishment and chooses to return to study at the secondary level may earn the OSSC and/or the OSSD after fulfilling the appropriate credit requirements for each.

COURSE SELECTION

Students in Grades 9, 10 and 11 will be expected to study a full program of eight courses per year. Successful completion will allow students to earn one credit per course, for a total of eight credits each year towards the Ontario Secondary School Diploma. Students in Grade 12 must take a full program of six or more courses. Responsibility for planning the student's program is shared by the student, his or her parents/guardians, guidance counselors, teachers, and school administrators. Recommendations may be made to students based on the best information available about the individual student's abilities, achievements, interests and educational goals and this advice should be considered carefully in the course selection process. Students should select courses appropriate for graduation requirements, educational pathway and potential career choices. Students under the age of 18 require parental approval for all decisions on course choices. Students who are 18 or older may accept responsibility for their own course choices.

CHANGE OF COURSES AFTER THE START OF THE SEMESTER

If a student is having difficulty in their chosen course/pathway, they may discuss a change of course with their guidance counselor. All timetable corrections or course changes must be processed through Student Services. Transfers or changes from one course to another are only permitted within the first two weeks of either semester and only if there is room in the class to which the student is requesting a transfer. Changes made must be appropriate for the student's educational and career plan. A parental signature is required for all timetable changes involving pathway changes (e.g. Academic to Applied courses); and when a student chooses to drop a course and not replace it with an alternate course.

COURSE CODING SYSTEM

Each secondary school course is identified by a six-character code.

- The first three characters refer to the subject and specific area:
ENG = English
- The fourth character refers to the grade:
1 = Grade 9; 2 = Grade 10; 3 = Grade 11; and 4 = Grade 12
- The fifth character refers to the type of course:
D = Academic; P = Applied; W = De-streamed; L = Locally Developed; O = Open; U = University; M = University/College; C = College; E = Workplace
- The sixth character is a school indicator used to distinguish different course characteristics;
Eg. E = Advanced Placement (Enrichment Program), T = Integrated Technology

example MPM2D0 – grade 10 Academic mathematics

EDUCATIONAL PATHWAYS

Choosing an Educational Pathway

Courses are defined in grade 9 and 10 as academic, applied, de-streamed, or locally developed. Grade 11 and 12 courses are defined as university (U), university/college (M), college (C), or workplace (E). Grade 9 and 10 students who study in the academic pathway, will have a choice to continue their grade 11 and 12 courses in the university or college pathway. Grade 9 and 10 students who study in the applied stream will continue their studies in the college pathway in grade 11 and 12. Grade 9 and 10 students who select locally developed courses continue their studies in the workplace pathway in grade 11 and 12. Students may choose to have a combination of both applied and academic courses in grade 9 and 10 on their schedule; however, this should only be done after consultation with a guidance counselor to ensure the student is able to achieve the necessary prerequisites required for post-secondary education.

Grades 9 and 10

Courses within the disciplines of English, Mathematics, Science, Geography, History, and French as a Second Language may be offered as academic, applied, de-streamed, or locally developed (Essential) courses. Courses in other subjects are offered as open courses. Students may select any combination of courses that is appropriate for their individual interests and learning needs.

- **Academic Courses:** focus on the required concepts of the discipline and also explore related concepts. Course work develops students' knowledge and skills by emphasizing theoretical, abstract applications of the required concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.
- **Advanced Placement Courses:** are similar to academic courses but with an advanced component for strong academic students.
- **Applied Courses:** focus on the required concepts of the discipline. Course work develops students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Course work relates to familiar real-life situations and provides students with the opportunity for extensive hands-on applications of the concepts they study.
- **De-streamed Courses:** Grade 9 students will no longer be separated into Academic and Applied streams.
- **Locally Developed (Essential) Courses:** focus on the knowledge and skills that students need to be well prepared for success in Grade 11 Workplace Preparation courses. Course expectations interconnect skills in literacy, mathematical literacy, and subject area learning. In this way, students are given opportunities to improve their subject-area knowledge and skills, and to practice using them in order to strengthen their literacy and mathematical literacy skills.
- **Open Courses:** have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12, and for productive participation in society.

Grades 11 and 12

The types of courses in Grades 11 and 12 correspond with the specific career pathways students may choose.

- **University Preparation Courses:** provide students with the knowledge and skills needed to meet entrance requirements for university study. Teaching and learning will emphasize theoretical aspects of the course content, with supporting applications. The courses will focus on the development of both independent research skills and independent learning skills.
- **University/College Preparation Courses:** include content that is relevant for both university and college programs. They provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.
- **College Preparation Courses:** provide students with the knowledge and skills to meet entrance requirements for most college programs. They have been developed in consultation with community college staff. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and the development of critical thinking and problem-solving skills. The courses will focus on the development of independent research skills and independent learning skills.
- **Workplace Preparation Courses:** prepare students to move directly into the workplace, or to be admitted to apprenticeship programs and other training programs in the community. These courses emphasize practical workplace applications and employment skills. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.

REPORTING STUDENT PROGRESS

Assessment and Evaluation of Student Achievement

The main purpose of assessment and evaluation is to improve student learning. It also allows for teachers to adapt their instructional methods to the needs of their students.

Assessment is the process of gathering information from a variety of sources including assignments, demonstrations, conversations, projects, performances, and tests. This information should demonstrate how well students are achieving the curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time.

In order to ensure that assessment and evaluation lead to the improvement of student learning, teachers will use a variety of strategies. These will include assessment strategies such as conversations, observations and products. Conversations may include conferencing, questioning, debates, and role-playing. Teachers will observe students during skill demonstration, model building, presentations, and investigations. Varied products such as quizzes and tests, graphic organizers, lab reports, essays, problem solving, journals, portfolios, brochures and media presentation will be used. Modifications are made to meet the requirements of students with special learning needs.

ACHIEVEMENT LEVELS

The charts provided in the curriculum policy documents provide the framework for all assessment and evaluation practices. The achievement levels are associated with percentage grades and are defined as follows:

80 to 100%	Level 4: a very high to outstanding level of achievement, above the provincial standard
70 to 79%	Level 3: a high level of achievement, at the provincial standard
60 to 69%	Level 2: a moderate level of achievement, below but approaching the provincial standard
50 to 59%	Level 1: a passable level of achievement, below the provincial standard
below 50%	insufficient achievement of the curriculum expectations, no credit granted

Hawk Elite Scholars and Hawk Scholars

Students who achieve marks indicated for hawk scholar recognition will be celebrated at an *Afternoon of Excellence* assembly in October. Parents and family members are invited to attend the celebration.

Hawk Elite Scholar: School year average of 80% or higher (based on 8 credits)

Hawk Scholar: School year average of 75 to 79.9% (based on 8 credits)

Provincial Report Card

Student progress is reported mid-semester and at the completion of each semester. All secondary school students will have their progress reported on a standard Provincial Report Card that includes the following information:

- Each subject that the student is studying.
- The student's mark expressed as a percentage grade, along with the course median.
- Number of classes missed and times late for class.
- The student's achievement in six learning skills: responsibility, independent work, organization, collaboration, self-regulation and initiative.
- A comment by each subject teacher for each subject, including student strengths and suggested next steps.
- An indication of the credit(s) granted for each course in which the student's mark is 50% or higher.

The report card will include information with respect to a student's Individual Education Plan (IEP), where appropriate. The report card will also indicate if a course has been adapted to meet the needs of students who are learning English as a Second Language or need assistance with English literacy development.

A summary of credits earned to date, including a breakdown of compulsory and elective credits, is provided at the end of the final report card for each semester. Sections where the student and the parent or guardian can comment on the student's progress are included at the end of the mid-semester report card.

Attendance

Regular attendance at school is critical for student learning and achievement of course expectations. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, the potential consequences of the absences will be explained to the student and parent(s)/guardian(s). Discussions and strategies will be made to improve student attendance.

STUDENT RECORDS

Ontario Student Record

The **Ontario Student Record** folder (**OSR**) is the official record for a student. The OSR is created when a student enters the Ontario school system. Every Ontario school keeps an OSR for each student enrolled, and the file moves with the student from school to school. The OSR folder contains achievement results, credits earned, and other information important to the education of the student.

The OSR is created under the authority of the Education Act, and the contents of the OSR are protected under the Freedom of Information and Protection of Privacy Act. The parents and the student may examine the contents of the OSR on request, with the assistance of the principal or designated administrator.

Ontario Student Transcript

The **Ontario Student Transcript** (**OST**) is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school. Copies are available to students on request. It contains the following information:

- The credits that a student has earned towards fulfillment of the requirements for the graduation diploma regardless of how or where the credits were earned.
- In Grades 9 and 10, the student's achievement with percentage grades earned and credits gained for successfully completed courses.
- In Grades 11 and 12, the student's achievement **for all** courses taken or attempted showing percentage grades earned, credits granted (if successful), or 'W' for a course withdrawn before completion.
- Identification of any course that has been substituted for a compulsory course.
- Confirmation that the student has completed the community service requirement.
- Confirmation that the student has successfully completed the literary requirement.
- Any extraordinary circumstances affecting the student's achievement in the senior grades may be noted, if appropriate.
- Completion of a program of specialization in a subject area may be noted.

Full Disclosure

The Ministry of Education has a policy of full disclosure. The policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in grade 9 or 10. Any grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the course. Duplicate credits will not be granted for a course taken multiple times. Full disclosure will take effect five instructional days following distribution of the November and April mid-semester report cards.

SUPPORT PROGRAMS FOR STUDENTS

Guidance and Career Education:

Guidance and counseling services in each secondary school serve students, parents, and staff by providing three different kinds of counseling and instruction: academic, career, and personal.

Educational Counseling and Instruction:

This service helps students and their parents decide on current and future secondary school programs, and on post-secondary education and training opportunities. The guidance office contains the most recent information available on all colleges and universities in Ontario. Throughout the year, seminars are conducted by representatives from colleges and universities to assist students in making post-secondary choices.

Career Counseling and Instruction:

This service helps students with their career exploration and decision-making. Counselors encourage students to examine their strengths and preferences and relate these to a wide range of occupations. Students use a variety of career and educational resources, i.e. occupations through job shadowing, work experience, co-operative education, and the Ontario Youth Apprenticeship Program (OYAP).

Personal Counseling:

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

All students are encouraged to seek assistance when needed. Parents may arrange an interview by contacting the guidance office between 8:00 a.m. and 2:30 p.m. Telephone (705) 692-3671.

SPECIAL EDUCATION PROGRAMMING

LDSS is committed to providing the most appropriate educational opportunities and a range of program options that meet the needs of exceptional children, including those who are gifted.

An Identification, Placement, and Review Committee (IPRC) identifies a student as exceptional. An Individual Education Plan (IEP) is developed and maintained for the student. An IEP is a written plan describing the special education program and/or services required by a particular student. This plan may include alternate learning strategies, modifications and accommodations for the student. For those exceptional students who are fourteen years of age or older, the IEP will also outline a coordinated plan for transition to post-secondary activities, including post-secondary education, employment, or adaptation to community living. Exceptional students are eligible to enroll in a Learning Strategies (GLE) course to earn up to four elective credits throughout their high school career.

STUDENT SUCCESS INITIATIVES

The Ministry of Education Student Success Initiative ensures additional support to students in our school. The focus of the support is to:

- improve student literacy and numeracy skills,
- develop a Grade 8 to 9 transition program, and
- provide struggling students with intervention strategies to prepare them for their future destinations.

Lively District Secondary School has a teacher dedicated to student success who works with school staff, parents, and the community to ensure that students have every opportunity to earn the necessary credits to graduate.

Credit Intervention Strategies:

The Student Success Team works closely with classroom teachers to help provide support for struggling students. Examples of interventions are peer tutoring, differentiated instruction and intervention, customized timetable, tracking and monitoring system, and the assigning of a caring adult where necessary. Student Success programs include, but are not limited to: credit recovery, credit rescue, expanded cooperative education, dual credit programs, and specialist high skills majors programs.

Library

The library at Lively District Secondary School opens daily at 8:00 a.m. and remains open during the lunch hour as well as during class time. Chromebooks are available to individual students and classes for Internet research and word processing. Students seeking a place for quiet study, research, or reading are encouraged to make use of our library.

SPECIALIZED PROGRAMS AT LIVELY DSS

Advanced Placement Program (AP)

Grade 9 students enrolled in the program complete pre-AP courses in Math and English, with course codes ending “E”. The AP program enables students to pursue advanced-level studies while still in high school. Thirty-seven courses and exams in twenty-two subject areas are offered. Based on their performance on AP exams, students can earn credit, advanced placement, or both, for University.

AP graduates thrive in many competitive post-secondary institutions across North America, and are often the recipients of valuable scholarships. Successful students could also receive advanced standing for a first year university course, which is a considerable financial savings. Students gain the edge in university preparation by getting a head start on university-level work. Students improve their writing skills and sharpen their problem-solving techniques, while developing the study habits necessary for tackling rigorous course work. AP students stand out in the university admissions process.

Specialist High Skills Major

The SHSM is a Ministry-approved Specialized Program, which focuses on expanding learning opportunities in a specific economic sector. This career-focused program 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 Ontario Secondary School Diploma (OSSD). LDSS is proud to offer four SHSM programs: Environment, Information and Communications Technology, Mining and Sports.

The **Environment SHSM** combines in class learning with outdoor experiential and environmental focused learning. Students will collaborate with green industry professionals and conservationists to build empathy for the environment while learning about environmental protection, environmental sustainability, conservation and preservation of natural resources. Essential components of the program will utilize local resources as students enjoy a variety of field trips. The students will have the opportunity to earn certificates in GPS, wilderness first aid, species identification, search and rescue, and habitat restorations. Employment in the environment sector has boomed in recent years, and, according to industry experts, existing labour shortages in this sector are expected to increase as regulations to meet Canada’s goals regarding climate change come into effect. LDSS was the first secondary school in Northeastern Ontario to receive a Gold Certification from Ontario Eco-Schools for its environmental efforts. We currently have Platinum status.

The **Information and Communications Technology (ICT) SHSM** is the sector that processes information using electronic systems (which includes capturing, transmitting, and displaying information). Students enrolled in the ICT SHSM will be involved in today’s rapid and exciting changes in technology, and will contribute to new and emerging media and technologies in the years to come.

The **Mining SHSM** also meets the increasing demands for skilled professionals. According to the *Mining Industry Human Resources Council*, over the next ten years there will be a shortage of 92 000 employees in the mining and minerals sector. The shortage will be especially critical in the following occupations: physical scientists, engineers, technicians/technologists, skilled tradespersons, mine laborers and support staff. The anticipated demand is a result of industry growth, retirements, competition for labor from other economic sectors, and the challenges of recruiting young people into mining occupations. Careers in this industry offer competitive wages, benefits and advancement opportunities. The proximity of LDSS to mining industries and their affiliates makes this a very worthwhile program choice for many students.

The **Sports SHSM** enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, this SHSM may be designed to have a particular focus; for example, competitive and recreational sports, sports management, or sports media and broadcasting. According to *Human Resources and Skills Development Canada*, “There is a significant scope for new job seekers with regards to occupations in recreation and sport, especially announcers, athletes, coaches, referees and recreation leaders.”

What are the components of a Specialist High Skills Major program?

Students within this program will:

- select from 9 required credits identified in a Ministry approved framework, including:
 - 4 ‘Major’ credits which provide sector specific knowledge and skills
 - Support courses in English, Mathematics/other courses delivered in the context of the SHSM
 - 2 Cooperative Education credits related to ‘Major’ Courses
- earn sector recognized certifications
- engage in experiential learning through job shadowing, work experience, and activities which occur outside the traditional classroom
- engage in reach ahead experiences which may include visiting an approved apprenticeship delivery agent in the sector, observing a university or college class in a sector-related program, or interviewing an employer in the sector.
- engage in a sector – Partnered Contextualized Experience, through one of coding, innovation, creativity and entrepreneurship or mathematical literacy.

When do students begin the SHSM Program?

Students are able to enter a SHSM based on readiness and alignment of the program with their interests and post-secondary goals. Entry should occur no later than year 3 (grade 11) in order for the student to be appropriately scheduled into the required courses.

INNOVATIVE INTEGRATED TECHNOLOGY PROGRAM (InIT)

The Innovative Integrated Technology (InIT) program provides students with specialized programming that combines a variety of core subjects with our high caliber technology classes. LDSS works in partnership with businesses and industry to provide relevant and meaningful activities to students through job shadowing, field trips and certifications that will prepare students to be competitive in a global market.

Integrated Technology Projects could also include collaborative innovation among courses:

Architectural Design - Technological Design, Art and Construction

Historical Tool Re-creation - History, English, Construction and Media

Robotics - integrates all areas of technology

Metal Working Sculptures - Art, Technology Design, Manufacturing

College bound students will be required to obtain six technology credits, courses ending in “T”, throughout their four years of secondary school. In order to obtain an InIT certificate upon graduation, students will need to maintain a minimum 70% average across their top six tech courses.

University bound students will be required to obtain four technology courses, courses ending in “T”, throughout their four years of secondary school. In order to obtain an InIT certificate upon graduation, students will need to maintain a minimum 70% average across their top four tech courses.

The following criteria are suggested prerequisites for this program:

- good work habits
- excellent attendance record
- interest in applied technology

*****Transportation to Lively District Secondary School is provided to students outside the LDSS catchment area, who enrol in the InIT program.*****

Further information and an application package are available upon request.
Principal or Grade 8 teacher recommendation

Essential Workplace & Apprenticeship/Workplace

Locally Developed Courses (L) may be offered for grade 9 and 10 students who have experienced difficulties in English, Mathematics, and Science. They allow the student to obtain sufficient background and skill development, to prepare them for future courses in the subject area.

Workplace Courses (E) are available for students who plan to enter the world of work after completing secondary school. Emphasis is placed on a blend of hands-on learning activities and academic learning. Grade 11 and 12 students will be provided the opportunity to learn employability skills through cooperative education placements. Further information and an application package are available upon request.

Core French Program and Language classes en Français

Lively offers a full French as a Second Language program. This program is designed as a continuation of the French program which began in elementary school. All students are required to complete one credit in French as a graduation requirement, unless specific arrangements have been made for students with special circumstances. French Immersion language courses allow students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture.

WORK PLACEMENT OPPORTUNITIES

Cooperative Education

Cooperative Education is a workplace learning experience that integrates classroom theory and learning experiences. It enables students to apply and refine the knowledge and skills acquired in related courses. The cooperative education course consists of a classroom component of 15 to 20 hours of pre-placement instruction on topics such as: self-assessment, resume writing, interview skills, health and safety. The workplace component requires students to be at a work site for approximately 3 to 6 hours per day (morning or afternoon or both) for a semester. Classroom sessions are held on a regular basis throughout the work placement to provide opportunities for students to reflect on and reinforce their learning in the workplace.

Credits received in a cooperative education course are based on evaluation of their work placement and classroom assignments. These credits may be used to meet the STEM related compulsory credit requirement and/or elective credits of the Ontario Secondary School Diploma (OSSD). These credits may be used in the calculation of a student's average but cannot be applied towards the 6 U or M level credits required for entrance to a university. Cooperative education is typically offered to grade 11 and 12 students.

Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) provides Grades 11 and 12 students with the opportunity to participate in a work experience placement in a skilled trade while working toward the completion of a grade 12 diploma. Students who demonstrate potential may have the opportunity to register officially as apprentices.

Students who register under the OYAP option will earn cooperative education credits while participating in either a half day or a full day work experience placement alongside a qualified journey person in a skilled trade. Placements can be in either the motive, service, industrial or construction sector in restricted, compulsory or voluntary skilled trades. OYAP provides students with an accelerated and viable career path.

OYAP is designed to:

- Introduce students to careers in a variety of skilled trades
- Help students develop practical hands-on experience in a skilled trade of their choice
- Provide students with the opportunity to register officially as youth apprentices while in secondary school
- Enrich school courses through related trade experience
- Connect students to the world of work
- Enhance opportunities for employment in the skilled trades after graduation

Eligibility Criteria: Students who may be eligible for the OYAP option:

- Are at least 16 years of age
- Have completed Grade 10 (at least 16 credits)
- Have senior credits in the skilled trade of their interest
- Are recommended by the coop teacher
- Demonstrate a career focus in a skilled trade, a strong interest in learning a trade, aptitude, maturity and commitment

OTHER CREDIT/LEARNING OPPORTUNITIES

Although most students complete the majority of their studies in a secondary school, credits towards the Ontario Secondary School Diploma may also be earned in a variety of ways outside a traditional school setting.

eLearning

The Rainbow District School Board provides a number of online secondary school courses. Teachers deliver the online courses using a learning management system that students can access at home or at school. eLearning provides a learning environment which maximizes the use of technology, including electronic whiteboards, chat rooms, e-mail and discussion groups. Students can supplement their timetables with these courses, giving them greater flexibility and choice, and allowing them to take courses which may not be available at their home school or not accessible due to scheduling conflicts. It has been shown that the *successful* eLearning student is self-directed, self-motivated, self-monitoring, and is able to work independently. Contact the guidance office for a complete list of eLearning courses offered for this school year.

Summer School

Summer school courses may be available for students who were unsuccessful in a course, to take a transfer course, or to take summer coop or elearning for new credits. Teachers and administration will make recommendations for students to attend summer school.

Summer Cooperative Education

Summer Cooperative Education opportunities are being offered to outgoing grade 10 students and grade 11/12 students to earn 1 or 2 credits towards their OSSD. This planned learning experience integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

Correspondence Courses

The Independent Learning Center (ILC) offers secondary school credit courses for individuals who wish to work independently towards a secondary school diploma. Further information can be found at the ILC website www.ilc.org or through your guidance counselor.

DUAL CREDITS

The Dual Credit program is a School/College/Work Initiative that is offered by Cambrian College in partnership with the Rainbow District School Board. The Dual Credit program provides secondary school students with an opportunity to earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their secondary school diploma and their postsecondary diploma or apprenticeship certification.

The Dual Credit program is for students who are working towards their Ontario Secondary School Diploma and who will be heading to a postsecondary institution, an apprenticeship, or the workplace after graduation.

The goals of the Dual Credit program are:

- To encourage students to complete their secondary school education and to consider postsecondary education as their next step.
- To introduce students to a variety of career options within various sectors.
- To help students make appropriate career choices and choose educational pathways before they enter a postsecondary institution.
- To expose students to an adult learning model and new learning environments.
- To ease the transition from secondary school to college.
- To provide students with opportunities to learn skills that can be used throughout their life

The benefits to the students include:

- Engagement in real-world applications of learning.
- Engaging students through exposure to the college setting and culture.
- Providing more student choice.
- Ensuring a smooth transition pathway from secondary to postsecondary education.
- Increasing the likelihood of graduation success and reducing dropout rates.
- Allowing students to try college courses while still in secondary school at no cost to them

CO-CURRICULAR PROGRAM

Lively District Secondary School provides a wide range of opportunities for all students. Listed below are some of the activities students may choose from:

Arts Club	Flag Football	Mathematics Contests	Students' Council
Alpine Skiing	Football	Musical Bands	Swimming
Athletic Association	Futsal	Peer Tutoring	Tennis
Badminton	Golf	Prom Committee	Track and Field
Basketball	GSA	Robotics	Volleyball
Cross-Country Running	Gymnastics	Snowboarding	Wrestling
Cross-Country Skiing	Hockey	Soccer	Yearbook
Curling	Intramurals	Slo-Pitch	Arm Wrestling

GRADE 9 PROGRAM

Each student in Grade 9 must select 8 courses, including English, French, Mathematics, Science, Geography, Physical Education, Technology and the Skilled Trades and 1 credit in the Arts (Visual Arts, Music).

*students may select Business, but will require an Art credit to graduate.

Sample Timetable

Period	Time	SEMESTER ONE	SEMESTER TWO
1	8:20-09:42	Science	Geography
2	9:46-11:02	Mathematics	French
Lunch	11:02-11:45	LUNCH	LUNCH
3	11:49-1:05	Physical Education	Technology and the Skilled Trades
4	1:09-2:25	Art	English

COMPULSORY GRADE 9 COURSES *

English, De-streamed

(ENL1W0/ENL1WE)

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.

Mathematics, De-streamed

(MTH1W0/MTH1WT/MTH1WE)

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 modeling, 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, De-streamed

(SNC1W0/SNC1WT)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and 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.

Core French, De-streamed

(FSF1D0)

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 continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners.

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

French Immersion, Academic

(FIF1D0)

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 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 language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

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

Exploring Canadian Geography, De-streamed

(CGC1W0)

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.

*** All LDSS students must take PPL1O0 and TAS1OT**

Compulsory Essential Workplace Integrated Technology Courses *

Essentials English, Locally Developed

(ENG1L0)

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

Essentials Mathematics, Locally Developed

(MAT1L0)

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

Essentials Science, Locally Developed

(SNC1L0)

This course reinforces and strengthens science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment. This course prepares students for success in everyday life. This course leads into the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical activities.

*** All LDSS students must take PPL100 and TAS10T**

Open Courses *For All Pathways*

Healthy Active Living Education, Open

(PPL100)

This course emphasizes students' 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.

Technology and the Skilled Trades, Open

(TAS100)

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Music, Instrumental Open

(AMI100)

This instrumental music course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Learning will take place on a band instrument (i.e. clarinet, trumpet, etc.). 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 Art, Open

(AVI100)

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.

Learning Strategies, Open

(GLE100 or GLS100)

This course explores learning strategies and helps students become better, more independent learners, while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication and planning skills. Students will be introduced to adaptive technology software that will assist with reading, writing and comprehension skills. This course will help increase students' confidence, motivation, and ability to learn.

Launching and Leading a Business, Grade 10 Open

(BEP200)

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout this course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

TRANSITION PROGRAM

The emphasis of this four-year program is on the transition to the workplace and the enhancement of independent living skills.

At the Grades 9 and 10 levels, the student prepares for the transition to the workplace through a variety of work experiences. These work experiences provide opportunities for the student to practice and reinforce vocational skills. At the Grades 11 and 12 levels, a long-term cooperative education placement/program becomes a major component of the program where the student can supplement and enhance work skills.

In order to access this program, the student must:

- Be identified with a Mild Intellectual Disability by an IPRC Identification Placement and Review Committee through Rainbow Schools
- Be approved by a Local Area Admission and Review Committee

Effective September 1999, courses for students entering the Transition Program will not receive academic credit, as per Ministry of Education guidelines.

A Certificate of Accomplishment will be granted when the student has successfully completed 30 courses.

Further information is available from your school principal or from the LDSS Special Education Program Leader.

School Policies and Code of Student Responsibilities are found on our website at

<https://www.rainbowschools.ca/school/lively-district-secondary-school/>