

WELCOME TO Grade 9

2020



2021

Manitoulin Secondary School

**107 Bay St., P.O. Box 307, M'Chigeeng, ON P0P 1G0
Telephone 705-368-7000 Fax 705-368-7001**





Dear Future Manitoulin Secondary School Grade 9 Students:

Welcome to Manitoulin Secondary School and the next stage of your education! High school is an exciting time and it is our hope that you will make the best of the next 4-5 years. MSS has a program that will meet your needs. This booklet, prepared for you by our Guidance Department, outlines all of the courses that we will be offering next year. Please read it carefully and discuss your options with your parents/guardians. When selecting courses for next year, remember to take into consideration your interests, goals and abilities. The courses that you select now will appear on your timetable when you arrive in September.

Once again, welcome to MSS, we look forward to you becoming our next Mustangs!

*Jamie Mohamed
Principal*

MANITOULIN SECONDARY SCHOOL'S MISSION

The purpose of Manitoulin Secondary School is to provide relevant educational opportunities, which will allow our students to achieve attainable goals and their highest potential, in a safe, positive environment that embraces student diversity.

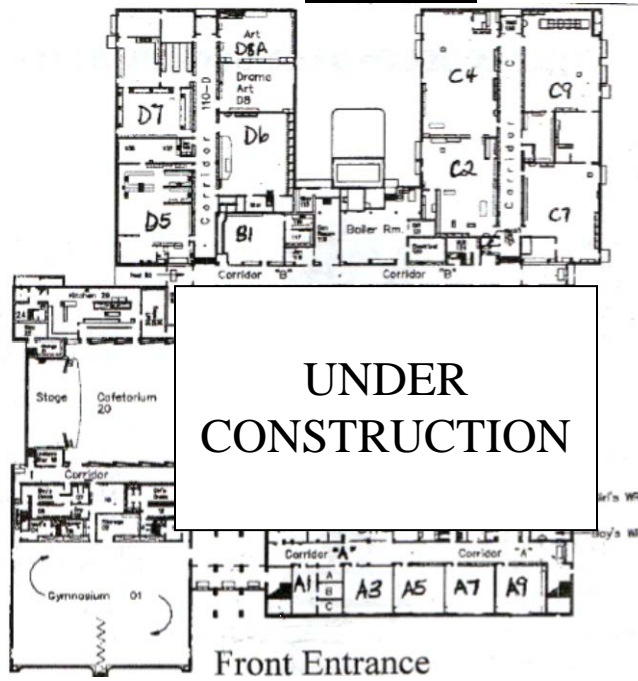
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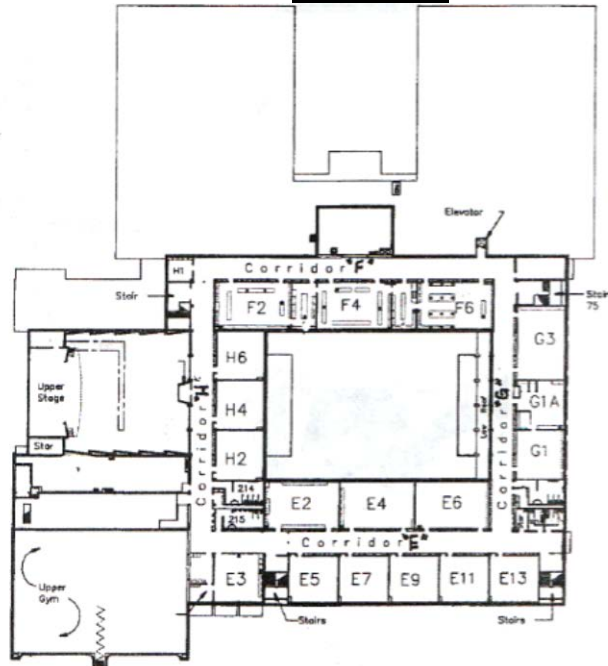


Manitoulin Secondary School

Main floor



2nd Floor



MANITOULIN SECONDARY SCHOOL STAFF

Mr. Jamie Mohamed Principal
Mr. Denis LaFleur..... Vice-Principal

Mrs. L. Addison
Mrs. S. Aube
Mr. J. Balfe
Mrs.T. Balfe
Mrs. Y. Bauer
Ms. G. Becks
Mr. P. Becks
Ms. M. Brown
Ms. M. Cheng
Ms. A. Clark
Mr. A. Davy
Mr. S. Doane
Ms. E. Ferguson
Ms. J. Ferguson
Mr. F. Gurney
Mr. N. Harfield
Mrs. A. Heinen



Ms. M. Holson
Dr. A. Johnston
Mrs. S. Keatley
Mrs. L. Marshall
Mrs. D. McCann
Mr. P. Nelson
Mr. I. Noble
Mrs. R. Patterson
Mr. S. Robinson
Mr. A. Sauve
Mr. J. Smith
Ms. E. Stringer
Mr. P. Tallman
Mr. C. Theijsmeijer
Ms. C. Wemigwans
Mrs. I. Wesno
Mr. M. Wesno
Mr. M. Zegil

Aboriginal Support Workers Ms.R. Abotossaway-Madahbee, & Mr. T. Trudeau
Social Worker Mrs. A. Orford
Attendance Counsellor Ms. E. Weber
Educational Assistants Mr. B. Bond, Mr. B. Elgie
Mrs. K. McGraw, Mrs. C. Hovi
Office Supervisor Mrs. K. Scott
Secretarial Staff Mrs. B. McDermid
Library Technician Mrs. D. Roque
Computer Systems Manager Mr. D.Gray
Custodians Mrs. B. Debassige,Mr. R.J. Panton
Mr. S. Baker, Mr. A. Lanktree, Ms. J. Patterson
Public Health Nurse Mrs. S. Gray
Hallway/Lunchroom Monitor Ms. M.E. Mulligan
Cafeteria Manager Ms. D. Nodecker
Cafeteria AssistantsMs. L. Labrance, Ms. D. Panamick



STUDENTS' COUNCIL EXECUTIVE

Co-Prime Minister Connor Phillips
 Co=Prime Minister Larissa Chevrette
 Treasurer/Secretary Rheanne Green
 Special Events Coordinator..... Natalia Bell & Rachel Sheppard
 Spirit Representatives Abby Harper
 Public Relations Mackenzie Cortes

THREE FIRES STUDENT CONFEDERACY

Members:

Chief: Pierre Debassige Deputy Chief: Tierra Abotosaway
 Treasurer: Winter Nahwegahbow-Isaac Social Convenor: Emma Chokomoolin
 Photographer/Media: Harmony Esquimaux

STUDENTS HELPING ALL ROUND EVERYWHERE (SHARE) & GO GREEN

Commmittee Members: Rhys Allison, Natalia Bell, Katie Chapman, Maggie Chapman, Larissa Chevrette, Jazmin Colwell, Mackenzie Cortes, Savannah Crack, Darci Debassige, Rylie Desroches, Rheanne Green, Abbie Harper, Mary Hore, Bell Jefkins, Jocelyn Kuntsi, Gwenyth McLeod, Cindy Middleton, Connor Phillips, Rachel Sheppard, Ella Stewart, Cassandra Temple, Ethan Theijsmeijer

SCHOOL ACTIVITIES

Artastic
 Fusion
 Archery
 Audio-Visual
 Badminton
 Band
 Basketball
 Book Club
 CrossCountry Running
 Cross Fit GP
 Curling
 Dark Horse Cafe



Drama
 E-Spirit
 Games Club
 Go Green
 Grade Rep.
 Golf
 Guitar Club
 Gymnastics
 Hockey
 International Trip
 Library



Living Well Locker
 Music
 Newspaper
 Peer Tutoring
 Prom Project
 Rainbow Rights Alliance
 Reach for the Top
 Relay for Life
 Robotics Club
 School
 Musical
 SHARE



Ski Trip
 Stratford Festival
 Spirit Committee
 Tennis
 Track & Field
 Vocal Group
 Volleyball
 Yearbook



Many different types of activities are available during lunch hours throughout the school year. If there are any activities that you would like to see at the school that are not on the above list see a member of the Students' Council or Administration.

SCHOOL POLICIES



- Academic Conduct:** Students must complete all assignments, projects, tests and examinations in an honest manner and must not engage in plagiarism. Copying the work of another student and claiming credit is academic dishonesty.
- Accidents:** All accidents resulting in a personal injury or property damage must be reported to the Main Office.
- Advertising:** All posters or bulletins must be approved by the Principal.
- Appropriate Use of Technology:** It is the expectation that technology (i.e. cellular phones, personal recording devices, cameras) be used in an appropriate manner at all times and for educational purposes. Any unwanted photos or recordings taken without an individual's knowledge or consent is strictly forbidden. Electronic devices are not permitted in classrooms unless requested by the teacher. The school is not responsible for lost or stolen devices.
- Assemblies:** Attendance at school assemblies is compulsory. Common courtesy is expected from all toward the people making a presentation or receiving special recognition.
- Athletics:** All full time students taking three or more courses are welcome to participate in Intramural and Inter-school sporting activities. Additional expectations are set out in the Student Athletic Code of Conduct, found in the Student Agenda.
- Attendance:** You are expected to attend school regularly and attend all classes when you are in school. If you are absent from school your parent or guardian must inform the school, or, when you return to school you must bring a signed note from your parent or guardian explaining your absence to the main office. Truancy will result in one or more of the following consequences: detention, suspension or loss of credits. If you are late arriving to school you are to report to the office immediately with a note signed by your parent or guardian explaining why you are late. Students are expected to be on time for all classes. Frequent lates will result in meetings with the vice-principal, detentions and possible in school withdrawal. If you have to leave school during the day, you are to report to the office **before** school with a note signed by your parent/guardian explaining the time and reasons why you are leaving.
- Buses:** Riding a school bus is a privilege not a right. All students are to sit in assigned seats. The same behaviour expected of students in a classroom is expected when students are riding a bus. Violation of the bus rules or conduct may result in a suspension of all bus privileges for a specific period of time.
- Cafeteria:** Students are expected to assist in keeping the cafeteria clean and tidy by returning their trays, using the recycle containers and picking up their garbage. Food and drink may also be consumed only in areas designated by the administration.
- Cell Phones:** Cell phones are not to be used in classrooms during class time, They are to be turned off and out of sight. If a student is sent to the office because of a phone issue, the phone will stay in the office until the end of the day. If there are repeat incidents, the phone will stay in the office until a parent can come to school and pick it up.
- Change Rooms:** The school is not responsible for your personal items. Valuables should never be left in change rooms. We recommend that valuables be left at home. Items left in the change room will be disposed of. No food or drink is permitted in the change rooms.



Dances: All dances are conducted in accordance with the guidelines established by the Students' Council and Staff. Students will abide by all school rules when attending. Guests will be signed in at the school office ahead of time. Students who violate the rules will be subject to black listing from future dances and be subject to disciplinary actions based on the School Code of Conduct.

Display of Affection: Caring for others is important. There is, however, a time and place for everything. Students are to limit their display of affection for one another to holding hands. Failure to comply may lead to a report to the Vice Principal and/or disciplinary action.

Dress Code: Students are expected to be presentable in their attire and personal hygiene. Specifically students are not to wear: head gear in the school (including bandanas worn in any fashion), coats in class, shorts or skirts that do not exceed past fingertips of an arm extended at your side, clothing with offensive logos, or any other clothing deemed to be inappropriate by staff (ie spaghetti straps, exposed mid-riffs, exposed underwear). Consequences include: warning, detentions, and/or being sent home to change.

Explosive Devices: Students playing with fire or fireworks endanger themselves and others. Such conduct is prohibited on school property or buses. Parental involvement, suspension and/or charges may result.

Extra-Curricular Activities:



Participation in extra-curricular activities plays an important role in engaging students in school life, development of interpersonal skills and overall enjoyment of school years. Participation in extra-curricular activities is a **privilege**. All students who participate in our many clubs, activities, teams, committees, etc. will be expected to abide by the same guidelines as those indicated in the Student Athlete Code of Conduct. Any students who do not meet these expectations may be removed from the extra-curricular activity. In order to participate in an ongoing extra-curricular activity or on a team, students will be required to submit a weekly Passport. This system will be explained to students by staff advisors and coaches.

Field Trip: All school rules extend to field trips. Additional expectations are set out on the consent forms.

Exams: Students are to write exams as scheduled, unless a doctor's note is provided indicating the student is not able to participate in exams. Scheduled appointments should be avoided during the exam period. Individual exams will not be rescheduled. Students who miss an exam will receive a mark of zero for the exam.

Fire Drills: Should you discover a fire, pull the nearest alarm sound, leave the building immediately. It is a criminal offence to set off a false alarm or to tamper with fire safety equipment.

Guest Passes: Guest passes for a specific educational purpose may be obtained at least one day in advance from the Principal or Vice-Principal. All guests in the school must register in the main office.

Illness: Students who become ill after arriving at school and cannot continue with regular classes are to report to the Main Office. Parent/Guardian will be contacted and the student may be allowed to stay in the main office until their ride arrives.

Internet: Students will use the Internet for educational purposes and will avoid all controversial materials as outlined in the MSS "Usernet Internet Acceptable Use Agreement". Any violation of the Usernet Internet Acceptable use Agreement may result in access privileges being revoked, school disciplinary action, and/or appropriate legal action.

Lockers:	Every student is assigned a locker, and must use the locker assigned and recorded in the main office. Shared lockers are not permitted. Lockers are off-limits during class time unless a locker pass is obtained from the teacher involved.
Lost and Found:	Items lost or stolen should be reported to the Main Office immediately. Items found should be taken to the lost and found located in the Main Office. The owner may claim items in the office.
Out of Bounds:	Halls during class time are out of bounds. Students on spares are to be in the library, cafeteria or outside for the period. Students who are in this area are to use the washrooms in the cafeteria area only. During the day, buses are out of bounds to students.
Preparation:	Students are expected to be prepared for each class, with all necessary material. Students should have assigned work completed. Hand in assignments on due dates and be prepared for tests and examinations. Parents will be notified if a student is continually unprepared for class. Habitual neglect of studies can lead to disciplinary action.
Plagiarism:	An important part of the secondary school experience is the writing of the essay, report or research paper. Information or ideas taken from another source must be properly acknowledged. Failure to do so is a serious offense known as PLAGIARISM (literary theft / academic dishonesty). Students found guilty of plagiarism will receive a 'O' on the piece of work in question. In addition, where a teacher deems that the piece of work represents a significant component in the evaluation scheme of the course (ex. an Independent Study), the student will be required to submit a new project as 'makeup'. The teacher and student will determine the potential mark value of the "makeup" assignment.
Respect:	<p>For School Staff: You are expected to be courteous and respectful in your dealings with any staff member. You must identify yourself by name when requested to do so. You are expected to follow the requests of any school staff member anywhere on school property.</p> <p>For Fellow Students: Students will show respect and honour when interacting with the school community. It is each student's right to attend a school free from physical, verbal or emotional abuse. Such abuse, whether physical, verbal (oral or written), sexual or psychological, that is bullying or discriminating on the basis of race, culture, religion, gender, language, ability, sexual orientation or any other attributes is unacceptable and is to be reported. Consequences may include verbal reprimands, parent notification, detentions, suspensions, retirement from school or criminal charges depending on the severity.</p>
Scents:	Rainbow District School Board promotes a "scent free environment". All students and staff are to refrain from wearing strong perfumes, colognes, deodorants, etc. The chemicals in the scents can trigger fatal allergic reactions.
School Bags:	It is school board policy to leave school bags in lockers. School bags present many safety issues (ie during a fire alarm, bags could be in the way of the door and could be tripped over). Failure to leave bags in lockers will result in disciplinary action (ie detentions, ISS).Laptop bags are exempt provided they are kept out of the aisles.
Smoking:	Smoking or holding lighted tobacco or e-cigarettes is prohibited on school property. Students are not allowed in the smoking area during or between classes. Students involved in these activities will face disciplinary action and possible fines



Textbooks & Library Books:

The school lends books to all students. Each student is responsible for them and must return them in good condition. The school must be reimbursed for any items lost or damaged.

Trespassing:

Students are asked to respect the right of our neighbours and refrain from trespassing on their property. Trespassers on school property may be prosecuted according to the statutes of Ontario. Intruders are to be reported to the Main Office.

Violence:

MSS has adopted a zero tolerance attitude toward any student found to be engaging in a violent activity or to be in possession of a weapon at school or at a school sponsored event. Students engaging in such actions will be suspended and may be subject to criminal prosecution. Subsequent infractions will lead to longer suspensions or expulsion.

SPECIALIST HIGH SKILLS MAJOR PROGRAMS (SHSM)

Grade 11 & 12

Arts & Culture & Agriculture

SHSMs are specialized programs designed to allow students to focus on knowledge and skills of particular importance in an economic sector (Arts and Culture or Agriculture), while meeting the requirements for the Ontario Secondary School Diploma (OSSD).

Students are able to obtain certifications and/or training recognized by the sector as part of the SHSM requirements. This program is an excellent opportunity for students to build their skill base, acquire valuable certifications and to network within the arts and culture or agriculture industry.

With the help and guidance of SHSM program leaders, students will:

- choose courses that align with the arts and culture industry
- participate in learning and career exploration activities (job shadowing, trade fairs, tours, etc.)
- participate in 'reach ahead' activities (interview industry professionals, complete dual-credits, etc.)
- complete a co-op placement in the arts and culture industry
- complete 6 industry certifications (CPR, WHIMIS, First Aid, etc)

Sample Timetable



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:15	English	Math	Language	Phys. Ed.	English
10:20 – 11:35	Math	Language	Phys Ed.	English	Math
11:35 – 12:20	Lunch				
12:20 – 1:35	Language	Phys. Ed.	English	Math	Language
1:40 – 2:55	Phys. Ed.	English	Math	Language	Phys Ed.

NEED HELP??? **M.S.S. RESOURCES**

MAIN OFFICE

The main office is the major centre of the school. Most questions can be answered by the friendly office personnel.

MANITOULIN SECONDARY GUIDANCE SERVICES

The guidance staff is most anxious to be of service to you. Counsellors help with personal or school problems, timetable concerns, tutoring, career exploration, post-secondary education, applications for college, university, scholarships and bursaries. Students are encouraged to speak to counsellors. Appointments may be made for the following day by signing the list in the Guidance Office.

IN-SCHOOL HEALTH SERVICES

The Sudbury and District Health Unit provides a health clinic for students to address lifestyle concerns. A Public Health Nurse is available two mornings per week to serve students wishing information/counselling about health issues such as: smoking, nutrition, substance use, and sexual health including healthy relationships, birth control and STD's. A Doctor is available once a month to students needing further medical advice by appointments made through the Nurse.

LATE BUS

The late bus system runs every Monday and Wednesday if enough students sign up that day. The late bus allows students to take part in extracurricular activities and/or extra help. If a student is planning to take the late bus home, they are required to sign the late bus list in the main office before the end of lunch.

LIBRARY AND RESEARCH CENTRE

Students and staff have access to an extensive collection of print and non-print resources. These include books, reference materials, vertical files, periodicals, audio visual resources, CD-ROMS, computer software, and the internet. The library technician is available for any assistance that may be necessary.

LIVING WELL LOCKER

MSS is proud to announce the opening of the Living Well Locker!

The Living Well Locker is a place where students have access to some of the necessities of living well. We have everything from fresh food and non-perishable food items to toiletries such as shampoo, dental and feminine hygiene products!

The Living Well Locker accepts donations of both food and money and can give tax receipts for cash donations. To donate food, you can simply drop off items at Manitoulin Secondary School. If you wish to make such a donation, you can phone Manitoulin Secondary School at 705-368-7000, or e-mail mccannd@rscloud.ca to arrange a mutually convenient delivery time. We can also pickup if necessary.

MSS students can also drop non-perishable items off outside the door of the Living Well Locker. Our volunteers will move these donated items into our room at the end of the day.

Students be sure to come to D5A to check it out!

Course Information and Diploma Requirements

1. Please note the following:

Promotion will be on a course by course basis.

18 credits will be compulsory and 12 credits will be electives

Literacy Diploma Requirement - in order to receive the OSSD (Ontario Secondary School Diploma) all students must either pass the Grade 10 Literacy Test or, if a student has had the opportunity to write the test once and not succeeded then the student must pass the Grade 12 Literacy Course.

All students must complete 40 hours of community involvement

Students in Grades 9 to 11 will continue to develop their **annual education plan** with the assistance of their parents, guidance counsellor and teachers.

2. THE ONTARIO SECONDARY SCHOOL DIPLOMA

Compulsory Credits

4 English

1 French or Ojibway

3 Mathematics

2 Science

1 Canadian History

1 Canadian Geography

1 Health and Physical Education

1 Civics (½ credit)

1 Career Studies (½ credit)

1 Arts (Drama, Music, Visual Art)

1 additional credit in English, or French as a second language, or a Native Language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education

1 additional credit in health and physical education, or business studies, or the arts, or French as a Second Language, or cooperative education

1 additional credit in Grade 11 or 12 science, or technological education, or French as a Second Language, or Computer Studies, or cooperative education

18 Compulsory Credits

12 Elective Credits

30 Total Credits



3. THE CERTIFICATE OF ACCOMPLISHMENT

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

4. THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

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

7	Compulsory credits
<u>7</u>	Optional credits
14	Total Credits

5. COURSE SELECTIONS AND PREREQUISITES

In order to assist students and parents in selecting courses that will put students on the right path to their post-secondary destination, the Ministry of Education has provided course descriptions that are standard, one paragraph descriptions which summarize what students will learn in each course. The course descriptions begin on page 15.

A prerequisite is a course deemed essential for the successful understanding and completion of a subsequent course. Many grade 11 and 12 courses have prerequisites as a requirement for enrolment. Parents and students are advised to consult prerequisites as established by the Ministry of Education when planning education and career goals.

6. EDUCATIONAL PATHWAYS and COURSE TYPES

The Ontario Curriculum for secondary schools is designed to make education relevant to students' needs and interests and to the requirement of post-secondary institutions and employers.

In Grades 9 and 10, courses promote the acquisition of essential knowledge and skills, but at the same time 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, students choose courses that are clearly and directly linked to their intended post-secondary destination – work, apprenticeship, college or university.

Guidance and career education components in Rainbow District School Board's secondary schools are designed to encourage and help students to learn about career opportunities and to make informed decisions.

a) **ACADEMIC COURSES:**

Academic courses cover essential concepts plus enrichment activities. While course work exposes students to both theory and practical applications, there is greater emphasis on **THEORY** as a basis for future learning and problem solving.

A student should be working consistently at or above the provincial standard (Level 3 or 4), have a learning style suited to theoretical, abstract thinking, be self-motivated and require less teacher direction.

b) **APPLIED COURSES:**

Applied courses focus on essential concepts. While course work exposes students to both theories and practical applications, the emphasis is on **PRACTICAL**, familiar real-life situations and “hands-on” applications.

A student should be working consistently at Level 2 or higher, have a learning style suited to hands-on, practical learning and require more specific, teacher-directed instruction.

c) **LOCALLY DEVELOPED** courses 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.

Students who consider taking one or more of these courses are typically students who, in grades 6, 7 and 8, achieved Level 1 (50% - 59%) or below in core subjects, consistently required support to complete Ontario curriculum expectations and/or required individualized support.

d) **OPEN** level courses are available to all students.

Most elective courses are open courses that are non-streamed with one set of expectations appropriate for all students. As an example, all grade 9 students take the same open Physical Education course.

e) **DESTINATION COURSES** offered in grades 11 and 12 are designated university (U), college (C), university/college (M), or workplace (E) according to a student's post-secondary destination.

7. **O.S.S. COURSE CODES**

The first three letters indicate the subject course code as stated in the Ministry of Education's Common Course Codes.

The fourth character indicates the grade.

1 = Grade 9

2 = Grade 10

3 = Grade 11

4 = Grade 12

The fifth character indicates the course type.

D = Academic (Grades 9 and 10)

P = Applied (Grades 9 and 10)

L = Locally Developed (Grades 9 and 10)

O = Open level (Grades 9 - 12)

U = University (Grades 11 and 12)

C = College (Grades 11 and 12)

M = University/College (Grades 11 and 12)

E = Workplace (Grades 11 and 12)

Example: ENG2D

ENG = English

2 = Grade 10

D = Academic Level

Special Education Support - for the Exceptional Student

The right choice of academic course level and resource programming has an impact on student success in secondary school. Each year, the exceptional student and his/her parent or guardian are invited to an IPRC (Identification, Placement, Review, Committee) meeting to discuss the support options that may offer greater success to the student.

Accommodations may be provided to instruction and assessment. For example, your child could be offered extra time to write tests or use of assistive technology to complete assignments.

Resource programming is a service offered to exceptional students as determined by the IPRC.. Access to the Resource Room may be on a daily basis for the learning strategies course and daily help with other course work or on a “needs basis” as determined by the student and/or teacher.

Resource Support:

Exceptional students have access to the resource room “as needed” throughout the school year to write tests/exams, to complete assignments and/or use assistive technology.

Resource Withdrawal:

Exceptional students go to the resource room for the Learning Strategies course on a daily basis per semester. This course provides a credit as well as supports for a student's other subjects. A student may achieve up to four Learning Strategies credits.

Many exceptional students are in regular classes. For those students with more challenging needs, we offer more intensive supports in our Transition and Life Skills classes. For students with behavioural needs, we offer a Section 23 program.

Intensive Support Programs (I.S.P.)

Transition Program

This program is a self-contained class program for students identified with an intellectual exceptionality. The focus is placed on developing literacy, numeracy, independent living skills and work related skills geared towards specialized college programs, trades assistants' programs and the workplace.

Lifeskills Program

This program is a self-contained class program for students identified with a moderate intellectual exceptionality who require development of daily living skills. The focus is placed on developing basic literacy, numeracy and independent living skills.

Section 23 Day Program

This program is a self-contained class programs offered solely by RDSB and in partnership with The Child & Family Centre for students identified with behavioural challenges. The placement in these programs is short term with a goal of reintegration into the regular program. The focus is placed on developing appropriate social emotional adaptive skills, with an additional focus on literacy and numeracy.



Locally Developed Pathway Leading to Certificate of Achievement or Diploma

This pathway focuses on grade 9 and 10 students who are considering a career in the trades or as an apprentice or who are at risk of leaving secondary school without a clear career destination and/or the requirements for a secondary school diploma. Embedded in the courses in this pathway are basic employability, vocational and life skills necessary for students to find gainful employment within their communities or in the trades. A distinguishing feature of the locally developed pathway would be the incorporation of integrated technologies and cooperative education modules which would provide the students with exposure to various work skills.

TARGET GROUP:

- Students working at the Grade 8 level **but weak** (level one) in the knowledge and skills required for success in Grade 9 Applied or Academic
- or
- Students with Individual Education Plan's (IEP) that indicate they are working below the Grade 8 level in core subjects areas.
 - Typically, students recommended for this program are thought to need the support of a secondary school program that will modify the depth, breadth and pace of the applied curriculum in order for them to meet with success. Some students need one year in the locally developed program and are then able to succeed in the applied program.

Potential Locally Developed (Loc. Dev.) Pathway Leading to an OSSD:

Grade 9	Grade 10	Grade 11	Grade 12
Loc. Dev. English	Loc. Dev. English	Workplace English	Workplace English
Loc. Dev. Math	Loc. Dev. Math	Workplace Math	Workplace Math
Loc. Dev. Science	Civics / Careers	Workplace Science	Student Choice
Geography with accommodations	Loc. Dev. History	Student Choice	Student Choice
Phys Ed.	Art	Coop/OYAP	Coop/OYAP
French/Ojibway	Student Choice	Coop/OYAP	Coop/OYAP
Student Choice	Student Choice	Coop/OYAP	Coop/OYAP
Student Choice	Student Choice	Coop/OYAP	Coop/OYAP

Students could leave secondary school after Grade 10 with a Certificate of Education or stay until Grade 12 and earn an Ontario Secondary School Diploma.

COURSE DESCRIPTIONS

CANADIAN AND WORLD STUDIES ~ *Compulsory*



Issues in Canadian Geography, Grade 9, Academic (CGC1D)

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

Prerequisite: None

Issues in Canadian Geography, Grade 9, Applied (CGC1P and CGC1P5)

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada

Prerequisite: None



ENGLISH ~ *Compulsory*

English Department Vision

As English teachers, we love stories, language, ideas and exploration. This is a love we want to impart to our students. Oral communication, reading, writing, and media are not ends in themselves, but rather are means of discovery. Through speaking and listening, students develop a voice and the courage to use it. In literature, students encounter timeless beauty, shared human experiences, and universal themes that can inform and inspire their futures. By writing, students embark on a journey of possibilities. Through media, students learn to be self-aware and critical in the information age. In our increasingly complex world, the English Department helps M.S.S. students become engaged in life by exhibiting confidence, thinking critically, developing courage, and demonstrating compassion.

English, Grade 9, Academic (ENG1D)

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. *Focusing on the theme of self-discovery, students develop quality analysis, writing, and presentation skills and read challenging texts. Strong work habits are vital.*

Prerequisite: None

English, Grade 9, Applied (ENG1P)

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. *Exploring the theme "Finding Your Self", this course practices key reading, writing, and speaking skills.*

Prerequisite: None

Locally Developed Compulsory Credit Course, English, Grade 9 (ENG 1L)

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the Grade 10 LDCC and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. Successful completion of this course prepares students for ENG2L or ENG1P. *This course focuses on building essential reading and writing skills for success in high school and in the workplace.*

MATHEMATICS ~ Compulsory



Principles of Mathematics, Grade 9, Academic (MPM1D)

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

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

Foundations of Mathematics, Grade 9, Applied (MFM1P)

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P).

Locally Developed Compulsory Credit Course, Mathematics, Grade 9 (MAT 1L)

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. Successful completion of this course prepares students for MAT1L or MFM1P.

SCIENCE ~ *Compulsory***Science, Grade 9, Academic (SNC1D)**

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

Science, Grade 9, Applied (SNC1P)

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.

Locally Developed Compulsory Credit Course, Science, Grade 9 (SNC 1L)

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

Successful completion of this course prepares students for SNC3E or SNC1P.

FRENCH ~ *Compulsory Language*



Core French, Grade 9, Academic (FSF1D)

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

Core French, Grade 9, Open (FSF1O)

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 communication skills through discussing situations and issues 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 to become life-long language learners.

Prerequisite: None

OJIBWAY ~ *Compulsory Language*

Native Languages, Ojibway, Grade 9, Open (LNOBO)

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically.

Prerequisite: At least four years of study of a Native language in elementary school, successful completion of NL1, or demonstrated proficiency.

HEALTH & PHYSICAL EDUCATION ~ *Compulsory*



Healthy Active Living Education, Grade 9, Open (PPL1O)

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.

THE ARTS ~ Elective (one art is required before graduating)



Visual Arts, Grade 9, Open (AVI10)

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.

Music, Grade 9, Open (AMU10)

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.

Expressions of First Nations, Metis, and Inuit Cultures, Grade 9, Open (NAC10)

This course explores various First Nations, Métis, and Inuit art forms (media arts, music, dance, drama, storytelling, visual art, installation and performance art, clothing design, and architectural design), giving students the opportunity to create, present, and analyse integrated art works infused with First Nations, Métis, and Inuit perspectives. Students will examine relationships between art forms and individual and cultural identities, histories, and values. Students will demonstrate innovation as they learn and apply art-related concepts, styles, and conventions and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges. *(This course can count as an arts credit.)*

MORE ELECTIVES

Introduction to Information Technology in Business, Grade 9, Open (BTT10)

This course introduces students to the use of 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.

Food and Nutrition, Grade 9, Open (HFN10)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Exploring Technologies, Grade 9, Open (TIJ10)

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.

Prerequisite: None

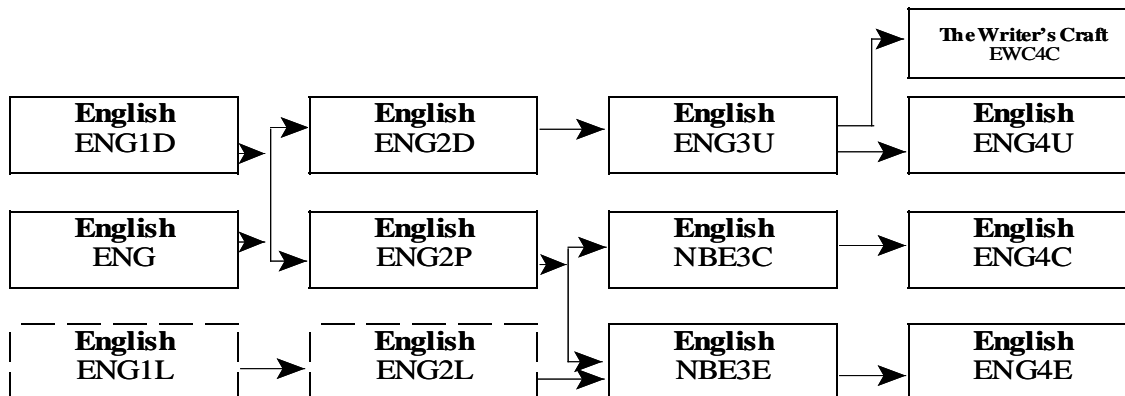
Learning Strategies: Skills for Success in Secondary School, Grade 9, Open (GLS10)

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 Charts for English, Grades 9-12

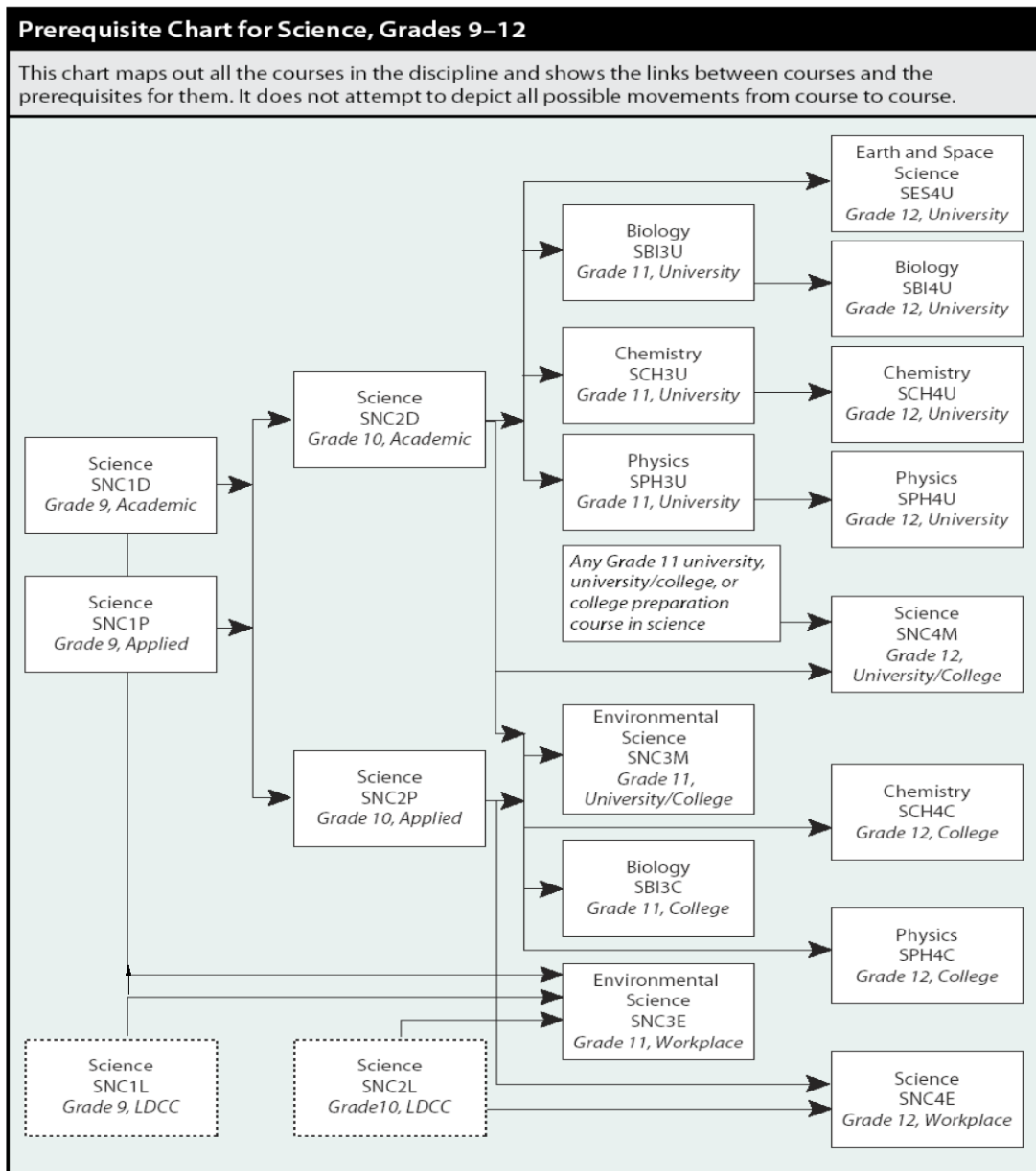
This chart map out all the courses in the discipline and show the links between courses and the possible prerequisites for them.

They do not attempt to depict all possible movements from course to course.



Prerequisite Chart for Science, Grades 9-12

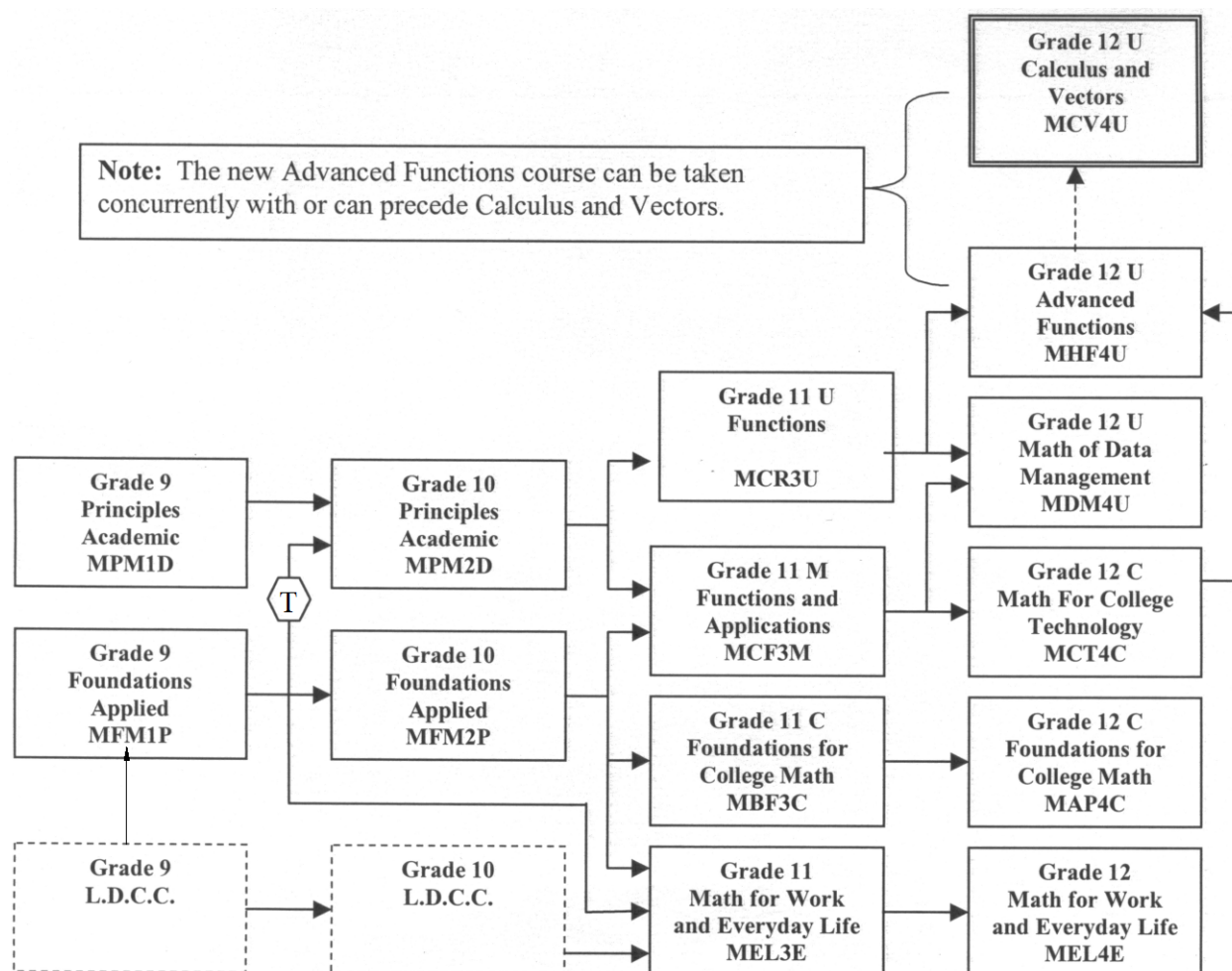
This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Note: Dotted lines represent locally developed compulsory credit courses (LDCCs).

Prerequisite Chart for Mathematics, Grades 9-12

This chart maps out all the courses in the discipline and shows the links between courses and the minimum requirements for them. It does not attempt to depict all possible movements from course to course.



T - Transfer Course

L.D.C.C. - Locally Developed Compulsory Credit Course

Manitoulin Secondary School

Exam Recommendation Policy

2019-2020

Guidelines

1. Exam Exemptions will not apply to all 3U, 4C, 4M, and 4U courses.
2. Exam Exemptions will be available in all other courses where there is a final examination scheduled during exam week.
3. Courses that do not have a final examination scheduled during exam week will not have any exemptions.
4. Students' "final term mark" will be used in order to determine if an exam exemption from a specific course has been earned.
5. Exam Exemptions will be announced on the same day that final term marks are provided to students. A day during the last week of regular classes will be designated for this purpose. Exam Exemptions will not be given out prior to this date.
6. Exam Exemptions will be from the final exam only. Students will continue to be responsible for all culminating activities that have been assigned by their teacher(s).
7. The "final course mark" for students exempt from any final exams will be determined by marks earned for their term work and culminating activity.
8. Excused absences will include the following:

All school related activities
Any medical condition and/or specialist appointment that is verified by a doctor's certificate (all certificates must be received in the Main Office prior to 2 weeks before the start of exam week)
Bereavement to a maximum of 3 days at the discretion of the principal
9. A student can be exempt from a final exam if he/she meets either one of the following two criteria:

I. A final term mark of 80% with no more than 10 unexcused absences,

OR

II. A final term mark of 65% with no more than 6 unexcused absences,

EXCEPT

For Grade 9 and 10 Academic courses where the final mark must be 70% with no more than 6 unexcused absences.

Not Exactly What I Expected By: Jordan Cristo

Ever since my grade 8 graduation at LCPS I have had mixed feeling at times. I was excited but very scared, I have had rumours from my hockey team about kids being put in garbage cans and lockers, but on the other hand I was very excited to get out of public school and have more freedom here in high school. After we had that BBQ in the middle of the summer when we came to get set up, I had huge butterflies worrying about if I could handle all the work I had with hockey, or if my teachers would like me or not.

On the night before I was going to high school I was so nervous it was unbelievable. When I did my morning routine and it was time to go out and wait for the bus I felt like I was going to throw up. When I stepped on the bus I looked for an empty seat and sat down. I was shaking while sitting there on my way to the school, partly because I was nervous but mostly it was a bumpy ride to the school. When I stepped of the bus I walked up to my locker and couldn't undo my lock. My stomach sank, but thankfully I found someone to help me with it and but my bag away and went and found some of my friends from LCPS.

Once the bell rang I went to my first class which was English with two of my friends, after meeting our teacher Mrs. Bauer I started to settle down a bit and just did the work she gave me. After our first period class I went searching for my second class math. I couldn't find it but thankfully a teacher pointed out the class to me. When I went in there and sat down my math teacher Mr. Theijsmeijer walked in, and he said to one of his students from last year "good to see you again" then looked at the rest of the class and said "so I see you have survived your first class of high school."

After math was lunch. I didn't pack a lunch because I didn't want to be that one kid who brought a lunch kit. So I sat at the table with my friends and joked around. After everyone had finished their lunches, we went back up to our "niner" hallway and stood around. Every once and a while some old kids would walk by and give us a little push because we are the "minor niners". After standing in the hallway for half the lunch and talking most of the space up in it the bell had rang and we all scurried to our lockers to get or books for our third period classes.

I had French as my third period class and my teacher was Ms. Desbiens. My first thought of her was that she looked a little scary to me, but I partly think that because she was talking in French, and I find when people come up to me and talk in a different language that I don't know, it kind of scares me. But after she explained herself in English I didn't find her that scary. She gave us this simple French sheet to tell her about ourselves so I completed that and before I knew it the bell had rang, so I left for my fourth period class, art with Mrs. Wesno.

My stomach was in huge knots walking down there because I had to walk downstairs where the older kids were and they were so much bigger and so much more intimidating, but when I made it to the art class it felt like I was home free, the nervousness had just been lifted. That art class, I just sat there quietly answering any questions the art teacher asked me to the best of my ability. They were mainly questions about us so there weren't any wrong answers.

When the final bell of the day had gone, I had relief for about three seconds until I walked out into the hall way with all the older kids, I felt like I was going to throw up again. So I just tried to find the quickest route up to my locker so I wouldn't be late for my bus. I went up to my locker seeing if my lock would cooperate with me and it did so I quickly grabbed my bag and headed for my bus.

After dodging all the older kids towering over me to get to my bus I figured it would be like this morning stepping on there and nervous flashing over me, but I saw two of my friends at the back of the bus and went and sat with them and once again it felt like I was at that home free zone. Luckily my bus ride is only ten minutes. I got off the bus and headed towards my house with the bus roaring off behind me. I stepped into the house and told my mom about my first day and relaxed the rest of the night until the next day.

After about the first week my nervous had finally calmed down and I could comfortably get to my class with older kids towering over me. So now I knew after I settled in to this new school I'd have to start focusing on keeping my grades up and doing my work. It turned into a daily routine just going to class confidently and doing my work proudly. Then before we knew it was the end of the semester and work just doubled in all of my classes. So now when I go home I can't go relax and play video games, I need to sit at my dinner table until bed time doing homework trying to make sure I am exempt from all of my exams and trying to bring my mark up as high as possible.

So overall, after settling into the new school and my nervousness disappeared, I started loving high school! There is so much more freedom and the teachers don't hassle you as much. So all I can say to you minor niners coming in here next year. Just learn to go with the flow and join as many things as possible! I joined cross-country and it was a great way to have fun and miss school! I mean it's a win-win. So just remember to try and get involved as best you can.

MANITOULIN SECONDARY SCHOOL

Box 307 M'Chigeeng, Ontario P0P 1G0

(705) 368-7000 Fax (705) 368-7001

GRADE 9 OPTION SHEET**2020 - 2021**_____
Surname (Please Print)_____
First Name

Elementary School: _____

- A. Please circle Academic, Applied or Locally Developed in each of the following core courses.

English	Academic (ENG1D) or Applied (ENG1P) or Learning Essentials (ENG1L)
Science	Academic (SNC1D) or Applied (SNC1P) or Learning Essentials (SNC1L)
Mathematics	Academic (MPM1D) or Applied (MFM1P) or Learning Essentials (MAT1L)
Canadian Geography	Academic (CGC1D) or Applied (CGC1P) or Accomodated (CGC1P1)

- B. Please circle one of the following as your language course. If you choose French you must choose applied or academic.

French: Academic (FSF1D) or Open (FSF1O)	Ojibway - Open Level (LNOBO)
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- C. All Grade 9 students must take Health and Physical Education (PPL1O).

- D. Grade 9 students will take two elective courses. Please choose four courses to allow for conflicts in scheduling that may occur. Every effort will be made to give students their first two choices. * One art credit is needed for a diploma.

(Please number as follows: 1 = 1st choice, 2 = 2nd choice, 3 = 3rd choice, 4 = 4th choice)

- | | |
|--|--------------------------------------|
| _____ Food and Nutrition (HFN1O) | _____ Music (AMU1O) |
| _____ Intro. to Info. Tech. in Business (BTT1O) | _____ Visual Arts (AVI1O) |
| _____ Expressions of First Nations Cultures (NAC1O) | _____ Exploring Technologies (TIJ1O) |
| _____ Learning Strategies: Skills for Success in S.S.(GLS1O) | |

ELEMENTARY SCHOOL'S COMMENTS TO PARENTS**PARENT/GUARDIAN COMMENTS TO MANITOULIN S.S.**_____
Student's Signature_____
Parent's/Guardian's Signature

Ontario Secondary School Diploma (OSSD) Requirements

Compulsory Credits

- 4 English**
 - 1 French or Ojibway**
 - 3 Mathematics**
 - 2 Science**
 - 1 Canadian History**
 - 1 Canadian Geography**
 - 1 Health and Physical Education**
 - 1 Civics (½ credit)**
 - 1 Career Studies (½ credit)**
 - 1 Arts (Drama, Music, Visual Art)**
 - 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or a social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education**
 - 1 additional credit in health and physical education, or business studies, or the arts, or French as a second language, or cooperative education**
 - 1 additional credit in 11 or 12 science, or technological education, or French as a second language, or computer studies, or cooperative education**
-
- | | |
|------------------|---------------------------|
| 18 | Compulsory Credits |
| <u>12</u> | Elective Credits |
| 30 | Total Credits |

