

# WELCOME TO Grade 9

2025



2026

## Manitoulin Secondary School

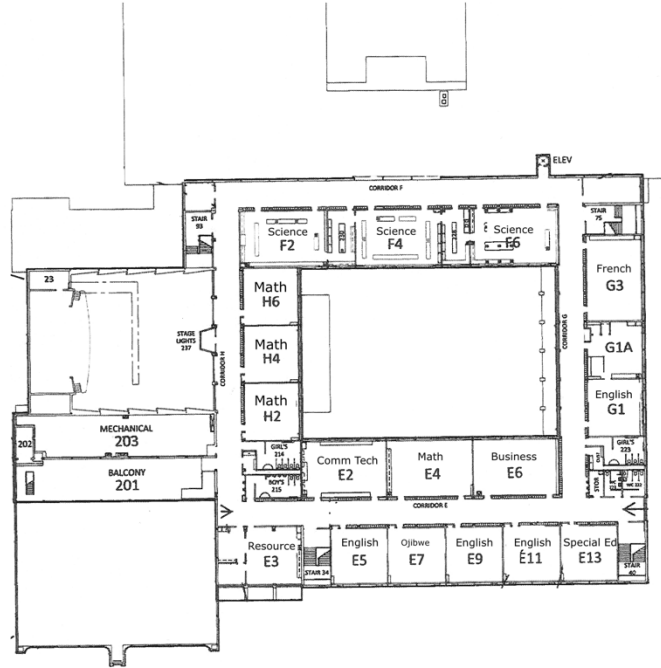
107 Bay St., P.O. Box 307, M'Chigeeng, ON P0P 1G0

Telephone 705-368-7000 Fax 705-368-7001

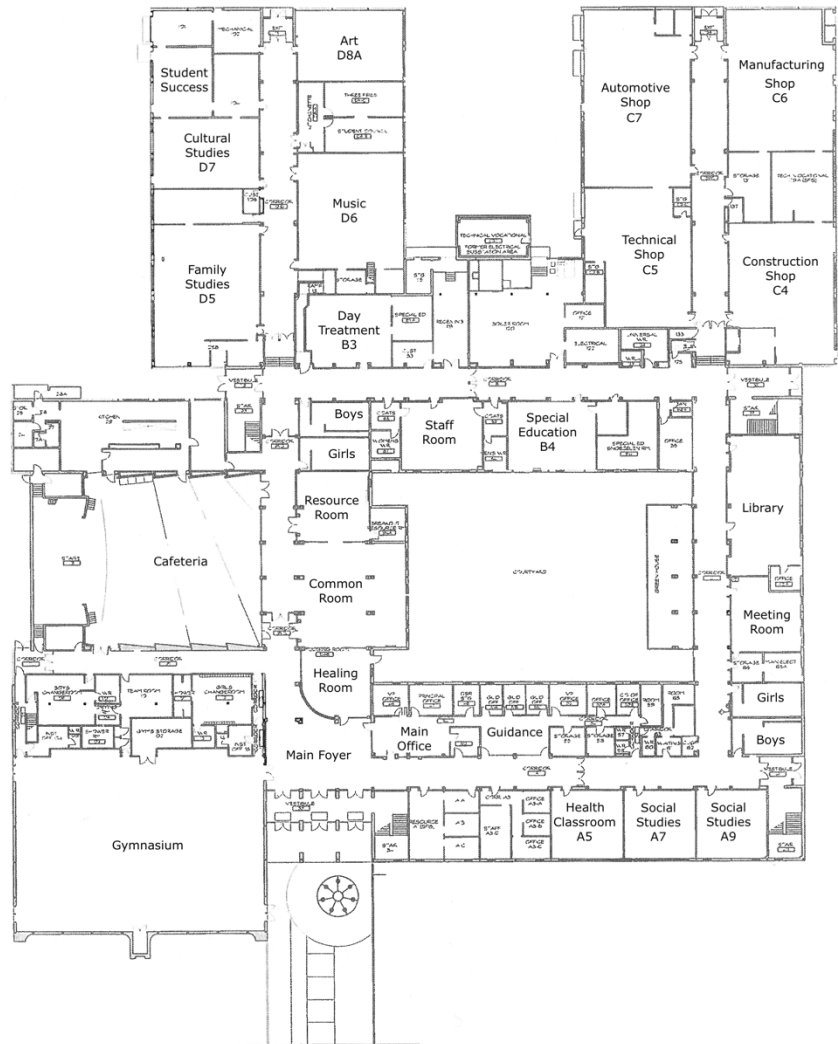
<http://manitoulin.rainbowschools.ca>



# Second Floor



# Main Floor





## MANITOULIN SECONDARY SCHOOL STAFF

Mr. David Wiwchar ..... Principal  
 Mr. Steve Doane ..... Vice-Principal  
 Ms. Rachel Goodfellow ..... Vice-Principal

Mr. A. Argall  
 Ms. S. Aube  
 Mr. J. Balfe  
 Ms. T. Balfe  
 Ms. Y. Bauer  
 Ms. G. Becks  
 Mr. P. Becks  
 Ms. C. Black  
 Ms. M. Brown  
 Ms. M. Cheng  
 Ms. A. Clark  
 Mr. T. Corbiere  
 Mr. A. Davy  
 Ms. D. Debassige  
 Ms. J. Debassige  
 Ms. E. Ferguson



Ms. J. Ferguson  
 Mr. M. Fowler  
 Ms. C. Freeman  
 Ms. E. Harfield  
 Ms. A. Heinen  
 Ms. M. Holson  
 Dr. A. Johnston  
 Ms. A. Mavec  
 Mr. B. Moffat  
 Mr. E. Moores  
 Mr. S. Robinson  
 Mr. J. Smith  
 Mr. P. Tallman  
 Mr. C. Theijsmeijer  
 Ms. K. Watson Smith  
 Mr. M. Zegil

Indigenous Support Workers ..... Mr J. Francis, Ms.R. Abotossaway-Madahbee,  
 Mr. S. Sagutch  
 Social Worker ..... Ms. E. Chapman  
 Attendance Counsellor ..... Ms. E. Weber  
 Educational Assistants . . . . . Mr. B. Bond, Ms B. Burnett, Ms S. Hurcomb, Ms C. Joyce  
 Mr. B. Elgie M, Ms. K. MacNeil  
 Senior Administrative Assistant ..... Ms. K. Crowe  
 Administrative Assistant..... Ms. S. Bond  
 Library Technician ..... Ms. D. Roque  
 Computer Systems Manager ..... Mr. P. Crowe  
 Custodians .....Mr. Mr. R.J. Panton, Ms. A. Pyette, Ms. J. Patterson,  
 Mr T. van't Slot Mr. B. Turley  
 Hallway/Lunchroom Monitor ..... Ms. M.E. Mulligan





## SCHOOL ACTIVITIES



Alpine Ski/Snowboard  
 Archery  
 Audio-Visual Tech  
 Athletic Association  
 Badminton  
 Basketball  
 Concert Band  
 Choir  
 Cross-Country Running

Curling  
 Drum Group  
 Grade Rep.  
 Greenhouse  
 Golf  
 Gymnastics  
 Headstrong  
 Intramural Athletics  
 International Trip

Living Well Locker  
 Mountain Biking  
 Musical  
 Peer Tutoring  
 Prom Project  
 Rainbow Rights  
 Reach for the Top  
 Robotics Club  
 SHARE/GoGreen

Skills Competition  
 Stratford Trip  
 Students' Council  
 Tennis  
 Three Fires Confederacy  
 Track & Field  
 Tutoring  
 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.

**LATE BUS:** The late bus system twice weekly with the nights shifting as needed to support students. 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.



**NOTE:** 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 as found on the school website. Any students who do not meet these expectations may be removed from the extra-curricular activity.

## SCHOOL POLICIES

**NOTE:** *this is a condensed version of the 'Code of Conduct' found on the school website.*

**Absences:** Parents/ guardians must provide an explanation for students' absence from school. An email to [mss\\_attendance@rainbowschools.ca](mailto:mss_attendance@rainbowschools.ca), a phone call to the main office (705) 368-7000 or a written note are acceptable forms of communication. If an explanation is not provided, the student will be deemed truant. Students are responsible for obtaining the missed work and lesson content from the teacher. In addition, students are to make-up any missed quizzes or tests the day they return.

**Academic Conduct:** Students must complete all assigned work including tests and examinations honestly and must not engage in plagiarism. Please refer to Plagiarism on the school website. Students are expected to come to school well-rested and free from all substances (drugs and alcohol).

**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 inappropriate conduct may result in a suspension of bus privileges for a specific period. Changing assigned buses is not permitted. Students transferring buses are not permitted to smoke during the transfer.

**Cafeteria:** Students are expected to assist in keeping the cafeteria clean and tidy by cleaning up after themselves and using the garbage and recycling containers. The consumption of food is only permitted in the cafeteria. Other areas of the school such as hallways, common room, classrooms, library, and gymnasium are off-limits unless special consideration is approved by the Principal or Vice-Principal.

**Drinks:** Bottles of water are permitted in class. Reusable bottles are encouraged.

**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 the holding of hands. Failure to comply may lead to a report to the Vice-Principal and/or disciplinary action.

**Lockers and Locks:** Every student is assigned a locker, and must use an assigned lock for the duration of their time at MSS. As such, students are requested to take care of their lockers. Shared lockers are not permitted. Lockers are off-limits during class time. Students are not permitted to change lockers at any time, unless with approval from the Principal or Vice-Principal.

**Out of Bounds:** Halls during class time are out of bounds. Students on spares are to be in the library, cafeteria, common room, student success centre or outside for the period. Students are to use the washrooms outside of the cafeteria area only.

### **Personal Mobile Devices**

In response to a directive from the Ministry of Education, Rainbow District School Board's new Administrative Procedure on Personal Mobile Devices comes into effect when classes resume on Tuesday, September 3, 2024. For all Grade 7 to 12 students, personal mobile devices are to be stored in lockers or assigned personal spaces out of view and powered off or set to silent/do not disturb mode during the instructional period. Access to social media sites will also be restricted throughout the school day. Cell phone use will be permitted for educational purposes, as directed by an educator, and, in specific situations, for health and medical purposes and to support special education needs. Mobile device use in secondary schools will be permitted before the start of the school day, at lunch and after school. For more information: <https://www.rainbowschools.ca/parents>.

**Respect for Self:** Students have a responsibility to come to school and school activities/ events well-rested and free from all substances, including alcohol and drugs. Students will use appropriate language to promote a healthy and respectful learning environment.

**Respect for Property:** Students will show respect for their school environment by caring for the property of self, peers, teachers and the school building.

**Scents:** Rainbow District School Board promotes a "scent-free environment". All students and staff are to refrain from wearing strong perfumes, colognes, deodorants, etc. Strong scents can trigger fatal allergic reactions.

**Sign-out Procedure:** Students are required to submit a note to the main office first thing in the morning if they wish to sign out. If students forget to bring a note they may sign out if we have "verbal consent" from a parent/guardian which can be a phone call home from the office and speaking with a parent/guardian.

**Smoking/ Vaping:** There is no smoking or vaping section on the school property. Chewing tobacco, smoking or holding lighted tobacco or e-cigarettes is prohibited inside and outside of school property. Students involved in this action will be reported to the Sudbury and District Health Unit Tobacco Enforcement Officer and subject to progressive discipline measures.

**Truancy/ Skipping:** Students shall attend all classes while at school. Regular attendance is essential for success in school and in the workplace. If, as a result of skipping, a student misses any evaluation, a mark of zero may be assigned for that test or assignment. In addition, referral to the Attendance Counsellor, parent meetings and further interventions will be used with students who chronically skip classes.

**Washroom breaks:** Washroom breaks are a privilege, and may be restricted or removed if abused. Students are encouraged to use the washroom and fill water bottles before class in the morning, during lunch, or between classes. There are to be no washroom breaks during the first 30 minutes of class. Teachers will use their discretion in cases of urgency. Students must ask the teacher for permission before leaving class and should use the washroom closest to their room.

**Any additional information can be found on the RDSB website: <https://www.rainbowschools.ca/>**

## **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.

### **GUIDANCE SERVICES**

A major purpose of a Secondary School is to help each student develop their maximum potential as an individual and as a contributing responsible member of society who will think clearly, feel deeply, and act wisely. Counselling is provided for students and parents on matters relating to education, such as class selection, and career planning as well as personal and social matters. Interviews are held with students, and appointments can be made as needed through the Guidance Google Classroom.



### **SOCIAL WORK SERVICES**

Student mental health and well-being is an important part of student success and, therefore, is a priority at MSS. The social worker will support the mental health and well-being of our students in different ways. It may be through classroom programming, group work, individual counselling, family-based interventions or referring to community services. If you would like to learn more about social work services, please go to the Guidance Department.

### **IN-SCHOOL HEALTH SERVICES**

A Public Health Nurse is available to serve students wishing information/counselling for health topics such as: mental health, healthy relationships, sexual health, smoking, and substance use. Services also include birth control prescriptions, routine immunizations, STI testing and pregnancy testing. To access these services, please leave your name at the main office. If you would rather see the Public Health Nurse outside of MSS, please call 705 370 9200.

### **LIBRARY AND RESEARCH CENTRE**

Students and staff have access to an extensive collection of print and non-print resources. These include books, reference materials, research databases, and the internet. The library technician is available for any assistance that may be necessary. Chromebooks can also be signed out for a short term use, and returned promptly.

### **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!

### **THREE FIRES ROOM**

This room is a safe and welcoming place for all students, especially if they are looking for a quiet place to work on their academics. Indigenous support workers and the Indigenous Graduation coach are available to offer a wide variety of services, including homework help, cultural exploration, and advice.



# Course Information and Diploma Requirements

## 1. Please note the following:

Promotion will be on a course by course basis.

17 credits will be compulsory and 13 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

All students must complete 2 online courses, or opt out of this requirement.

All students must complete a new Financial Literacy Requirement (more details to follow.)

## 2. THE ONTARIO SECONDARY SCHOOL DIPLOMA

### Compulsory Credits

4 English

1 French or Ojibwe

3 Mathematics

2 Science

1 Canadian/Indigenous 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 Technology Course (in Grade 9 or 10)

1 additional credit in STEM fields: Business, Computers, Mathematics, Science, Technology, or Co-operative Education



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17 Compulsory Credits

13 Elective Credits

**30 Total Credits**

## 2 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

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+7 Optional credits

14 Total Credits

### **3. 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 12.

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.

### **4. 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, while allowing time for 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, including the use of [MyBlueprint.ca](http://MyBlueprint.ca).

- a) **DE-STREAMED COURSES:**  
Changes to the Ontario Grade 9 Curriculum have promoted the ideas of 'De-streaming' courses so students don't have to choose between Academic or Applied pathways until they reach Grade 10. This simplifies the transition to Grade 9 and leaves options open for future years in high school. As of September 2022, all core Grade 9 courses have a de-streamed option.
- b) **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, regularly required support to complete Ontario curriculum expectations and/or required individualized support. See Page 9 for more information.
- c) **BRIDGE** courses in Mathematics and English are courses designed to 'bridge' gaps between elementary learning and the de-streamed Grade 9 courses. These courses count as full credits and will prepare students who need extra help for de-streamed Mathematics or English in the following semester. They can also count as 'Locally Developed' courses which lead to Grade 10 Locally Developed Mathematics and English.
- d) **OPEN** 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.





## Locally Developed Pathway Leading to Certificate of Achievement or Diploma

This pathway focuses on grade 9 and 10 students who are considering a career directly after secondary school, 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 some of 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 De-streamed pathway.
- or
- Students with Individual Education Plans (IEP) that indicate they are working below the Grade 8 level in core subject 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 De-streamed, or 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
Technology	Student Choice	Coop/OYAP	Coop/OYAP
French/Ojibwe	Student Choice	Coop/OYAP	Coop/OYAP
Student Choice	Student Choice	Coop/OYAP	Coop/OYAP
Student Choice	Student Choice	Coop/OYAP	Coop/OYAP

NOTE: Students in the Locally Developed Pathway should still choose to take the required courses such as one Physical Education, one Arts, and one Technology credit. 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.

### Post-Secondary Destinations:

Students completing the Locally-developed/Workplace pathway typically transition straight to the world of work. However, there are limited college programs, such as “Pre-Apprenticeship” Trades programs that they can pursue as well.

## **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 their parents or guardians 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 frequent 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 significant mental health and/or behavioural needs, we offer a Day Treatment 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**

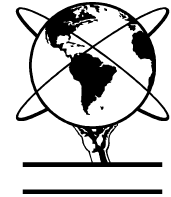
This program is a self-contained class program for students identified with a moderate intellectual exceptionality who require development of daily living skills. The focus is placed on developing basic literacy, numeracy and independent living skills.

### **Day Treatment Program**

This program is a self-contained class program offered solely by RDSB and in partnership with Noojmowin Teg Health Centre for students identified with mental health 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, and adaptive skills, with an additional focus on literacy and numeracy.



# COURSE DESCRIPTIONS



## CANADIAN AND WORLD STUDIES ~ *Compulsory*

### Issues in Canadian Geography, Grade 9, (CGC1W)

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

## ENGLISH ~ *Compulsory*



### English, Grade 9 (ENL1W)

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 analyze 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. Focusing on the theme of self-discovery, students develop quality analysis, writing, and presentation skills and read challenging texts. Strong work habits are vital. This course prepares students for Grade 10 English, Academic (ENG2D), or Applied (ENG2P).

### Locally Developed Compulsory Credit Course, English, Grade 9 (ENG1L)

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the Grade 10 (ENG2L) and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and speaking 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*



### Mathematics, Grade 9 (MTH1W)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P).

### **Locally Developed Compulsory Credit Course, Mathematics, Grade 9 (MAT1L)**

This course emphasizes development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 course, and subsequently in the Mathematics Grade 11/12 Workplace Preparation courses. It is organized into 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 MAT2L or MFM1P.

### **SCIENCE ~ *Compulsory***



### **Science, Grade 9 (SNC1W)**

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. Successful completion of this course prepares students for Science, Grade 10, Academic (SNC2D) or Science, Grade 10, Applied (SNC2P).

### **Locally Developed Compulsory Credit Course, Science, Grade 9 (SNC1L)**

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 SVN3E or SNC1W.

### **OJIBWE ~ *A Compulsory Language***

*Aanii!*

### **Native Languages, Ojibwe, 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 Ojibwe in elementary school, or demonstrated proficiency.

### **Native Languages, Ojibwe, Grade 9, Beginner/Open (LNOAO)**

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

**Prerequisite:** None.

## FRENCH ~ *A 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

## 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.



### **Instrumental 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. *(NOTE: This course may count as the compulsory arts credit.)*

## HEALTH & PHYSICAL EDUCATION ~ One is *compulsory for graduation*

### **Healthy Active Living Education, Grade 9, Open (PPL10)**

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.



## TECHNOLOGY EDUCATION ~ One Grade 9 or 10 *compulsory for graduation*

### **Technology and the Skilled Trades, Grade 9, Open (TAS10)**

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.



### **Communication Technology and the Skilled Trades, Grade 9, Open (TGJ10)**

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.

## MORE ELECTIVES

### **The Entrepreneurial Mindset, Grade 9, Open (BEM10)**

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

**The courses listed below are designed to promote maximum success in secondary school compulsory courses, and may be recommended by RDSB staff, in consultation between Grade 8 teachers, parents, special education staff and administration.**

**Bridge English, Grade 9 (ENG1L8)**

This course enables students to engage in whole-class instruction and focused, small-group learning opportunities to reinforce foundational literacy skills related to reading and writing before taking Grade 9 English (ENL1W). Students will strengthen strategies for reading comprehension, writing process, and critical thinking by reading a variety of narrative, expository, and media texts. Students will also practice the skills necessary for clear and accurate written and oral communication.

Successful completion of this course prepares students for English, Grade 9 (ENG1W), or can also lead to ENG2L.

**Bridge Mathematics, Grade 9 (MAT1L8)**

This course enables students to engage in whole-class instruction and focused, small-group learning opportunities to reinforce mathematical concepts related to number sense, operations, algebra, and measurement before taking Grade 9 Mathematics (MTH 1W). Students will use mathematical processes to make sense of the mathematics they are learning and to apply their understanding to real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning & algebraic reasoning as they solve problems and communicate their thinking.

Successful completion of this course prepares students for Mathematics, Grade 9 (MTH1W), or can also lead to MAT2L.

**Empower English, Grade 9 (ELS2O)**

This course is designed to assist students in enhancing essential reading and writing skills, offering additional literacy support crucial for graduation. Students will engage with informational, graphic, and literary texts, concentrating on skills such as locating information, identifying main ideas and supporting details, building vocabulary, and reinforcing key comprehension strategies. The course also aims to aid students in developing core learning strategies.

The Empower reading program is developed and monitored by Sick Kids. The Empower High School program uses comprehensive evidence-based reading strategies that address decoding, spelling, comprehension, and vocabulary skills to help students improve their reading and writing skills.

Successful completion of this course prepares students for English, Grade 9 (ENG1W), or can also lead to Locally Developed English (ENG1L).



## Ontario Secondary School Diploma (OSSD) Requirements

### Compulsory Credits (17)

- 4 English
- 1 French or Ojibwe
- 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
- 1 Technology Studies (Grade 9 or 10)
- 1 additional credit in a STEM related course: Business, Computers, Mathematics, Science, Technology, or Co-operative Education

**+13 Elective Credits**

**30 Total Credits**

**Completion of 40 hours of community service**

**Completion of the Ontario Secondary School Literacy Test**

**Completion of two 'Online Learning' courses, unless opted out**

**Completion of Grade 10 Financial Literacy Test**

### Sample Timetable

		Semester 1	Semester 2
9:00 – 10:15	Period 1	Geography	English
10:20 – 11:35	Period 2	Math	Science
11:35 – 12:20	Lunch		
12:20 – 1:35	Period 3	Tech	Gym
1:40 – 2:55	Period 4	Ojibwe	Art



# Grade 9 Option Sheet 2025-26 Manitoulin Secondary School



\_\_\_\_\_  
Surname (Please Print)

\_\_\_\_\_  
First Name

Elementary School: \_\_\_\_\_

Grade 8 Teacher: \_\_\_\_\_

A	<b>Please Choose Your Core Courses</b>		
	<input type="checkbox"/> English	<input type="checkbox"/> Science	
	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Canadian Geography	
B	<b>Please Choose Your Preferred 2<sup>nd</sup> Language Option(s) – ONE required.</b>		
	<input type="checkbox"/> French	<input type="checkbox"/> Ojibwe	<input type="checkbox"/> 2 <sup>nd</sup> Language Exemption based on IEP Process
		<input type="checkbox"/> Beginner Ojibwe	
C	<b>Elective Courses – Grade 9 students will generally take THREE of the following:</b> <b>- please rank your top 5 choices from “1”(top or 1st) to “5”(last choice)</b> ___ Visual Arts*    ___ Instrumental Music*    ___ Expressions of Indigenous Culture* ___ Technology and the Skilled Trades <sup>o</sup> ___ Communications Technology <sup>o</sup> ___ Health and Physical Education    ___ Building the Entrepreneurial Mindset  NOTES:    Some courses may be cancelled due to low requests. • ONE Arts course is required for graduation (* indicates possible ‘Arts’ Courses.) • ONE Physical Education course is required for graduation. • ONE Technological Studies course is required in Grade 9 OR Grade 10 (marked <sup>o</sup> )		

Elementary School Comments to Parents/Guardians:
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Parent/Guardians Comments to Manitoulin S.S.:
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\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Email or Phone

\_\_\_\_\_  
Date