



Hello and Booshoo;

We are thrilled to have made the move into our new state-of-the-art-school and 21st century teaching and learning environment. Our staff looks forward to working with students, parents, and the community to provide a learning experience that will help prepare all students for a successful education and work experience after graduation!

**This document is the start of your course selection. The SNHS transition team will visit grade 8 classes to answer questions again between now and April 25th. Please take this home and review with your parents and bring the completed option sheet back to your grade 8 teacher.**

Sioux North High School, currently offers a semestered system. We support the exciting integration of technology and global competencies into teaching and learning to help students make connections across different subject areas. This will allow them to see how the core subject areas are related to real world situations. We strive to ensure that:

- Programs are designed with student interests, strengths and needs
- Purposeful integration of 21C tools across all subjects
- Emphasis on interdisciplinary connections and authentic learning

**By the end of Grade 9, students should earn 8 Credits:  
(These credits add up to 8 of the 18 compulsory credits)**

1.0 Arts (Music, Art, Drama)

1.0 Technology (Construction, Transportation, Food & Nutrition)

1.0 Mathematics (Academic, Applied or Essential)

1.0 Physical and Health Education (large group, outdoor ed, hockey, personal fitness)

1.0 Geography (Academic or Applied)

1.0 English (Academic, Applied or Essential)

1.0 Native as a Second Language or French as a Second Language

1.0 Science (Academic, Applied or Essential)

***This is an important first step in order to meet the requirements for an Ontario Secondary School Diploma.***

If you have any questions or to sign up for reach ahead please contact:

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## Pathway Descriptions:

### What do you need to graduate from high school?

#### 18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits†
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

1	<b>Group 1:</b> <ul style="list-style-type: none"> <li>English or French as a second language**</li> <li>a Native language</li> <li>a classical or international language</li> <li>social sciences and the humanities</li> <li>Canadian and world studies</li> <li>guidance and career education</li> <li>cooperative education***</li> </ul>
1	<b>Group 2:</b> <ul style="list-style-type: none"> <li>health and physical education</li> <li>the arts</li> <li>business studies</li> <li>French as a second language**</li> <li>cooperative education***</li> </ul>
1	<b>Group 3:</b> <ul style="list-style-type: none"> <li>science (Grade 11 or 12)</li> <li>technological education</li> <li>French as a second language**</li> <li>computer studies</li> <li>cooperative education***</li> </ul>

\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\* In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

\*\*\* A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

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

**Applied Courses (P)** focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and applications.

**Open Courses (O)** allow students to broaden their knowledge and skills in a particular subject that may or may not be related to their post-secondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

**Essential Courses (L)** have been designed to meet the educational needs of students whose essential skills in reading, writing, mathematics and science require development. Students will have the opportunity to select essential courses that meet their needs. Each student's strengths and needs will determine appropriate pathways through secondary school and in the school-to-work transition.

## **Course Descriptions**

### **ENGLISH- SELECT ONE**

#### **ENG1D – English, Grade 9, Academic**

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

#### **ENG1P – English, Grade 9, Applied**

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

#### **ENG1L – English, Grade 9, Locally Developed**

This course will provide foundational literacy and communication skills to prepare students for success in their daily lives and in the workplace. The course is organized by strands that develop listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus will be on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students will develop strategies and put into practice the processes involved in speaking, listening, reading, viewing, writing, and thinking, and will reflect regularly upon their growth in these areas.

### **GEOGRAPHY- SELECT ONE**

#### **CGC1P – Issues in Canadian Geography, Grade 9, Applied**

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

### **CGC1D – Issues in Canadian Geography, Grade 9, Academic**

This course will help students build a foundation of geographic knowledge about Canada by examining the 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 of student interest, beginning in the Lake of the Woods region before moving elsewhere. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

### **SECOND LANGUAGE- SELECT ONE**

#### **LNLAO – Anishinaabemowin I, Grade 9, Open**

This course meets the requirement for a compulsory second language credit. Anishinaabemowin I is open to all students at any level of learning the Ojibwe language. Students in the course explore language learning through reading and writing with heavy emphasis on oral communication. Students will learn how the language operates grammatically in order to become increasingly adept at speaking. The use of Anishinaabemowin will be reinforced with daily practice, use of basic phrases and vocabulary, and assessments. Students will be taught how to use current language technologies to support their learning. Students will be guided heavily by the instructor using common immersion methodologies adapted for language learners in order to create appropriate language practices that will inform their learning into the future.

#### **FSF1D – Core French, Grade 9, Academic**

This course provides opportunities for students to communicate and interact in French with increasing independence. Students will continue to develop language knowledge and skills by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. Students will explore various French cultures from around the world and celebrate “la francophonie”. In doing so, they will develop the skills necessary to become life-long language learners.

#### **FSF1P – Core French, Grade 9, Applied**

This course provides opportunities for students to communicate and interact in French in structured situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. Students will explore various French cultures from around the world and celebrate “la francophonie”. In doing so, they will develop the skills necessary to become life-long language learners.

## **MATHEMATICS- SELECT ONE**

### **MPM1D – Principles of Mathematics, Grade 9, Academic**

This course helps students strengthen their math confidence with concepts related to algebra, analytic geometry (graphing), and measurement and geometry through investigation and effective use of technology (desmos). Students will explore patterns and make conclusions that arise from the measurement of three-dimensional figures and two-dimensional shapes. They will also investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

### **MFM1P – Foundations of Mathematics, Grade 9, Applied**

This course helps students develop their math confidence with concepts related to introductory algebra, proportional reasoning (ratio), and measurement and geometry through investigation, effective use of technology (desmos), and hands-on activities. Students will explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. They will also investigate real-life examples to develop various representations of linear patterns, and will determine the connections between the representations (graph, table, equation, story). Students will consolidate mathematical skills as they solve problems and communicate their thinking.

### **MAT1L – Mathematics, Grade 9, Locally Developed**

This course develops math knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the MAT2L course. The course is organized in three strands: money sense, measurement, and proportional reasoning. The course chapters cover earning money, spending and budgets, measuring in home decorating, cooking, and sports and leisure while building on mental math confidence. 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.

## **SCIENCE- SELECT ONE**

### **SNC1D – Science, Grade 9, Academic**

This course provides important basic theory in four key divisions of science: Chemistry, Ecology, Electricity and Astronomy. In the Chemistry Unit, students learn about the organization of the periodic table of elements, physical and chemical properties of these elements, and the properties and reactions of simple compounds. The effects of human-made chemicals on health and the environment is also examined. The Biology Unit starts with a basic understanding of ecosystem structure, both aquatic and terrestrial and the balance that exists between the components. How human activity affects the sustainability of ecosystems and the impact of degrading these systems is also studied. The Astronomy Unit examines the properties of celestial objects starting in the solar

system and moving out to the universe. A key component of examining these celestial objects is the study of the theories that underlie their creation, position and motion. The instrumentation used to study celestial objects is also covered in this unit. The Physics Unit introduces students to the basic laws of electricity, both static and current, and applications of each type. Students will build simple circuits to test some of the fundamental principles and relationships between current, resistance, and voltage. A detailed investigation into electricity generation is carried out and, finally, the cost-benefit analyses of renewable and non-renewable energy sources are studied with emphasis placed on reducing the amount of energy used. In each unit, connections to real-life situations as well as career options are explored.

### **SNC1P – Science, Grade 9, Applied**

This course provides lots of hands-on lab work, with an emphasis on applications of science to everyday life. The Chemistry Unit examines chemical and physical properties of elements and simple compounds, how these properties affect their use, and the organization that underlies the periodic table of elements. The Biology Unit starts with a basic understanding of ecosystem structure, both aquatic and terrestrial. The interdependence of ecosystem components is emphasized as well as the effects that humans have on these systems. A key focus in this unit is how ecosystems can be sustained across time. The Astronomy Unit examines the properties of celestial objects starting in the solar system and moving out to the universe. Emphasis is placed on current and future prospects of space exploration, and the contributions of Canada to space exploration. The Physics Unit introduces students to basics of electricity, both static and current, and applications of each type. Distinctions between renewable and non-renewable energy sources are studied with an emphasis on reducing the amount of energy used. In each unit, connections to real-life situations as well as career options are explored.

### **SNC1L – Science, Grade 9, Locally Developed**

Providing a basic understanding of everyday science, this course begins to develop student skills to understand science in the news media, make sense of product labels, understand how their bodies work and make healthy choices, and keep safe when working with various household chemicals. Students will also gain a basic understanding of current electricity and its applications in the home. Throughout the course, an emphasis is placed on the inquiry nature of scientific investigation and the proper collection of data and interpretation of them. In each unit, students will be introduced to careers connected with the topical material.

### **PHYS ED- SELECT ONE**

### **PPL10 – Physical Education and Healthy Active Living, Grade 9 Open**

Through participation in a wide range of physical activities, both team and individual, students develop knowledge and skills related to movement and personal fitness that provide a foundation for active living. Students will also get a better understanding of the

factors and skills that contribute to a healthy lifestyle and positive relationships. This course appeals to individuals who like to be active through team sports.

### **PAL10– Hockey Academy, Grade 9-12, Open**

The Hockey Canada Skills Academy is designed to challenge and inspire all students (male and female) who participate. It is a complete program that includes education, on-ice skills, off-ice strength and conditioning, mental training, and personal and team development. On-ice sessions include hockey fundamentals such as skating, puck handling, checking, passing, and tactics. When students are not on ice they are exposed to sport specific fitness training, floorball, stickhandling and shooting.

### **PAI10 Personal Wellness**

This course allows students to focus on their personal wellbeing. Students will learn strategies to help with adolescent, stress and self care. They will explore healthy activities that can be completed individually. Students will set goals and help to enhance their personal wellness.

### **PAD10 – Outdoor Education,**

Open This outdoor participation/theory course involves many concepts related to the competence in, and enjoyment of, the natural environment while improving personal fitness. The course is designed to provide students with fundamental outdoor skills resulting in a greater level of appreciation and care for the natural world. The skill development will also enable the student to enjoy the outdoors safely and responsibly.

### **ARTS- SELECT 2**

(each option will run for one half of the semester)

### **ADA10 – Dramatic Arts, Grade 9, Open**

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

### **AMU10 – Instrumental Music, Grade 9, Open**

This course offers students a chance to learn to play, or further their studies on any of the concert band instruments. This includes understanding how their instrument works, and how to use good technique and practice habits to achieve their best results. Students will strengthen their skills through solo work and daily practice, and experience the teamwork of ensemble playing. Students will learn basic music theory, music elements, and history, as it ties in with the music they are playing.

### **NAC10 – Indigenous Art Studies, Grade 9, Open**

This course explores Indigenous art forms through the study of the relationship between cultural traditions, teachings, and arts. Students will be introduced to Indigenous history and contemporary issues through the study of art produced by Indigenous artists. With guidance from the instructor, students will begin to critically examine cultural appropriation and how art can be used to strengthen Indigenous civil movements. Students will use Indigenous art forms to explore their understandings of identity, relationships, sovereignty, and challenges in Indigenous nations.

### **TECHNOLOGY- SELECT 2**

(each option will run for one half of the semester)

### **HFN 10 - Food and Nutrition, Grade 9, Open**

This course focuses on guidelines for making nutritious food choices. Students investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students 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.

### **TXJ10 – Hairstyling and Aesthetics, Grade 9, Open**

This course introduces students to concepts and skills related to hairstyling and aesthetics. Students will practice professional hairstyling techniques using various hot tools and braiding procedures to produce a broad array of finished looks. Students will learn about different cosmetic products, understand cosmetic colour theory and demonstrate a personalized basic makeup procedure for any occasion. They will produce special effects make-up applications for theatre or special events. Through study and practical experience, students will explore principles that contribute to personal and professional success as well as pathways leading to careers in the field.

### **TGJ10 – Communications Technology, Grade 9, Open**

This course introduces students to communications technology from a media perspective. Students will work in the areas of print and graphic communications, photography, and animation. Student projects may include computer-based activities such as editing photos, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

### **TTJ10 – Transportation Technology, Grade 9, Open**

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques.



Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

### **TCJ10 – Construction Technology, Grade 9, Open**

This course requires students to acquire fundamental skills of the trades through exposure to practical applications. Students will explore all aspects of the support systems of a building. They will also develop the knowledge and ability to demonstrate safe working practices and procedures in the trades. The units are designed in such a way that the activities are project-based and students will gain insight into a variety of trades through practical, hands-on experience. They will identify careers related to these trades. The units contain the expectations, skills and processes, planning notes, assessment tools, accommodations, and resources necessary for success in construction.