SAUNDERS SECONDARY SCHOOL
941 Viscount Road
London, Ontario N6K 1H5
Telephone: 519-452-2770
WEB SITE: saunders.tvdsb.ca

Welcome to Saunders Secondary School, home of the Sabres! Saunders offers one of the most comprehensive selections of courses and programs in the Thames Valley District School Board. We have superb music, athletic and drama programs, as well as an incredible number of academic and technological courses. We invite you to become fully involved, to enjoy your education, and to share our pride in Saunders!

Principal:	**Vice-Principals:**	**Administrative Secretary:**
Ms. Sarah Khan	Ms.Jennifer Patterson Mr. Randy Anderson Mr. Brent Bissell	Ms. Sara Plomp

REGISTRATION

Responsibility for the accurate registration of an individual rests with the students, their parents/guardians and the Elementary Guidance and Learning Support Teachers in co-operation with Saunders Guidance Counsellors. Students and parents should select courses with great care, basing their decisions on the information available in this course calendar, and the advice available from counsellors.

The following policies and procedures are important:

a) **Registration Deadline**: **February 14, 2020**

b) **Current Grade 8 TVDSB students:** To register, Saunders courses need to be selected in myBlueprint and both the Transfer form (provided by elementary school) and myBlueprint Course Selection form must be signed and returned to Saunders either via your child's elementary school (in-area students) or delivered to Saunders (out-of-area students).

c) **Non-TVDSB Grade 8 students:** To register, Saunders courses need to be selected and both a completed Registration form (obtained from Saunders website) and the Course Selection form must be signed and returned to Saunders along with an Out of Board Consent form.

d) **Technology Emphasis Students:** Out-of-area students who live within our technology emphasis boundaries, and who plan to attend Saunders in order to pursue a Technology Emphasis Program, must also complete a Emphasis Technology Program Intent form and include it with their registration.

e) **Transportation:** Students and parents can check their eligibility for transportation to Saunders by going to mybigyellowbus.ca. If you are a Technology Emphasis student, please ensure you select EMTE from the list of programs when checking for transportation eligibility on mybigyellowbus.ca.

f) Students and parents will verify course selections during April. Guidance should be notified of errors.

g) Grade 9 timetables will be available in August on the student portal and on the first day of school.

Timetable Changes:

1. Our staff allocation and master timetable are constructed on the assumption that students will take all the courses which they request at registration time. It is, therefore, our policy that once the timetable is completed, changes and drops will be permitted only in very unusual circumstances.

   Valid reasons for requesting a timetable change include the following:

   a) change of course level (i.e. academic to applied within the same subject)
   b) successful completion of a summer school course

2. Timetables will only be changed in September for exceptional circumstances that meet the criteria listed above. For these exceptional requests, students can refer to the course change form on the Saunders website which will be available September 9th, 2020 . Students meeting the outlined criteria, should follow the instructions provided on the form.

3. Once a course has been selected, students are expected to treat it as a commitment to the end of the semester.

4. **Minimum credits/year:**

Grades 9, 10, 11	4 credits per semester
Grade 12	3 credits per semester (with a minimum of 24 completed credits)

Honour roll qualification for Grade Nine are based on students in grade 9 taking four courses per semester.

NOTES TO STUDENTS ENTERING GRADES 9 and 10

(*Ontario Schools, Kindergarten to Grade 12: Policy and Program 2016*)

Students will choose courses from one or more of four types: *essential, applied, academic, and open*. This streaming of courses is intended to enable students to choose any type of course in Grade 9 while allowing them the possibility of choosing a different type of course in the same subject in Grade 10. Students are not restricted to taking courses of only one type in a subject in Grades 9 and 10. In Grade 10, however, students will choose courses that give them the necessary prerequisites for entry into the Grade 11 courses that prepare them for College, University or the Workplace.

Students should choose the appropriate stream for each course on the basis of their ways of learning, their needs and their past achievement. Parents, teachers and counsellors will help in this process.

COURSE TYPES:

ESSENTIAL COURSES:

***Essential courses (locally developed)** are courses that provide students with a basic exposure and competency in an area of study in which they have had a history of academic difficulty. Students would take a course at this level whenever they are trying to meet the Ministry of Education requirement to obtain a compulsory credit in English, Mathematics, or Science and the likelihood of success at the applied level is questionable or greater preparation is needed before taking an applied level course at the same grade level. Such courses are represented by the letter **L** in the fifth position of each code (e.g., Grade 9 essential English is ENG1**L**1). These courses provide excellent preparation for school to work pathways.

APPLIED COURSES:

***Applied courses** focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. Such courses are represented by the letter **P** in the fifth position of each code.
(e.g., ENG1**P**1, CGC1**P**1)

- Students in Grade 9 who successfully complete applied courses will, **generally**, be prepared for either the applied or the academic course in the same subject in Grade 10 (with the exception of math)
- Grade 10 students who successfully complete these courses will be prepared for either college or workplace-oriented credits in Grade 11.

ACADEMIC COURSES:

***Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore concepts as well. They incorporate practical applications as appropriate.
Such courses are represented by the letter **D** in the fifth position of each code (e.g., ENG1**D**1, CGC1**D**1). A student should normally have 70% or better in their previous program to take the academic level. Since the presentation of materials is rapid, excellent work habits, a strong memory for details, a well-developed reading habit, a developing sense of patterns, themes and theories, and punctual completion of assignments are essential to success at this level.

- Students in Grade 9 who successfully complete these courses will, for the most part, be prepared for either the academic or applied course in the same subject in Grade 10.
- Grade 10 students who successfully complete academic courses will be prepared for university, college or workplace-oriented credits in Grade 11.

ENRICHED COURSES:

***Enriched courses** use the same expectations and evaluation criteria as academic courses. However, enriched courses provide greater opportunities and extensions for students to explore the variety of frameworks in a subject area. Enriched courses will emphasize critical as well as creative thinking skills and will be utilized through a variety of student-centred activities. Students in the enriched/gifted program are expected to take a more active role in the direction of a course which allows for greater opportunities to develop an understanding of their role in the subject and ultimately their role in the world.

LST recommendation is suggested for students wishing to take enriched courses and demonstrated strength in the subject area.

OPEN COURSES:

***Open courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with specific requirements of university, college, or the workplace in mind.

These courses are appropriate for all students and are represented by the letter **O** in the fifth position of each code, e.g., AVI1**O**1, TIJ1**O**1. Students **may** take an open course in either Grade 9 or Grade 10 to access the Grade 11 course in that subject, but may benefit from taking **both** as a foundation to a potential career direction in Grade 11.

PROCEDURE FOR CHANGING COURSE LEVEL:

Students wishing to pursue a change in course type should consult their Guidance Counsellor. It is recommended that students not consider changing course types unless they have at least 75% in the applied level course when switching from applied to academic.

Please note: Students wishing to go from applied grade 9 math to academic grade 10 math will need to successfully complete grade 9 math at the academic level or complete a Transfer course before proceeding to grade 10 academic math.

For more detailed information about the following courses, please refer to the Saunders on-line course calendar, which can be found on our Saunders website.

GRADUATION DIPLOMA REQUIREMENTS: 18 Compulsory Credits*: *shaded in grey

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	**ENGLISH** (ENG1L1, ENG1P1, ENG1D1, ENG1DE)	**ENGLISH** (ENG2L1, ENG2P1, ENG2D1)	**ENGLISH** (ENG3E1, ENG3C1, ENG3U1)	**ENGLISH** (ENG4E1, ENG4C1, ENG4U1, OLC4O1)
Mathematics	**MATH** (MAT1L1, MFM1P1, MPM1D1, MPM1DE)	**MATH** (MFM2P1, MPM2D1, MPM2DE)	**MATH** (MEL3E1, MBF3C1, MCF3M1, MCR3U1, MCR3UE)	
Science	**SCIENCE** (SNC1L1, SNC1P1, SNC1D1, SNC1DE)	**SCIENCE** (SNC2L1, SNC2P1, SNC2D1, SNC2DE)		
Canadian and World Studies	**CANADIAN GEOGRAPHY** (CGC1P1, CGC1D1)	**CANADIAN HISTORY** (CHC2L1, CHC2P1, CHC2D1, NAC2O1)		
French	**FRENCH** (FSF1O1, FSF1P1, FSF1D1, FSF1DE)			
Civics/Career Studies Guidance Education		**CIVICS/CAREER STUDIES** (CHV2O5/GLC2O5, CHV2OF/GLC2OF)		
Health and Physical Education (1)				
The Arts (1) (Dance, Drama, Music, Visual Arts)				
Business Studies				
Guidance and Career Education				
International Languages				
Native Studies/Languages				
Social Sciences and Humanities				
Technological Education				

Group 1:	**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***
Group 2:	**1 additional credit in health and physical education, or the arts, or business studies, or French as a second language , or cooperative education***
Group 3:	**1 additional credit in science (grades 11-12), or technological education (grades 9-12), or French as a second language or computer studies, or cooperative education***

***a maximum of 2 credits in cooperative education can count as compulsory credits**

In addition to the 18 compulsory credits listed above, students must complete:

- **12 optional credits from the above listed subject areas (to equal a total of 30 credits)**
- **40 hours of community involvement activities <u>and</u> the provincial literacy requirement**

SAUNDERS IS...ENRICHMENT!

Saunders is the high school of choice for students seeking enrichment opportunities as they begin grade nine and continue throughout their secondary school studies. At every grade and in multiple modes, Saunders offers a full spectrum of program choices and inviting opportunities to go beyond what is offered in the traditional classroom.

As well, because Saunders is a tech emphasis school, students who live in our tech area boundaries and express an interest in pursuing one of our many advanced technology courses can take advantage of transportation provided by TVDSB.

Because Saunders is a large, composite high school, the breadth and variety of programming is far greater than what can be provided in a smaller, neighbourhood school.

Saunders offers enriched courses in Mathematics, Science, English, French, Social Sciences, and Technology:

- Grade 9 Enriched English
- Grade 9 Enriched French
- Grade 9 Enriched Math
- Grade 9 Enriched Science
- Grade 10 Enriched Civics and Careers
- Grade 10 Enriched Communication Technology
- Grade 10 Enriched French
- Grade 10 Enriched Math
- Grade 10 Enriched Science
- Grade 10 Enriched Technological Design
- Grade 11 Enriched Chemistry
- Grade 11 Enriched Math - Functions
- Grade 11/12 Enriched Robotics
- Grade 12 Enriched Biochemistry
- Grade 12 Enriched Social Sciences

Saunders pilots innovative programs tailored to the academic needs of students who seek challenges and new approaches to learning:

- **Grade 9 STEM Package** - “Learning for Life” - (Science, Technology, Engineering and Math) In addition to the core STEM courses earned outside the confines of the traditional classroom, grade 10 enriched Civics and Careers are integrated into this inquiry model, allowing the students to achieve extra credits. This, in turn, allows for acceleration and self-direction in grade ten course selections and study.
- **Grade 10 STEM Package** - Expanding on the grade 9 program, the second year of STEM will “bundle” math and science studies in semester 1, allowing motivated students to “fast track” grade 11 math in semester 2 of their grade 10 year.
- **International Certificate Program**
- **Specialist High Skills Major Program** - includes specialized programming in Technology, Arts and Culture and Health and Wellness

Saunders leads the way when it comes to involvement in the TVDSB ELOPE program.

ELOPE stands for Extended Learning Opportunities through Progressive Enrichment. Saunders extends the board's repertoire of enriching activities and experiences with trips of our own that are only available to students of Saunders. While programs at some schools share an email link and encourage students to "sign up" or "get involved" on their own, Saunders staff are leaders and facilitators on these exciting excursions. ELOPE activities that have involved Saunders bright and talented students include:

- Genetic Engineering, Anatomy, Physics and Sound, and DNA fingerprinting at the Ontario Science Centre.
- Snowshoeing, cross-country skiing, and rock climbing through outdoor education.
- Ancient Civilizations, Chihuly Stained Glass Art, and the Evidence Room at the Royal Ontario Museum.
- Guest Lectures at Western University and the Ivey School of Business, including talks focusing on business, computers, mathematics, social sciences and medical sciences.
- Regional and provincial interactive workshops and competition for our highly successful Envirothon teams.
- Anthropology study on stress research with theories tested at Canada's Wonderland.
- Escape Room experience and enriched survival and overnight camping skills, where critical thinking and teamwork are essential skills.
- Leadership opportunities like the Carolinian Tree Festival and the Water Festival--where we mentor elementary students learning about our environment.
- SPARK! Regional Conferences including: Harry Potter Hallowe'en Themed Event, Anatomy Day, Criminal Law Day, Evolution/Revolution, and many more….

Saunders is a large school with many diverse options and opportunities.

Because of the number of students here, Saunders can offer multiple sections of courses in a school year. This means that students with diverse interests are more likely to be able to take all the courses in which they are interested without timetable conflicts. With the help of their counsellors, students can create a timetable that fits with their plans. It also means that departments have room to offer specialized courses that go above and beyond the standard requirements.

<u>Enrichment</u>: Saunders Grade 9 STEM Package

Program Description (In myBlueprint select: 1DSTEM)
STEM is an acronym that refers to Science Technology Engineering and Math. The Saunders STEM program gives highly motivated Grade 9 students the opportunity to delve into 21st Century issues outside the confines of a traditional classroom. With the guidance of qualified teachers, students will simultaneously explore related topics by examining real-world issues through interdisciplinary project-based learning; they will identify the issues and topics that matter to them, and then they will conceive, design, and build potential solutions to these challenges. Civics and Careers will be integrated into these inquiries, allowing students to achieve extra credits.

What makes our program unique?
Saunders is a very special learning community, with a wealth of resources and specialized spaces. Students will experience daily learning in an academic setting, with access to our outstanding research facilities, fully-equipped science labs, and sustained access to technology. In addition, students have the option to take their projects to the next level, with access to our specialized facilities, such as our Green Industries greenhouse, our Film Production Studio, our Construction shops, or our Digital Design studio.

Which credits will be gained?

- Grade 9 Enriched Academic Science
- Grade 9 Enriched Academic Math
- Grade 9 Enriched Academic English
- Grade 10 Enriched Design Tech
- Grade 10 Enriched Civics (half credit)
- Grade 10 Enriched Careers (half credit)

How is this accomplished?
Qualified teachers in these subject areas will work together to identify the principles, skills, and competencies, that are universal across their disciplines. These overlapping concepts will be taught concurrently, when possible, through project-based, discovery learning. As well, students will still have the opportunity to experience two elective credits along with their required compulsory credits.

Community Partnerships
Saunders has strong ties in the London Community. We will utilize partnerships with agencies such as TVDSB Environmental Education, TD Canada Trust, and Western University to offer unique out-of-class, real-world enrichment opportunities to each student.

What type of learner will be successful in this program?
Successful students will require the following skills:

- Creative Thinking
- Self-motivation
- Time Management
- Problem Solving
- Aptitude in Math and Reasoning
- Inquiry and Inquisitiveness
- Collaboration
- Independent Self-study

Where could this program lead?
Enrichment opportunities and extra credit accumulation provided through the STEM program will enable students to fast track Math or Science in Grade 10. Students will be prepared to move on to either regular, enrichment or specialized Grade 10 courses upon completion of this program.
Our Grade 9 STEM program will also expose students to methods and partnerships that might prepare them for careers in the following fields: *Business, Design, Medical Research, Environmental Research or Engineering, Politics, Architecture, Robotics, Geo-technology, Film or Sound Production, Civil Engineering, Global Citizenship, and much more.*

SPECIALIST HIGH SKILLS MAJOR (SHSM)

The Specialist High Skills Major (SHSM) is a ministry approved program allowing students to focus their learning in a specific economic sector while meeting their requirements for the Ontario Secondary School Diploma. Students are able to customize their courses to suit their interests and talents while preparing for a sector-specific apprenticeship, college, university, or workplace destination. Students will be required to complete specific subjects in a major focus area, and complete industry certification courses. Students can enroll in the program in their senior years after they have completed their grade 10 credit requirements**. Interested students are asked to inform their counsellor in the guidance office and complete an interview and application.**

Currently, Saunders provides opportunities for students to pursue a Specialist High Skills Major in:

1) Construction
2) Manufacturing
3) Arts and Culture
4) Health and Wellness

Within each of the sector specific SHSM there are five components to be completed for graduation at which time students will receive a diploma with the SHSM designation included.

Five components of the SHSM include:

1. A package of 8–10 Grade 11 and Grade 12 credits which includes:

   i) 4 major senior credits that provide sector-specific knowledge and skills
   ii) 2–4 other required senior credits from the Ontario curriculum, which includes contextualized learning activities
   iii) 2 cooperative education credits that provide authentic learning experiences in a workplace setting

2. Sector-recognized certifications and/or training courses

3. Experiential learning and career exploration activities within the sector

4. “Reach ahead” experiences connected with the student’s chosen post-secondary pathway

5. Development of Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP).

SAUNDERS INTERNATIONAL CERTIFICATE PROGRAM

The Saunders International Certificate Program is an exciting new program that provides high school students with the opportunity to become engaged global citizens, learn about the world, and develop intercultural competency skills to prepare for the future. There are 5 components to the program. Students earn the certificate by:

- studying an international language,
- participating in various intercultural workshops,
- exploring global issues in classes that have an international focus,
- participating in international engagement either locally or abroad, and
- presenting their reflection portfolio.

A teacher advisor at the school helps to support the ICP students and track their progress in their program as they engage in workshops, and international learning opportunities. Students will receive the TVDSB International Certificate Program certification in grade 12 upon successful completion of the required components.

Information session to be provided in the fall of 2019/ 2020 for students interested in registering for this program..

COMMUNITY INVOLVEMENT ACTIVITIES

In order to obtain the Ontario Secondary School Diploma (OSSD), students must also complete 40 hours of community involvement. A brochure is available for parents to peruse to determine what type of volunteer activities is eligible. Students are required to have the supervisor(s) of their volunteer activities sign off on the number of hours and the type of activities students have completed. Students obtain this **Completion of Volunteer Activities** form from the **Guidance Secretary** and return it to **Guidance** when 40 hours have been completed. Please note that volunteering for profit organizations or businesses is not considered as valid community service.

***Students may begin to earn their community service hours the summer before they start grade 9**.

SAUNDERS GUIDANCE & RESOURCE SERVICES

Counsellors and Resource teachers offer a variety of services to assist students in getting the most out of high school.

Counsellors are available to provide:
- academic counselling to assist students with course selections and post-secondary educational planning
- individual counselling for personal concerns
- career counselling to help students plan for the future
- access to support from the school psychologist, social worker and community agencies
- maintenance of the Ontario School Record
- assistance in arranging for tutoring

Appointments can be booked through the Guidance Homepage on the Saunders Website.

Learning Support Teachers offer learning support to students identified by an Individual Education Plan (IEP).

STUDENTS WITH PHYSICAL DISABILITIES, VISION IMPAIRMENTS, AND HEARING LOSS

Saunders provides special consideration and assistance to students with disabilities. These involve physical plant design such as special parking, wheelchair access, an elevator, accessible washroom facilities and wide doors and hallways.

Program and timetable accommodations can be made. Other possible accommodations may include peer partners in classrooms and support for note-taking and physical needs. Additional time on tests and examinations may be provided as well as equipment to facilitate learning.

GRADE 9 COURSE DESCRIPTIONS
REQUIRED COURSES

Note:
If your student is selecting a Grade 9 Enrichment package, please select the following in myBlueprint:

Saunders Grade 9 STEM Enrichment Package - select 1DSTEM

ENGLISH

English (Locally Developed) ENG1L1
In this course, students focus on developing their literacy, communication, and organizational skills to prepare for success in high school, in their daily lives, and in the workplace. From this course, students advance to the grade 10 locally developed English, and grade 11 and 12 workplace English courses. ENG1L1 is designed to meet the needs of students who require support to develop their reading, viewing, listening, speaking, writing and critical thinking skills. In all strands, the focus is on developing and refining foundational literacy skills and on using language clearly and accurately in a variety of contexts.
Prerequisite: None

English (Applied) ENG1P1
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.
Prerequisite: None

English (Academic) ENG1D1
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.
Prerequisite: None

English (Academic Enriched) ENG1DE
This enriched course examines many of the same topics and introduces many of the skills as does ENG1D1, but enriched students will discuss the topics more in depth and refine more advanced writing skills. This 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.
Prerequisite: None
Recommended: Recommendation from the Grade 8 Teacher and/or Learning Support Teacher in combination with achievement level in the subject.

MATHEMATICS

Mathematics (Locally Developed) MAT1L1

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 (Locally Developed Compulsory Credit) 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.

Recommendation: Students who were working below grade level in Math while in Grade 8

Foundations of Mathematics (Applied) MFM1P1

This course enables students to develop an 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 relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Principles of Mathematics (Academic) MPM1D1

This course enables students to develop an 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 linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Principles of Mathematics (Academic Enriched) MPM1DE

This course enables students to develop an 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 linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

This enriched course offers the same topics as MPM1D1, but in greater depth and at a quicker pace. This course also develops a variety of problem-solving strategies.

Recommended: Recommendation from the Grade 8 Teacher and/or Learning Support Teacher in combination with achievement level in the subject.

SCIENCE

Science (Locally Developed) SNC1L1

This course enables students to deepen their knowledge and understanding of the basic concepts in science; to develop practical skills in scientific investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and science in everyday life. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

Science (Applied) SNC1P1

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.

Prerequisite: None

Science (Academic) SNC1D1

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.

Prerequisite: None

Science (Enriched) SNC1DE

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.

The course provides students with an opportunity to explore the nature of science through a variety of activities, such as projects, labs, and case studies. Students will use inquiry-based learning to solve problems related to biology, chemistry, earth and space science, and physics, and to relate science to technology, society and the environment. An important focus for the course will be formulating scientific questions and designing and conducting investigations. Students will also have the opportunity to evaluate the impact of science and scientific research on society.

Recommended: Recommendation from the Grade 8 Teacher and/or Learning Support Teacher in combination with achievement level in the subject.

CANADIAN AND WORLD STUDIES

Issues in Canadian Geography (Applied) CGC1P1

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.
Prerequisite: None

Issues in Canadian Geography (Academic) CGC1D1

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 in which to live.
Prerequisite: None

FRENCH AS A SECOND LANGUAGE

Core French (Open) FSF1O1

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 skills in listening, speaking, reading, and writing through discussing issues and situations 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 for lifelong language learning
Prerequisite: None

Core French (Applied) FSF1P1

This course provides opportunities for students to communicate and interact in French in structured and non-structured situations. The focus is on everyday topics which will help the students to apply their knowledge of French in everyday situations. Students will develop speaking, listening, reading and writing 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. The objectives are to develop the skills necessary to communicate in French, to allow for many opportunities to practice these skills, and to understand the French language and culture as a whole.
Prerequisite: Minimum of 600 hours of French instruction, or equivalent.

Core French (Academic) FSF1D1

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 French instruction, or equivalent

Core French (Enriched) FSF1DE

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.

***The enriched course provides students the opportunity to follow the grade 9 academic curriculum while experiencing it almost entirely in French and while discussing topics of personal interest in more depth using the target language.**

Students who pursue French until grade 12 at Saunders will be eligible to write the DELF examination or Diplôme d'études en langue française. Successful DELF candidates receive an international certification recognized in both the workplace as well as post-secondary institutions.

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

Recommended: Student must be self-motivated, confident in the language and ready for new learning opportunities and challenges.

NATIVE LANGUAGES

Ojibwe Native Language, Level 1 (Open) (NL1) LNOAO1

This course is open to the entire student body and will allow students who **have no prior Ojibwe language experience** to develop an appreciation for a Native language and culture, to explore and experience a unique worldview, and to learn to speak a Native language. Students will learn and use Ojibwe for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course related activities.

Ojibwe Native Language, Level 2 (Open) (NL2) LNOBO1

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.

Prerequisite: This course is open to any student who has **successfully completed at least four years of elementary Native languages study,** successfully completed NL1, or demonstrates required proficiency.

Oneida Native Language, Level 1 (Open) (NL1) LNNAO1

This course is open to the entire student body and will allow students who have no prior Native Language experience to develop an appreciation for a Native Language and culture, to explore and experience a unique worldview, and to learn to speak a Native Language. Students will learn and use the Oneida language for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course related activities.

Oneida Native Language, Level 2 (Open) (NL2) LNNBO1

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: This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed NL1, or demonstrates the required proficiency.

FIRST NATIONS, METIS AND INUIT STUDIES

Expressing Aboriginal Cultures (Open) NAC 1O1

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

The credit earned for the course Expressing Aboriginal Cultures may be used to meet the compulsory credit requirement for the Arts, as stated in Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 2016.
Course Prerequisite(s): None

Fourth R Aboriginal Cultural Leadership (Open) GLS1OF

The 4th R Aboriginal Cultural Leadership Course allows students to earn a GLS1O credit, while meeting the course requirements and including cultural components throughout the semester. Students learn skills for success in high school. There is also a strong literacy component to this course. Students in the course get involved in school life through various leadership opportunities. The students provide input on the initiatives they would like to lead in the school and the cultural activities for each semester.
Prerequisite: None

GRADE 9 COURSE DESCRIPTIONS
OPTIONAL COURSES

VISUAL ARTS

Visual Arts (Open) AVI1O1

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.

DANCE

Dance (Open) ATC1O1

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community. The study of Ballet, Jazz, and Modern techniques will be featured.
Prerequisite: None

This course is ideal for the beginning dancer with little or no dance background

DRAMATIC ARTS

Drama (Open) ADA1O1

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.
Prerequisite: None

ENGLISH AS A SECOND LANGUAGE

English as a Second Language, LEVEL 3 ESLCO1

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

English as a Second Language, LEVEL 4 ESLDO1

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

English as a Second Language, LEVEL 5 **ESLEO1**

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.

***This course is equivalent to ENG1P & ENG1D**

LEARNING STRATEGIES

Learning Strategies 1 **(Open)** **GLE1O1/GLS1O1**

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.

GLE1O1 Prerequisite: Recommendation of the Principal; student must be on an IEP (Individual Education Plan)

GLS1O1 Prerequisite: Recommendation of the Elementary Guidance Lead/Teacher or Student Success Team

MUSIC

Instrumental Music **(Open - Beginning)** **AMI1OB**

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.

Recommended Prerequisite: No prior experience is necessary.
Recommended Repertoire Corequisite: AMR2OB (Junior Band)

Instrumental Music **(Open - Experienced)** **AMI1OE**

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.

Recommended Prerequisite: Played a wind or percussion instrument in Grade 7 and 8.
Recommended Repertoire Corequisite: AMR2OB (Junior Band)

Strings **(Open - Beginning)** **AMS1OB**

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.

Recommended Prerequisite: No prior experience is necessary.
Recommended Repertoire Corequisite: AMR2OS (Junior Orchestra)

Strings **(Open - Experienced)** **AMS1OE**

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.

Recommended Prerequisite: Played violin, viola, cello or double bass in Grade 7 and 8.
Recommended Repertoire Corequisite: AMR2OS (Junior Orchestra)

Vocal Music **(Open)** **AMV1O1**

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.
Recommended Prerequisite: No prior experience is necessary.

Guitar **(Open)** **AMG1OB**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.
Recommended Prerequisite: No prior experience is necessary.
Recommended Repertoire Corequisite: AMR2OG (Junior Guitar Ensemble)

Music Repertoire

AMR2OB (Junior Band)
AMR2OS (Junior Orchestra)
AMR2OG (Junior Guitar Ensemble)

This course emphasizes the creation and performance of music at a level consistent with previous experience. 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 their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. ****This is a half-credit course that runs outside of the school day for the full year.***

Recommended Corequisite:
AMR2OB (Junior Band): Should also take AMI1OE or AMI1OB
AMR2OG (Junior Guitar Ensemble): Should also take AMG1OE or AMG1OB
AMR2OS (Junior Orchestra): Should also take AMS1OE or AMS1OB

BUSINESS & COMPUTER STUDIES

Introduction to Business (Open) BBI1O5 ½ credit to be taken in combination with BTT1O5

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Information and Communication Technology in Business (Open) BTT1O5 ½ credit to be taken in combination with BBI1O5

This course introduces students to 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.

Note: These courses are taken together for a total of one credit.
Students should select 1BUZNZ in myBlueprint

FOOD AND NUTRITION (SOCIAL SCIENCES AND HUMANITIES)

Food and Nutrition (Open) HFN1O1

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.

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education (Open) PPL1OF (Female)
PPL1OM (Male)

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.

Prerequisite: None

TECHNOLOGICAL STUDIES

Please note, students may only select ONE of the following:

Exploring Technologies – Technology for Every Day (Open) TIJ1OA

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 post-secondary education and training pathways leading to careers in technology-related fields.

Students will rotate through several areas of technology which could include any of the following:
Health Care, Hospitality, Green Industries, Communications, Technical Design, Hair & Aesthetics. This course will teach fundamental skills for everyday life. Any of these areas could also become a career pathway.
Prerequisite: None
Anti-requisite: TIJ1OB

Exploring Technologies – Technology for Tomorrow (Open) TIJ1OB

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 post-secondary education and training pathways leading to careers in technology-related fields.

Students will rotate through several areas of technology which could include any of the following:
Manufacturing, Construction, Transportation, Green Industries, Technical Design, Computer Engineering. This course is for students considering apprenticeship, post-secondary education and experiential pathways.
Prerequisite: None
Anti-requisite: TIJ1OA