



Pls mute  
your mics



Welcome All!



# UHS School Council Meeting #4



Meeting  
starts at  
7:00 p.m.



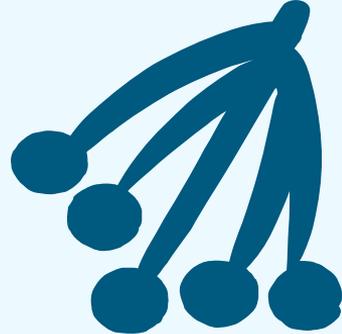
Questions?

Pls submit  
them in the  
chat



## January 24, 2022

# Agenda Items



01

## Admin Items

Good news items!  
Remote Learning  
ArtsU and STEM  
Operational Items

02

## Subject Presentations

History  
ESL  
Cooperative Education  
Guidance

03

## Special Guest Speaker

*Conversations on  
Identity and Belonging -  
3 part series*

Dr. Brenda Wastasecoot

04

## Next Meeting

Monday, February  
28th 2022



# Admin Items

## With Gratitude...

Donations  
Wolfpack App Release -  
see link in the chat

## Arts U & STEM

Equity of Access:  
ArtsU assessment process  
STEM numbers

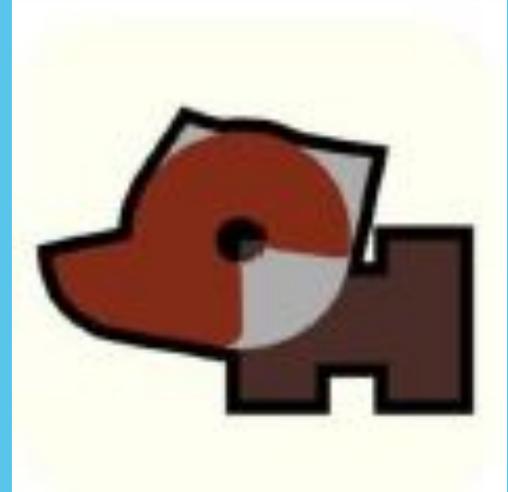
## Remote Learning

Remote student numbers  
Health and Safety  
Culminating Days  
Student Success Support  
Student and Staff Mental  
Health

## Operational Items

EQAO  
Staffing Updates

## UHS Wolfpakapp



# The Humanities & Social Sciences Department at UHS

History, Politics, Philosophy, Sociology, Psychology, Anthropology, Law



# Our History & Social Science Team

**Presenter:**  
**Sara Faulkner**

**Carly Donaldson**

**Zafirah Damji**

**Nancy Wong**

**Dustin Cash**

**Nathan Struk**

**Julia Fong**

**Evan Mallin**



# History Matters

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**“There are never easy answers to pressing questions about the world and public life.”**

Alan Mikhail  
Chair of History, Yale University

**“Without historical knowledge you are not ready for life”**

David Blight  
Professor of History, Yale University

# Vision for our Department

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The History, Politics, Social Science, Philosophy and Law programs will enable students to become responsible, active citizens with the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students have the skills they need to solve problems and communicate ideas and decisions about significant developments, events and issues.



# Our classrooms are experiential learning spaces

**Hands on History**  
**Social Science in Action**  
**Legal Learning in Practice**

We use innovative approaches to teaching our students to be historians, social scientists and lawyers - to make the curriculum relevant to the real world.

The tools for learning to think and build disciplinary skills:

historical thinking: Historical perspectives, cause and consequence, continuity and change and historical significance explored through the use of primary sources.

Political Thinking: Objectives and Results, Stability and Change, political significance and political perspectives.

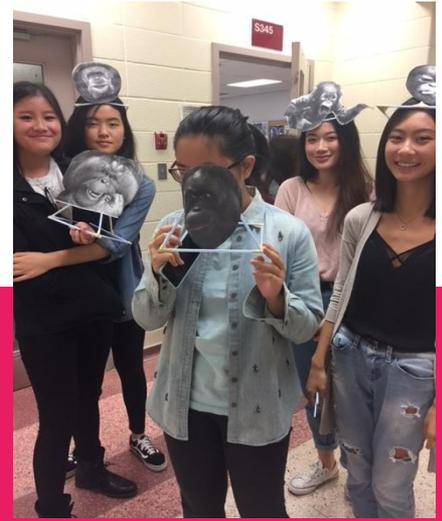
Legal Thinking: Legal significance, interrelationships, cause and consequence, continuity and change

Social science classes learn to create ethical data collection tools and conduct research & analysis.

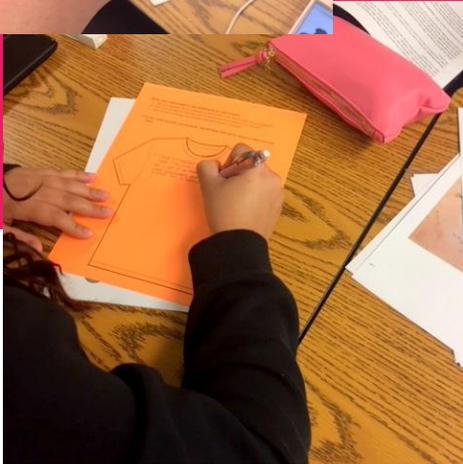




Students use the traditional “tools” of historical thinking: Understanding perspectives, cause and consequence, continuity and change and significance explored through the use of primary sources.



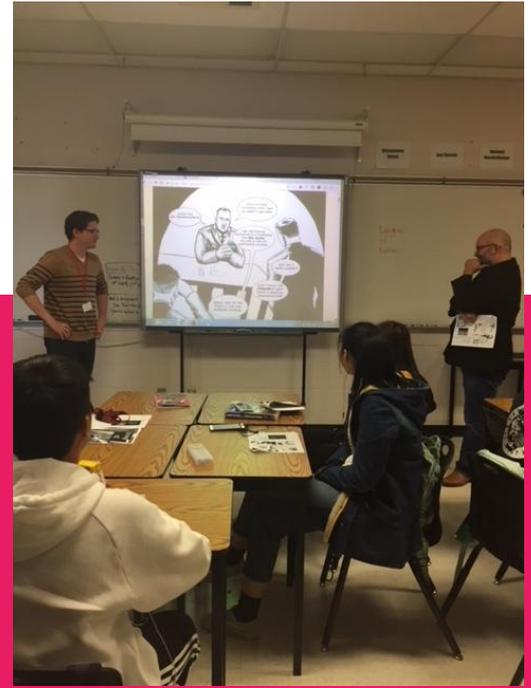
We often use games to teach complex historical events or concepts.



Listening to stories from Residential School survivors teaches historical perspective and empathy for Indigenous experiences.



Guest speakers bring their expertise and real world experience to help make our curriculum relevant.



Our law students participate in mock trials - some even compete at a annual regional event at the Newmarket Court House.

# Our Courses

## GRADE 10

**Canadian History**  
**CHC2D1**



**Civics**  
**CHV2O1**

First Nations, Métis, and  
Inuit in Canada  
NAC2O1  
Open

## GRADE 11

Understanding Canadian Law,  
CLU3M

Introduction to Anthropology,  
Psychology, and Sociology  
HSP3U & HSP3C

World History to the 14th Century  
CHW3M

## GRADE 12

World History from the 15th Century  
CHY4U/C

Philosophy: Questions and Theories  
HZT4U

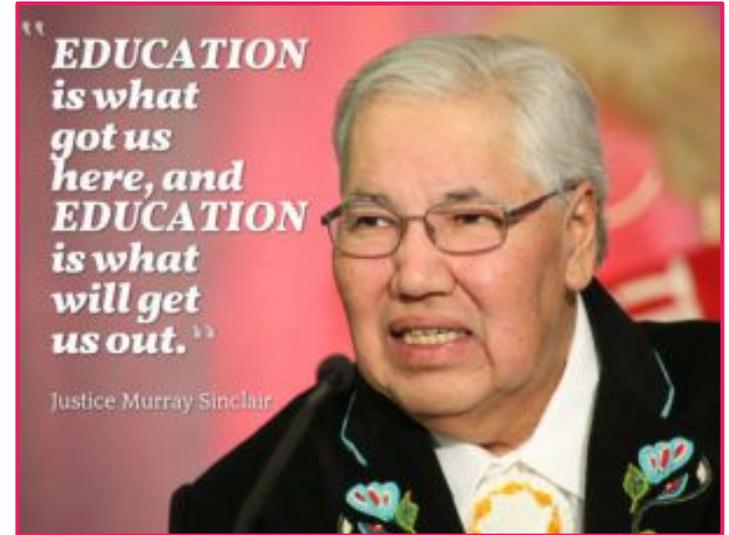
Canadian and International Law  
CLN4U

Challenge and Change in Society  
HSB4U

World Politics  
CPW4U

# Reconciliation in Action

- The Ontario First Nation, Métis, and Inuit Education Policy Framework is part of Ontario's Indigenous Education Strategy **raises awareness about First Nation, Métis, and Inuit cultures, histories, perspectives, and contributions among all students in Ontario schools.**
- Essential component of Ontario's partnership with Indigenous peoples
- Addresses a critical gap in Ontario's efforts to promote high levels of achievement for all students.
- Developed in collaboration with First Nations, Métis, and Inuit educators, community members, and organizations in response to the **Truth and Reconciliation Commission calls to action numbers 62 and 63.** Strengthens learning connected with Indigenous perspectives, cultures, histories, and contemporary realities, including those related to the residential school system and treaties.



**62. i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students**

# Anti-Black Racism in Action

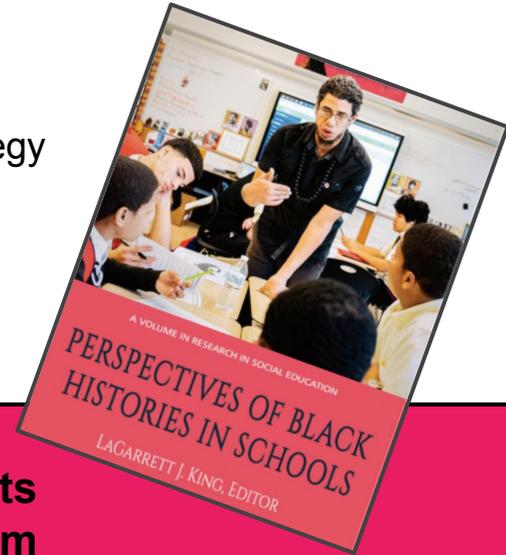
## Department Goals:

- Build organizational capacity by ensuring our department engages in professional learning about Black History and systemic Anti-Black racism
- Develop Racial Literacy for ourselves and our students - we begin our courses and explore concepts of implicit bias in our curriculum but also our classroom practices.
- Normalize conversation about anti-Black racism by explicitly teaching this in our classes  
- History, Social Science and Law Classes

“While Black people have been in Canada since the 1600s, they have essentially been erased from the teaching of Canadian history.

Furthermore, the history and contributions of Africa are largely excluded from the teaching of world history, which tends to focus on teaching European history from a Eurocentric lens. The erasure of people of African descent from the curriculum contributes to the perpetuation of anti-Black racism...”

## YRDSB Dismantling AntiBlack Racism Strategy



**Priority 3: Create Black-affirming learning and working environments**  
**Priority 5: Create a culturally relevant and Black-affirming curriculum**

Thank you!

Questions? Feel free to contact me: Sara Faulkner

[sara.faulkner@yrdsb.ca](mailto:sara.faulkner@yrdsb.ca)

or on Twitter @sarafaulkner

# ESL FaQ

**Answers to the most frequently asked questions  
about ESL**

# How does ESL work in high school?

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- ESL is a separate course that replaces English
- Students earn credits for ESL courses
- As many as 3 ESL credits are counted as English credits
- In subjects, teachers provide accommodations to ELLs to help them learn.

# What are accommodations?

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- changes to instruction or evaluation that help ELLs learn other subjects while they are still learning English.
- Teachers may make use of assistive technology
- Teachers may make assessment tasks less language-intensive for ELL students

# What ESL courses are there at Unionville?

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## **Core ESL:**

- ESL: A, B, C, D, and E.
- Beginners: ESL A and B
- intermediate ESL C and D
- Advanced: ESL E

## **Extra support courses:**

- Designed to help newcomers adapt to the Ontario Education system.

# What determines which level of ESL my child is in?

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1. An earned pre-requisite: example: In first semester Student A earned his ESL C credit. IN second semester he will take ESL D.
2. An assessment upon arrival by the Reception Centre (permanent resident immigrants) or International Education (Visa students).
3. A consultation between the Head of ESL and Teachers at feeder schools of ELLs in Grade 8.

# I want my child to learn English faster. What should I do?

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Answer: trust the process 7-10 years to become fluent in a language.

- A student who starts high school in ESL A will typically spend **2-2 ½** years in ESL.
- ESL B, C, D or E: 1 - 4 semesters.
- However every student is different, and some students may advance faster than others.
- All ESL teachers want their students to be appropriately placed in ESL and to advance as quickly as they can.

# When can my child start taking regular English?

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**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

**ESL A / B**

**ESL C / D**

**ESL E / Gr.11 Eng.**

**Gr. 12 Eng**

**ESL B / C**

**ESL D and E**

**Gr. 11 Eng**

**Gr. 12 Eng**

**ESL C / D**

**Gr. 10 Eng**

**Gr. 11 Eng**

**Gr. 12 Eng**

**ESLD/Gr.9 Eng. Gr. 10 Eng.**

**Gr. 11 Eng.**

**Gr. 12 Eng**



# CO-OP at UHS!

GREAT OPTIONS,  
GREAT OPPORTUNITIES

# How Can Co-op Help students get a head start?

- ▶ Allows you to get “real life” experience in the workplace
- ▶ Gives you hands-on learning and a chance to “try on” a possible career option
- ▶ Helps you make decisions about your future

## Co-op will also....

- ▶ Help you find out what it's really like to work at a job
- ▶ Show you what career opportunities are out there related to your field of interest
- ▶ Provide experience and a reference to add to your resume
- ▶ Satisfy Group 1,2,3 requirements when you earn your co-op Credits

# Co-op and Your School Day

- ▶ Co-op occupies two periods (two credits) on your timetable
- ▶ Your placement happens during the school day along with your other classes
- ▶ Experiential learning opportunity for a half day for the entire semester
- ▶ You can also complete a 4 credit program (full day)



# Sample timetable

## Morning Co-op

**Period 1 – CO-OP**

**Period 2 – CO-OP**

**Period 3 – LUNCH**

**Period 4 – Regular Class**

**Period 5 – Regular Class**

## Afternoon Co-op

**Period 1 – Regular Class**

**Period 2 – Regular Class**

**Period 3 – LUNCH**

**Period 4 – CO-OP**

**Period 5 – CO-OP**

# Co-op

- ▶ Grade 11 or 12 students
- ▶ Every student is eligible to experience a career of his/her choosing (more or less)
- ▶ Co-op teachers work with community partners to secure a placement for every student
- ▶ Co-op teacher visits you regularly during your placement time over the semester

# Co-op

- ▶ PPE will be worn in in-person placements as required
- ▶ Vaccination may be mandatory in some areas (hospitals, schools, working with the elderly)
- ▶ Virtual placements are available but can not be guaranteed
- ▶ Covid testing may be required if you are unwell and need to return to work

# Co-op...How do I sign up?

- ▶ At course selection time, go online to the Co-operative Education Section of the course calendar in [My Pathway Planner](#)
- ▶ Select the correct co-op course (Gr. 11/12-2 credit or 4 credit), and add it to your course selections
- ▶ Then.....

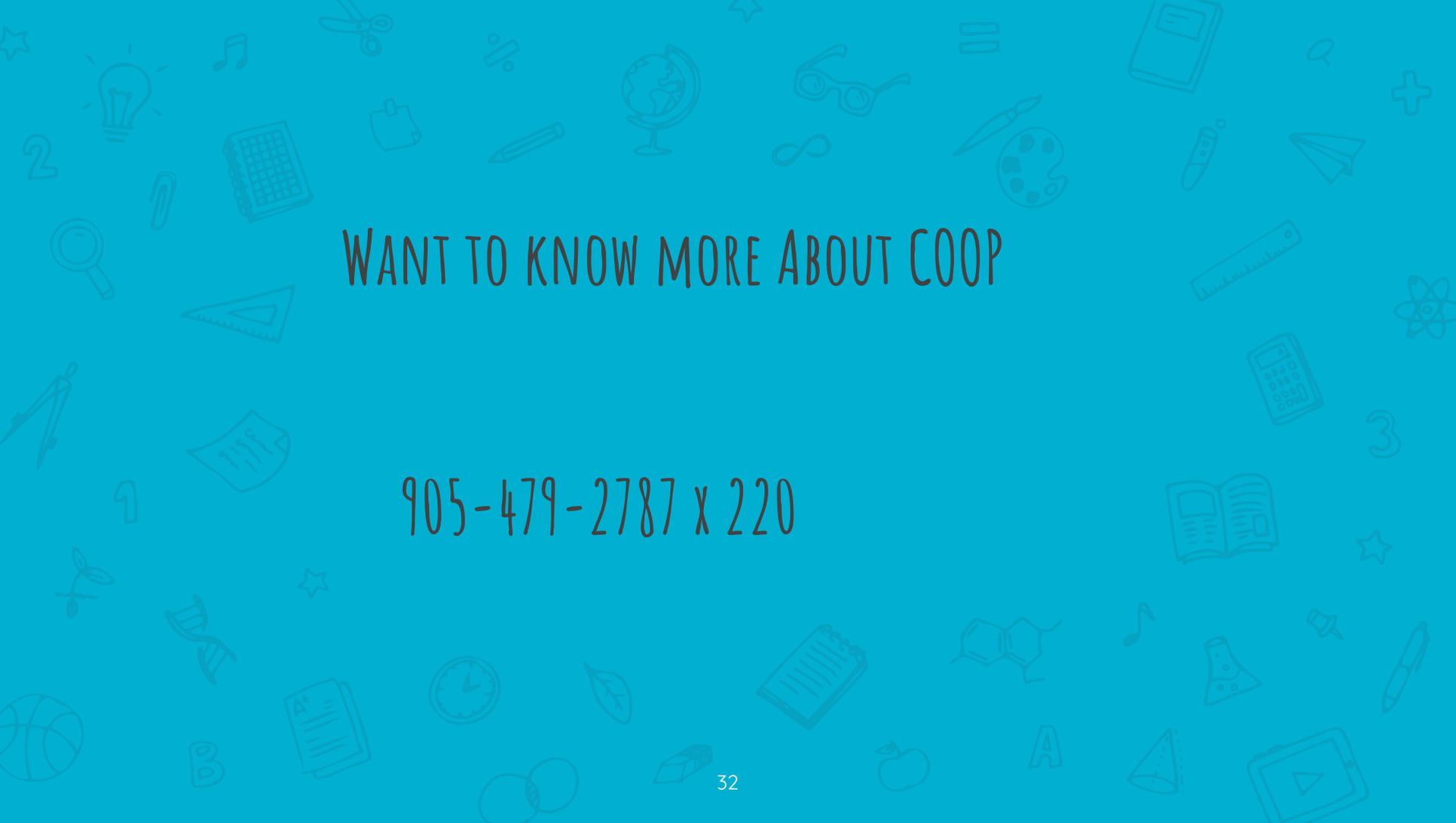
- ▶ Complete the co-op application form by following the link and instructions on My Pathway Planner
- ▶ You will need to use your GAPPS email to do this. Answer a few questions to fill in an online copy of the co-op application. It will be emailed to your GAPPS email account. You can forward your GAPPS to another email.
- ▶ Then, **print the application, have it signed, have the two teacher references completed and submit everything to the Co-op Office Drop Box.**
- ▶ A deadline will be given for submission of your Completed Application and two teacher references on Pathway Planner.

■ **VISIT [www.uhscoop.com](http://www.uhscoop.com)**

# SHSM - Specialist High Skills Major

## An Opportunity to:

- ▶ Focus your learning- **Arts & Culture**
  - **Business**
  - **Health & Wellness**
- Get some valuable experience and information (co-op, reach-aheads, certifications, workshops, CPR) outside of the regular classroom
- ▶ Enhance what you already have planned for your future
- ▶ APPLY at: [www.uhscoop.com](http://www.uhscoop.com)
- ▶ Use your GAPPS email



WANT TO KNOW MORE ABOUT COOP

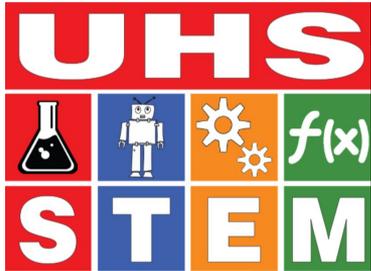
905-479-2787 x 220

A sign mounted on a light-colored wall. The sign is shaped like a yellow arrow pointing to the right. The arrow's tail is a purple vertical bar, and its shaft is a thin grey vertical bar. The text "LOVE TO LEARN" is written in a bold, black, sans-serif font across the yellow arrow. The sign is set against a textured, light grey wall. In the background, a person in a dark hoodie and sunglasses walks on a sidewalk. The scene is outdoors with some greenery and a building visible in the distance.

**LOVE TO  
LEARN**



# UNIONVILLE HIGH SCHOOL COURSE SELECTION INFORMATION 2022-2023 SCHOOL YEAR



DANCE



DRAMA



MUSIC



VISUAL

# ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS (O.S.S.D.)

**12 Elective  
Credits**

**Successful  
Completion of  
Literacy Test**

**18  
Compulsory  
Credits**

**40 Hours of  
Community  
Involvement**



# GRADUATION REQUIREMENTS

## 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:

### Group 1:

- English or French as a second language\*\*
- a Native language
- 1 • a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education\*\*\*

### Group 2:

- 1 • health and physical education
- the arts
- business studies
- French as a second language\*\*
- cooperative education\*\*\*

### Group 3:

- 1 • science (Grade 11 or 12)
- technological education
- French as a second language\*\*
- computer studies
- cooperative education\*\*\*

\* 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.

# 34 CREDIT THRESHOLD



- Most students will complete 30 credits within four years.  
If needed, students **may earn up to 34 credits within five years.**
- While enrolled in their first four consecutive years of secondary school, students may go beyond 34 credits (e.g., music repertoire, summer school, night school, e-learning)
- After secondary school, going beyond the 34 credit threshold is possible with:
  - o E-learning
  - o Night School
  - o Summer School
  - o Independent Learning Centre
  - o Adult Day School

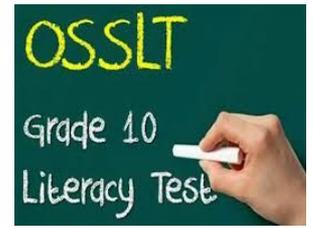
## The 34 Credit Threshold does not apply to:

- Students with an IEP
- International (VISA) students
- ▶ English as a Second Language (ESL) core language courses and/or English Literacy Development core language courses



**34 CREDIT  
THRESHOLD**

# THE GRADE 10 LITERACY TEST



- ▶ A Diploma requirement. Administered in the Spring of the student's grade 10 year
- ▶ A test based on language and communication (reading and writing) expectations of curricula up to and including grade 9
- ▶ Accommodations, deferrals, and exemptions may be appropriate for some students
- ▶ If standard not met in first attempt, schools will provide support; test is re-administered until student successfully completes the test or the Grade 12 Literacy Course

# COMMUNITY INVOLVEMENT HOURS

Don't  
Forget!

Step 1:

- Pick up a form from guidance or click on the following link

Join the Volunteer and Program

Potential Grads!  
Deadline to submit  
hours is

June 1, 2022

Enrollment 264

## Liability Insurance

You are covered by the school's liability insurance plan for losses arising from the completion of 4 community involvement activities **ONLY** if

[Notification and Community Involvement Activities Form](#) is completed

and approved by the school **PRIOR** to the commencement of the volunteer activity.

and submit to your volunteer

in the approved activities.

- outside of class time
- without pay at a not-for-profit organization
- hours should be completed by end of gr.11

# COURSE PATHWAY TYPES IN GR. 9

```
graph TD; A[COURSE PATHWAY TYPES IN GR. 9] --> B[DESTREAMED /ACADEMIC]; A --> C[OPEN]; A --> D[LOCALLY DEVELOPED]
```

DESTREAMED  
/ACADEMIC

OPEN

LOCALLY  
DEVELOPED

# COURSE PATHWAY TYPES IN GR. 10

```
graph TD; A[COURSE PATHWAY TYPES IN GR. 10] --> B[APPLIED]; A --> C[ACADEMIC]; A --> D[OPEN]; A --> E[LOCALLY DEVELOPED];
```

APPLIED

ACADEMIC

OPEN

LOCALLY  
DEVELOPED

# DESTREAMING: WHAT DOES THIS MEAN?



## WHAT FAMILIES WANT TO KNOW ABOUT DE-STREAMING

### DE-STREAMING

#### What is streaming?

- Streaming means separating students into different course types.
- In Ontario, students are currently streamed for Math, English, Science, Geography, History and French. The course types for these Grade 9 and 10 courses are Academic, Applied and Locally Developed.

#### What is de-streaming?

- De-streaming means that students will no longer be separated into Academic and Applied Streams.
- Schools will still be able to offer Locally Developed Classes.
- Mathematics is being de-streamed in the 2021-2022 school year.
- A de-streamed mathematics class will prepare students for university, college, apprenticeship and workplace pathways.

# FULL TIME STUDENT STATUS

- Students are required to carry a full-time course load
- This means Grade 9-11 students must carry 8 courses (4 in each semester)
- Grade 12 students must carry a minimum of 6 courses (Can have 1 spare each semester).  
\*\*Grade 12 students must have a minimum of 24 accumulated credits to be eligible for a spare\*\*

# FULL DISCLOSURE

## Grade 9 & 10

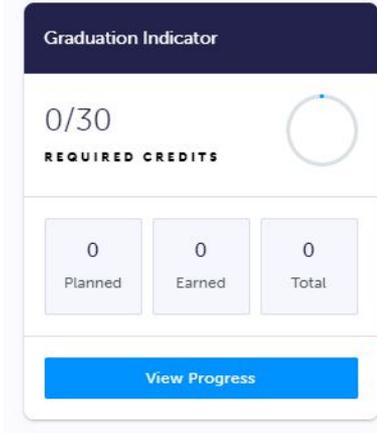
Only successfully completed courses appear on your transcript

## Grades 11 & 12

A list of ALL courses taken or attempted, with the percentage grade, will appear on your transcript

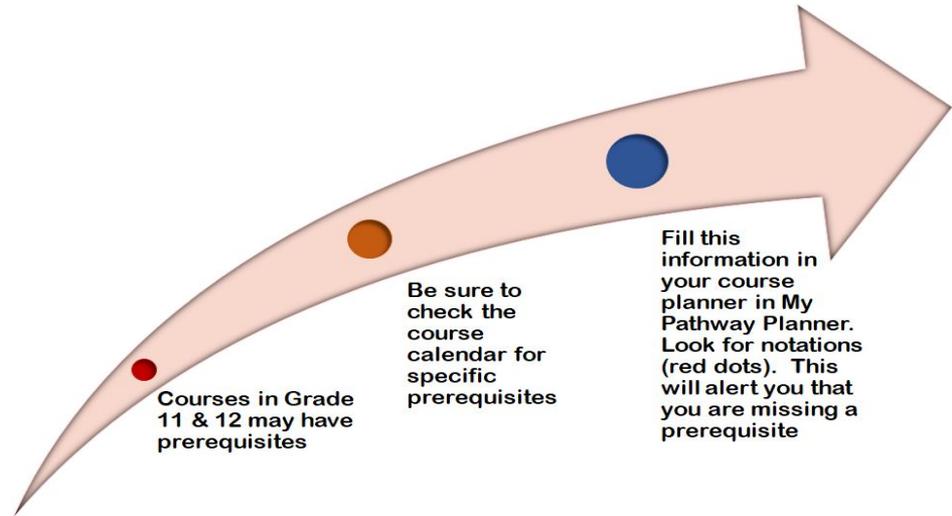
\*\*Credits outside of day school are identified on the transcript\*\*

# TRACKING YOUR DIPLOMA REQUIREMENTS & LOOKING AHEAD--PRE-REQUISITE PLANNING



To track your diploma requirements you can refer to your credit counselling summary and/or refer to My Pathway Planner 'Graduation Indicator'.

When planning for courses, consider the following: 

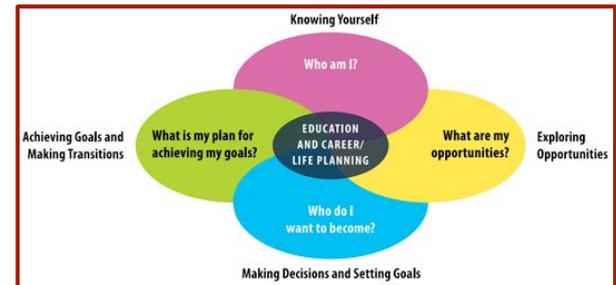


# PATHWAY SUPPORT



To help you select courses and discuss pathway options, consider:

- Talking with subject teachers
- Your Guidance counsellor
- Your parent/guardian
- Using information you learned from your Grade 10 Careers Studies class
- Reviewing your IPP (My Pathway Planner)



# POST-SECONDARY ADMISSION REQUIREMENTS

## UNIVERSITY

- OSSD
- Grade 12 University English
- Five more Grade 12 U or M courses
- A minimum # of “U” courses
- Program prerequisites
- Minimum average to qualify
- Non-academic criteria such as auditions, interviews, and/or portfolios

## COLLEGE

- OSSD
- Grade 12 College English
- Program prerequisites
- Minimum average to qualify
- Some colleges may require a majority of senior credits that are C, M, or U
- Non-academic criteria such as auditions, interviews, and/or portfolios

# POST-SECONDARY ADMISSION REQUIREMENTS

## APPRENTICESHIP

- Entrance requirements vary by trade
- Usually an OSSD is required
- Workplace courses often accepted

Any experiential education is an advantage!

## WORLD OF WORK

- Many entry-level job opportunities for students who have completed their OSSD and have workplace experience
- Students who are fast tracking into the workforce directly after high school should:
  - work with Guidance, Co-op teachers, & employment centers to create a personal portfolio that they can present to employers

# UNDERSTANDING THE COURSE CODE

ENG 3 U 1

SUBJECT

GRADE

COURSE TYPE

FOR IN SCHOOL  
USE

Eng = English

1 = Grade 9  
2 = Grade 10  
3 = Grade 11  
4 = Grade 12

The fifth character (U in this example) refers to the course type

P = Applied  
D = Academic  
L = Locally Developed  
O = Open  
E = Workplace  
C = College  
M = University/College  
U = University

The sixth character (1 in this example) is for in school use

M = Arts Unionville  
L = ESL class  
8 = Female Gym  
9 = Male Gym

*Grades 11/12 courses have destinations.*

***University (degree), College (degree or diploma), work, apprenticeship, armed forces, private college***

***U = University***

***M = Mixed - University / College***

***C = College***

***O = Open***

***E = Workplace***

***Please note that grade 12 open level and workplace courses do not count as a university credit, and some universities may limit how many M courses they will accept.***

# RECAP-OSSD AND COURSE TYPE

**Making Decisions**



# PROGRAMS TO CONSIDER AT UHS

Unionville HS has three Specialist High Skills Major (SHSM) Programs!

**Business**

**Arts and Culture**

**Health and Wellness**



- Earn 8-10 required grade 11 and 12 credits in your area of focus
- Test drive your career with a two credit co-op
- Earn industry certifications and training courses ALL FREE OF CHARGE!

# SHSM RECOGNITION



## Ontario Secondary School Diploma Diplôme d'études secondaires de l'Ontario

This Diploma is granted to  
Ce diplôme est décerné à

*Jane Smith*

a student of  
élève de  
**ABC Secondary School**



who has fulfilled the requirements for the Ontario Secondary School Diploma  
in accordance with the provisions of the Ministry of Education, Ontario  
qui a rempli les exigences prescrites pour l'obtention du diplôme d'études secondaires de l'Ontario  
en vertu des dispositions du ministère de l'Éducation de l'Ontario

*signalu*  
Minister of Education/Ministre d'Éducation

*signalu*  
Principal of School/Directeur de l'école

Dated at  
Delivré à **Toronto Ontario Canada**

the day of  
ce **20th** **October 1, 2007**  
day of  
jour de



## RELEVÉ DE LA MAJEURE HAUTE SPÉCIALISATION SPECIALIST HIGH SKILLS MAJOR RECORD

Surname / Nom: \_\_\_\_\_  
Given Names / Prénoms: \_\_\_\_\_  
School / École: **VJP Collegiate Institute**  
Date of Issue / Date de délivrance: **June 25, 2007**  
OEN / NISO: **123456789**

This record summarizes the requirements met by this student for the above Specialist High Skills Major, earned as part of the Ontario Secondary School Diploma. (See reverse for further details) / Le présent relevé fait état des exigences satisfaites par l'élève relativement à la majeure précitée, décernée dans le cadre du diplôme d'études secondaires de l'Ontario. (Voir au verso pour de plus amples renseignements.)

**Specialist High Skills Major credits earned**  
**Credits octroyés dans le cadre de la majeure haute spécialisation**

Course / Cours	Credits / Crédits	Date completed / Date d'achèvement
Year / Année		Month / Mois
Construction Technology	11	2006
English	11	2006
College and Apprenticeship Mathematics	11	2006
Construction Technology - Cooperative Education	11	2006
English	12	2007
Construction Technology - Cooperative Education	12	2007
Mathematics for College Technology	12	2007

**Certifications/Training completed for Specialist High Skills Major**  
**Certifications/formations accomplies dans le cadre de la majeure haute spécialisation**

Certification/Formation	Date completed / Date d'achèvement
Year / Année	Month / Mois
Standard Safety Association of Ontario Health & Safety (CSAO) - Basic	2006
Workplace Hazardous Materials Information System (WHMIS)	2006
Fall Protection	2006
Energy Star Certification Program	2006
Traffic Control	2007
Elevating Work Platforms	2007

- This student has met the requirements of the Ontario Secondary School Diploma.  
L'élève a satisfait aux conditions d'obtention du diplôme d'études secondaires de l'Ontario.
- This student has completed "Reach Ahead" activities / L'élève a terminé les activités d'anticipation and / et
- has used the Ontario Skills Passport to document his/her demonstration of essential skills and work habits. / a congné la démonstration des compétences essentielles et des habitudes de travail à l'aide du Passeport-compétences de l'Ontario.

Principal of Secondary School / Directeur ou directeur d'école \_\_\_\_\_

The collection and maintenance of this information are authorized under the Education Act, R.S.O., 1990, c.E.2, s.268. Users of this information are supervisory officers and the principal and teachers of the school. This is the official record of the student's completion of the Specialist High Skills Major. The contact person regarding the collection of this information is the principal of the school. / La collecte et la conservation de ces renseignements sont autorisées par la Loi sur l'éducation, L.O.R. de 1990, c. E.2, art. 268. Les renseignements qui y sont versés sont utilisés par les agents de supervision, la direction d'école et le personnel enseignant. Le présent document constitue le relevé officiel de l'achèvement de la majeure haute spécialisation. Pour tout renseignement au sujet de la collecte de ces données, veuillez vous adresser à la direction d'école.

refer to the Ontario Student Transcript (OST) for the entire summary of the student's course work and diploma requirements completed. / Veuillez vous référer au relevé de notes de l'Ontario pour le sommaire complet des cours terminés et des conditions d'obtention du diplôme satisfaites.

A signed copy of this document is to be filed in the student's Ontario Student Record.  
Une copie signée de ce document doit être versée au Dossier scolaire de l'Ontario.

# WHERE TO FIND MORE INFORMATION ON SHSM IN MY PATHWAY PLANNER

**Home**

Dashboard Tasks Classes Goals Portfolios

## Complete your IPP Tasks

63%

Individual Pathways Plan (IPP) Tasks help you plan your education and career while earning points for prize draws.

[View All Tasks](#) [Show Prizes](#)

Home > Goals

**From your Dashboard,  
scroll to the bottom of  
the page to look for  
information on SHSM**



## Files & Resources

Resources	My Files
SHSM Business Flyer Direct Link <a href="#">View</a>	4126814_F 9 KB
SHSM Arts and Culture Flyer Direct Link <a href="#">View</a>	
SHSM Health & Wellness Flyer... Direct Link <a href="#">View</a>	

# WHERE AND HOW TO SIGN UP FOR SHSM

The screenshot shows a student's course planner interface. A red arrow points from the 'Planned' section of the course planner to the 'SHSM Programs' section. Another red arrow points from the 'SHSM Planner' section to the 'Apply to SHSM!' text. A third red arrow points from the 'SHSM Planner' section to the QR code.

**What is SHSM?** Explore Programs

## SHSM Programs

Specialized High Skills Majors combine on-the-job and in-school training to allow you to gain career-specific skills and knowledge and meet Ontario Secondary School Diploma (OSSD) requirements.

- You will have the opportunity to explore a range of customized learning opportunities.
- You will gain specialized skills and knowledge that will help you to refine your career goals.

**Browse SHSM Programs**  
Explore Programs

**Apply to SHSM!**  
[bit.ly/YRDSBSHSMapp](https://bit.ly/YRDSBSHSMapp)

**SHSM Planner**

Your school offers 3 Specialist High Skills Majors

Learn More

Grade 10	Grade 11	Grade 12
Completed	Completed	Current Year
English	English	English
Mathematics	Mathematics	Course
Science	Course	Course
History	Course	Course
Civics/Careers	Course	Course
Course	Course	Course

Planned: 0  
Earned: 0  
Required: 0  
Total Credits: 0

Progress

Pathway Eligibility

Apprenticeship: 0  
College: 0  
Community Living: View  
University: 0  
Workplace: 0

Not returning next year?

Step 1: Add Courses  
Step 2: Review Courses  
Step 3: Submit Courses

Review Course Selections

Home  
Who Am I  
High School  
Continuing Education  
Post-Secondary  
Work  
Money  
Guides  
Favourites

Home  
Who Am I  
High School  
Continuing Education  
Post-Secondary  
Work  
Money  
Guides  
Favourites

# CO-OPERATIVE EDUCATION

The screenshot shows a web interface for course selection. At the top, it says 'High School' and 'Plan Courses'. Below that is a dropdown menu for 'Unionville H.S.'. There are filter buttons for 'Grade' and 'Cooperative Education', with the latter circled in red. A search bar labeled 'Search Courses...' is also visible. Below the filters, a list of courses is shown under the heading 'Cooperative Education', including 'CO-OP ((Any semester, AM or PM))' for Grade 11 and Grade 12, and 'CO-OP-Full Day (AM) Semester Two'.

**IMPORTANT!**  
Co-op should NOT be chosen  
as an alternate course

## IMPORTANT!

A separate application, including teacher references is required. You can access the co-op application online or speak with a co-op teacher in Room 215. [www.uhscoop.com](http://www.uhscoop.com)

## Co-op has 4 course codes

- Grade 11—COP3X0-Open (Any semester, AM or PM)
- Grade 12—COP4X0-Open (Any semester, AM or PM)
- Grade 12—COP4X4 & COP4X5-Open (Full Day AM & PM)

### *A Helpful Tip...*

*Know what type of placement you want before choosing Co-op!*

# DUAL CREDIT--SCHOOL COLLEGE WORK INITIATIVE

The target audience for a dual credit course is Senior YRDSB students in the primary target group:

- those who face significant challenges in completing the requirements for graduation, or who left school before graduating, because they are disengaged and not meeting their full academic potential, but who have shown evidence of the potential to succeed in college or an apprenticeship.

Students must be enrolled in at least one course at their home school and demonstrate a level of independence that allows them to travel or virtually attend the college independently, go to classes regularly and complete all college class work.

- Experience college while still in high school at no cost to you
- Earn high school credits AND college credits at the same time in the same course
- Learn in college state-of-the-art facilities
- Explore different pathway options
- Try something new



The York Region District School Board, in partnership with local colleges offers many Dual Credits.

Dual Credit courses are for Grade 11 & 12 students. As ministry-approved courses, Dual Credits allow students (while they are still in secondary school), to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or degree, or an apprenticeship certification.

Students may earn credits towards the OSSD through courses delivered by publicly funded colleges in Ontario that are participating in the ministry-approved dual credit program. Students may earn up to four optional credits through college-delivered courses.

- [Dual Credit Course Descriptions by College](#)
- [Dual Credit Brochure \(PDF\)](#)

For more information and how to apply, click on this link: <http://www.yrdsb.ca/Programs/dualcredit/Pages/default.aspx>

**How to Apply?** After speaking with your alpha Guidance counsellor, complete the online application form ([YRDSB Application Form](#))

# COURSE SELECTION



**COMPLETED  
ONLINE**

Use the “*My Pathway Planner*”  
(*myBlueprint*)

For course descriptions and courses at a glance, visit the UHS website under the Guidance tab

Secondary  
Unionville High School

Staff: --Select an Application--  
Students: --Select an Application--

Guidance Search

Unionville H.S. School Information News & Events Arts Unionville Departments Students Parents Guidance Library School Council

You Are Here: [Schools](#) : [Unionville H.S.](#) : [Guidance](#)

Google Translate

School Registration  
Secondary School Requirements  
Transition to High School  
**Course Offerings**  
Alternate Ways of Learning  
University & College Application Process Presentation  
Post Secondary Education  
Financing your Education  
Community Resources  
Wellness Day  
Course Selection  
Ontario Course Pathways & Descriptions

WELCOME TO GUIDANCE

WELCOME TO GUIDANCE

WELCOME TO GUIDANCE

Advice Help Guidance  
Service Support  
Custom Assistance Solution

STUDENTS PARENTS  
COUNSELOR  
ADMINISTRATORS TEACHERS

Guidance and Career Education offers to students, teachers, parents, and the community a variety of services and programs. The Guidance department at Unionville provides support regarding the academic and personal needs of each individual student. Academic counselling may include assistance with course selection, career planning or pathway options.

Each student is unique and has individual needs that are important to them. At Unionville, counsellors offer individual appointments to facilitate each student's needs. We believe in guiding and challenging our students to become independent,

# ACCESSING MY PATHWAY PLANNER



Q Hi, what are we looking for today?

I'd like to...

Select Language



## Brightspace/D2L

Virtual Learning Environment that provides online courses and course content.

[Need help?](#)



## Zoom

Video conferencing tool for students to engage in online learning.

[Need help?](#)



## TeachAssist

Online tool for secondary students, providing student course assessment data.

[Need help?](#)



## My Pathway Planner

Tool helps Grade 7-12 students explore course selection, career options, and postsecondary planning.

[Need help?](#)



2021-



# STEPS TO COMPLETE COURSE SELECTION:

**STEP 1: Click on My Pathway Planner**



**My Pathway Planner**  
Tool helps Grade 7-12 students explore course selection, career options, and postsecondary planning.

[Need help?](#)



**STEP 2: Login using your student number and password**



**my PATHWAY planner** Grades 7 - 12 Individual Pathways Plan and Course Selection

Please login below to access MyPathwayPlanner

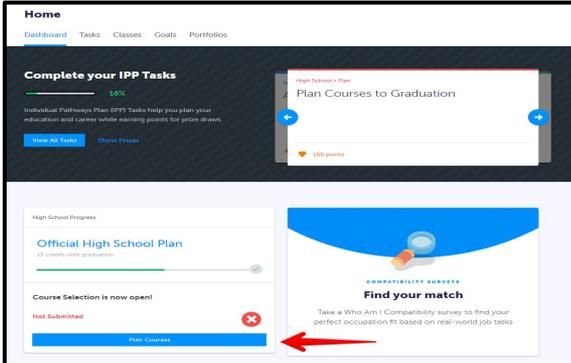
Domain:

User name:

Password:



**STEP 3: From the Dashboard, click **Plan Courses****



Home

Dashboard | Tasks | Classes | Goals | Portfolios

**Complete your IPP Tasks**

High School Plan

Plan Courses to Graduation

100 points

High School Progress

Official High School Plan

Course Selection is now open!

Not Submitted

**Plan Courses**



# STEP 4: Add courses to your High School Plan.

Click on **+ Course** to select courses

Unionville H.S. View Plans

✖ Your courses are **Not Submitted** Not returning next year?

**1** Step 1 Add Courses **2** Step 2 Review Courses **3** Step 3 Submit Courses Review Course Selections

Grade 9 Completed	Grade 10 Completed	Grade 11 Current Year	Grade 12 Next Year <span style="float: right;">+</span>
English ENG1D1 • 1 Credit	English ENG2D1 • 1 Credit	English ENG3U1 • 1 Credit	English
Mathematics MTH1W1 • 1 Credit	Principles of Mathematics MPM2D1 • 1 Credit	Functions and Applications MCF3M1 • 1 Credit	Course
Science SNC1D1 • 1 Credit	Science SNC2D1 • 1 Credit	Healthy Active Living Edu... PPL3O1 • 1 Credit	Course
Core French FSF1D1 • 1 Credit	Canadian History Since W... CHC2D1 • 1 Credit	Chemistry SCH3U1 • 1 Credit	Course
Issues in Canadian Geogr... CGC1D1 • 1 Credit	Civics & Career Studies CIVCAR • 1 Credit	Introduction to Computer... ICS3U1 • 1 Credit	Course
Healthy Active Living Edu... PPL1O8 • 1 Credit	Introduction to Business BBI2O1 • 1 Credit	Forces of Native Physical ... CGF3M1 • 1 Credit	Course
Exploring Technologies TIJ1O1 • 1 Credit	Food and Nutrition HFN2O1 • 1 Credit	Introduction to Anthropol... HSP3U1 • 1 Credit	Course
Exploring Family Studies HIF1O1 • 1 Credit	Healthy Active Living Edu... PPL2O1 • 1 Credit	Repertoire-Vocal/Choral AMR3M3 • 1 Credit	Course
Instrumental Music - Begi... AMI1O2 • 1 Credit	Instrumental Music - Begi... AMI2O2 • 1 Credit	Instrumental Music - Band AMI3M1 • 1 Credit	Alternates
Repertoire-Vocal/Choral AMR1O3 • 1 Credit	Repertoire-Vocal/Choral AMR2O3 • 1 Credit	Repertoire	Alternate
			Alternate
			Alternate

**Graduation Indicator**

29/30  
REQUIRED CREDITS

29 Planned 0 Earned 29 Total

[View Progress](#)

**SHSM Planner**

Your school offers 3 Specialist High Skills Majors

[Learn More](#)

**Pathway Eligibility**

Last Updated  
Dec. 16, 2021, 11:01 a.m.

[Refresh Eligibility](#)

Apprenticeship	1
College	0
Community Living	View
University	0
Workplace	0

[Learn More](#)

# SELECTING A SPARE. ARE YOU ELIGIBLE?

Select the number of courses you plan to keep

6 = TWO SPARES  
7 = ONE SPARE  
8 = NO SPARES

## Graduation Indicator

Planned \_\_\_\_\_ 0  
Earned \_\_\_\_\_ 0  
Required \_\_\_\_\_ 0/30  
Total Credits \_\_\_\_\_ 0

View Progress

## SHSM Planner

Your school offers 3 Specialist High Skills Majors

Learn More

## Pathway Eligibility

Apprenticeship \_\_\_\_\_ 0  
College \_\_\_\_\_ 0

Grade 11 students entering grade 12 can select up to two spares.

Always check the “Graduation Indicator” table for your projected credit total to ensure you can have a spare(s).

# AFTER SCHOOL AND LUNCH TIME COURSES

- If you want to add a lunch time or after school course (repertoire/showtime/music theatre), you must first select all your courses and then you may add an additional course. The 'Music Repertoire' category will appear once you do this.
- **DO NOT** add courses from any category other than the 'Music Repertoire' category. Doing so will result in errors with your course selection and you may not get all the courses you have requested.

# ALTERNATES

You must select 3 alternates in order to submit your course request.



Choose these in the same way you choose the elective courses. In the event your initial course request cannot be scheduled, your alternate will be used. **CHOOSE WISELY!!!**

The screenshot displays a user interface for selecting courses. It features a grid of course options, each represented by a plus sign icon and a text label. The first row includes 'Health and Physical ...' and 'Course'. The second and third rows each contain two 'Course' labels. Below the grid, a dropdown menu is open, showing the word 'Alternates' at the top, followed by two 'Alternate' options, each with a plus sign icon. A blue oval highlights the 'Alternates' header in the dropdown menu.

# SUMMER SCHOOL REQUEST

If you are considering a summer school course, please complete the Google form. The link is available at the top of your course planner. Click on '*Course Selection Resources*' and then '*Summer School Plan*'. **DO NOT** select the same course for UHS (ie. if you selected English for summer school, do **NOT** add it to your course planner)

The image shows a screenshot of a course planner interface. At the top left, it says "High School". Below that, there are tabs for "Plan" and "Courses". The main content area is for "Grade 11". On the right side, there is a "Graduation Indicator" section with a table showing progress: Planned (0), Earned (0), Required (0/30), and Total Credits (0). Below this is a "View Progress" button. On the left side, there is a progress bar with three steps: "Step 1 Add Courses", "Step 2 Review Courses", and "Step 3 Submit Courses". A "Review Course Selections" button is located below the progress bar. A red box highlights the "Course Selection Resources" link at the top right of the course planner. A red arrow points from this box to a separate window titled "Course Selection Resources". This window contains the text "Get access to your school's course selection resources by clicking the links" and two links: "Summer School Plan" and "Rsx:SchoolSettings;AdditionalSettingsd\_CourseCalendar". A red arrow points from the "Summer School Plan" link to the text in the main instruction block.

**Please note: students can start registering for summer school in the spring  
Listen for announcements**

# Not Returning? Click on *'Not returning next year?'* and indicate your reason why

The screenshot shows a 'High School' course selection interface. A modal dialog titled 'Not returning next year?' is open, asking the user to select a reason for not returning. The dialog includes a pull-down menu with the following options: -- Select Destination --, Apprenticeship, College, University, Workplace, New School, Other Education/Training, Community Living, and Gap Year. The 'Not returning next year?' link in the background interface is circled in red. A blue button labeled 'Review Course Selections' is also visible.

High School

Course Calendar View Plans

Not returning next year?

Let us know where you're headed by selecting an option below.

-- Select Destination --

- Select Destination --
- Apprenticeship
- College
- University
- Workplace
- New School
- Other Education/Training
- Community Living
- Gap Year

Cancel Confirm

Review Course Selections

**Use the pull-down menu to select the reason that you are not returning**

# STEP 5: Click on *Review Course Selections* to review your chosen courses

Official High School Plan ● [Course Calendar](#) [View Plans](#)

✖ Your courses are **Not Submitted**

**1** Step 1 Add Courses   **2** Step 2 Review Courses   **3** Step 3 Submit Courses

**Review Course Selections**

Grade 9 Next Year	Grade 10 Plan Ahead	Grade 11 Plan Ahead	Grade 12 Plan Ahead
English ENGLD1 • 1 Credit	+ English	+ English	+ English
Foundations of Mathe... MFMIPI • 1 Credit	+ Mathematics	+ Mathematics	+ Course
Science SNCLD1 • 1 Credit	+ Science	+ Course	+ Course
Learning Strategies I - ... GLSTO1 • 1 Credit	+ History	+ Course	+ Course
Dance ATCLO1 • 1 Credit	+ Civics	+ Course	+ Course
Healthy Active Living ... PPLIOM • 1 Credit	+ Careers	+ Course	+ Course
Food and Nutrition HFNIO1 • 1 Credit	+ Course	+ Course	
Issues in Canadian Ge... CGCID1 • 1 Credit	+ Course	+ Course	

→

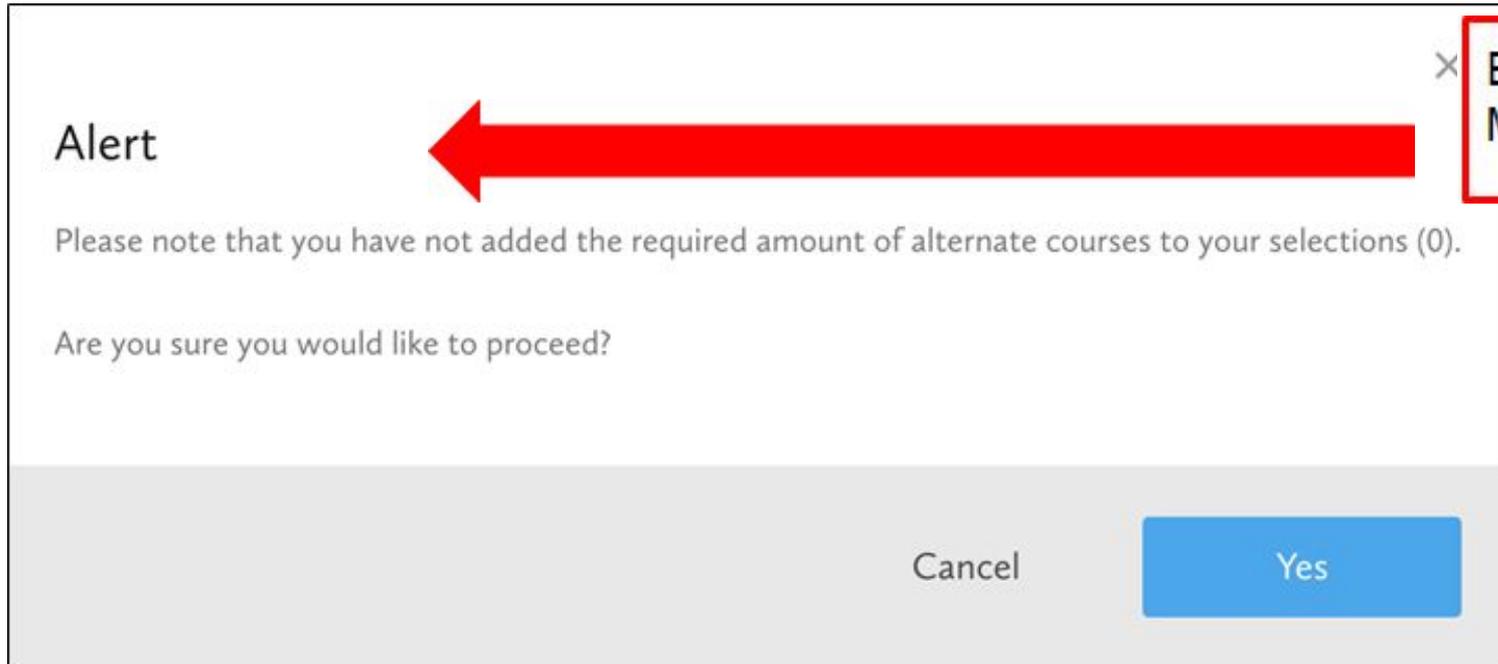
**Graduation Indicator**

Planned \_\_\_\_\_ 8  
Earned \_\_\_\_\_ 0  
Required \_\_\_\_\_ 8/30  
Total Credits \_\_\_\_\_ 8

**Pathway Eligibility**

Apprenticeship \_\_\_\_\_ 2  
College \_\_\_\_\_ 0  
University \_\_\_\_\_ 0  
Workplace \_\_\_\_\_ 0

**NOTE:** If you selected less than the minimum requirement or did not select full amount of alternates, you will receive an **ALERT**. If this occurs, return to the course planner page and make the necessary changes.



Alert

Please note that you have not added the required amount of alternate courses to your selections (0).

Are you sure you would like to proceed?

Cancel Yes

A red arrow points from the right side of the dialog box towards the word "Alert".

Example of an Alert Message.

# STEP 6: Click *Submit Course Selections* to submit courses to your school

## Review Courses

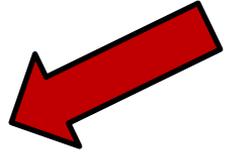
 Review your course selections before submitting. Once submitted, you can no longer make changes in myBlueprint.

Step 1  Add Courses    Step 2  Review Courses    Step 3  Submit Courses

[Submit Course Selections](#)

### 1 Review Course Selections

	ENG1D1 English	No Issues
	MFM1P1 Foundations of Mathematics	No Issues
	SNC1D1 Science	No Issues
	GLS1O1 Learning Strategies I - Skills for Success in Secondary School	No Issues
	ATC1O1 Dance	No Issues
	PPL1OM Healthy Active Living Education	No Issues
	HFN1O1 Food and Nutrition	No Issues



# STEP 7: Courses are ready for review

The image displays two overlapping screenshots of a web application interface for reviewing courses. The background screenshot shows the 'Review Courses' page with a 'Submission Details' section. It includes a progress indicator with three steps: 'Step 1 Add Courses', 'Step 2 Review Courses', and 'Step 3 Submit Courses'. A 'Success' message states: 'Your course selections have been submitted to your Counsellor for review. Please either print paperless approval email, as directed by your school'. A 'Note' below says: 'Note: Speak to your Counsellor to discuss any changes that you wish to make to your Course'. A blue button labeled 'Back to High School' is at the bottom.

The foreground screenshot is a modal window titled 'Parent/Guardian Approval'. It contains the following text: 'Please add a parent or guardian email below for us to share your course selection. Your parent/guardian will be asked to approve your course selections. This approval is not required for students over the age of 18.' Below this is a text input field labeled 'Parent/Guardian Email' with the value 'jordan.lewis@' and a cursor. At the bottom of the modal is a blue button labeled 'Send Approval Email'.

- You will be prompted to send an approval email to your parent/guardian. There is no longer a printed sign-off form.

# STEP 8: Parent/Guardian can Approve or Reject

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY!



## Course Selections approval request

Hi,

First102 Last102 has requested you approve their Course Selections.

To approve these choices, you must review the information below and click 'Approve Course Selections'.

Name: First102 Last102

School: Demo High School 2

### Courses Submitted:

- English (ENG4C1)
- Chemistry (SCH4CC)
- Interdisciplinary Studies (IDC4U1)
- Visual Arts (AVI2O1)
- Introduction to Business (BBI2O1)

### Alternate Courses Submitted:

- Guitar Music (AMG2O1)

[Approve Course Selections](#)

Don't approve of these Course Selections? [Reject Request](#). If you reject this request, please follow up with your school's guidance counsellor about next steps.

- Your alpha Guidance Counsellor will review your courses and notify you if there are any issues.
- You will receive a confirmation of your course selection after March Break via email. It is important to review this with your parent/guardian in case an error was made. If there is a desired change, you may do so at course verification time.

# COURSE SELECTION SUBMISSION

Clicking on the “Submit” button will produce a warning that the Submit button goes live and the selection will be locked in. An error can occur.

**on**  
**Wednesday February 16!**

**FINAL DATE TO SUBMIT:**

**FEBRUARY 25**

**PLEASE NOTE**

**NOT** ‘first come,

first serve’, as it is very

review your courses

carefully and that once your

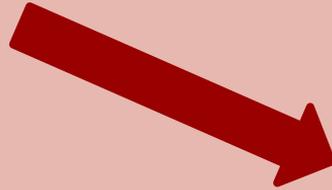
your submission is

LOCKED IN. Courses will not be

processed until course

selection closes on February 25th.

A copy of this presentation will be found on the UHS Website under the Guidance tab

A screenshot of the UHS website's Guidance page. The page has a navigation menu on the left with items like 'Secondary school Requirements', 'Transition to High School', 'Course Offerings', 'Alternate Ways of Learning', 'University & College Application Process Presentation', 'Post Secondary Education', 'Financing your Education', and 'Community Resources'. The main content area is titled 'WELCOME TO GUIDANCE' and features a circular graphic with 'STUDENTS', 'PARENTS', 'ADMINISTRATORS', and 'TEACHERS' around a central 'COUNSELOR' icon. Below this is a table for 'Our Guidance Team' with a red box highlighting 'Ms. M. Farwell' and her contact information for grades 8-11. To the right, there is text about the guidance services and a section for 'Appointment Booking Instructions' with a numbered list of steps.

Secondary school Requirements

Transition to High School

Course Offerings

Alternate Ways of Learning

University & College Application Process Presentation

Post Secondary Education

Financing your Education

Community Resources

Business

Course Selection

Ontario Course Pathways & Descriptions

ionville.hs/guidance

WELCOME TO GUIDANCE

Guidance and Career Education offers to students, teachers and the community a variety of services and programs. The Guidance Department provides support regarding the academic and personal development of students. Academic counselling may include assistance with course selection and pathway options.

Each student is unique and has individual needs that are met through the Guidance Department. At Unionville, counsellors offer individual appointments to students. We believe in guiding and challenging our students to become successful learners that consistently work at their full potential.

Students can book an appointment with their alpha counsellor. Please see the counsellor list and booking instructions below.

Appointment Booking Instructions

1. Log into your Teach Assist account. <https://ta.yrdsb.ca>
2. Under the sub-heading select, "Appointment Booking Instructions"
3. Choose your counsellor (based on your last name).
4. Click on the day and time you want to have your appointment.
5. Send an email to the counsellor with the appointment details.

Our Guidance Team

Ms. M. Farwell	
Current Grade 8 Students	
Current Grade 9 Students	
Current Grade 10 Students	
Current Grade 11 Students	

of Guidance on HU-Ma

It can also be found on the 'Course Selection Information' --Google Classroom.

Join using the code: **us43vmc**



# ADDITIONAL QUESTIONS????

If you have any questions, please schedule a Guidance appointment with your alpha Guidance Counsellor through Teach Assist.

**A - He**

**Ms. Farwell**

**Hi - Lo**

**Ms. Riolo**

**Lu - V**

**Ms. Hawkins**

**W - Z**

**Mr. Tam**

1. Log into your Teach Assist account. <https://ta.yrdsb.ca/yrdsb>
2. Under the sub-heading select, "Appointment Bookings".
3. Choose your counsellor (based on your last name).
4. Click on the day and time you want to have your appointment.
5. Send an email to the counsellor with the appointment date and time.

Let them know if you prefer your appointment over the phone or by audio google meet.

6. If you need to cancel your appointment for any reason, click "Cancel". If you have any trouble making your appointment, please let the Guidance department know.

# COURSE INFORMATION BY DEPARTMENT



- ★ Take some time to view the slides below that provide information about each department and the courses they are offering
- ★ Google meet links and time will be posted on the 'Course Selection Information' Google Classroom
- ★ Additional info can be found here as well:  
<http://www.yrdsb.ca/schools/unionville.hs/DeptPrograms/Pages/default.aspx>

## *Skills and experiences for tomorrow's dynamic economy!*

### **Grades 9 & 10**

- Information Technology (BTT10)
- Intro to Business (BBI20)

*Explore the  
world of business!*

### **Grade 11**

- Accounting (BAF3M)
- Marketing (BMI3C)
- Entrepreneurship (BDI3C)
- Economics (CIE3M)

### **Grade 12**

- Accounting (BAT4M)
- Leadership (BOH4M)
- Financial Security (IDC4U)
- Entrepreneurship (BDI3C)
- Economics (CIA4U)
- International Business (BBB)

[More info on our course offerings](#)

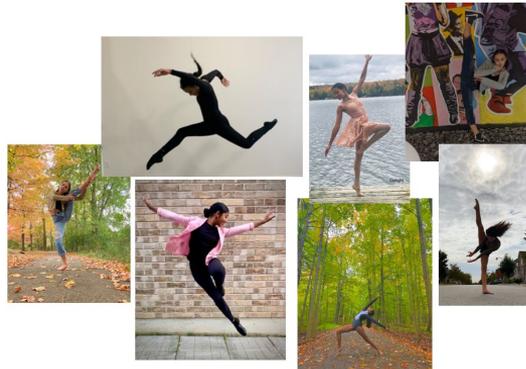


# Dance

Unionville HS

## ATC1O1, ATC2O1, ATC3M1, ATC4M1

- Learn about the roots of various dance genres from a societal and cultural perspective
- Develop choreographic experience and collaborate with peers
- Learn about the foundations of movement from a scientific perspective
- Have the opportunity to enhance your physical fitness level as well as express yourself through dance
- Get up and MOVE, have fun in a creative way!!!



# DRAMA DEPARTMENT

The DRAMA program at UNIONVILLE is about YOU, the student.

Learning about who you are, how you can best interact with others.

How to be part of a team, at times showing strong leadership, other times being a great listener and supportive team member.

Our program is student centred; we are interested in the growth of the whole person not simply drama focussed. We care that you are able to create, reflect and achieve. We aim to make learning ENGAGING and FULFILLING.

**ADA1O1(Drama), ADA2O1 (Drama) , ADV3M1 (Film/Video),  
ADB3M1(Showtime), ADV43M1(Film/Video), ADB4M1(Showtime)**



# COMPUTER STUDIES DEPARTMENT

UHS has an excellent Computer Studies program that prepares students for post-secondary education & career paths in Computer Science, Engineering, IT, Business & STEM fields.

**ICS201 - Introduction to Computer Studies** is an excellent course for grade 9 students.

Grades	Computer Studies Course Offerings & Pathways		
<p>9 or 10</p> 	<p><b>ICS20 - Introduction to Computer Studies (No Pre-requisites), 10, Open</b></p> <p>Programming in Python, Computer Systems, Computers and Society</p>  <p>Final Project – <b>Game Design</b> Assignment</p> 		
<p>10 or 11</p> 	<p><b>ICS3U Introduction to Computer Science, 11U</b> Programming in Java</p>	<p><b>ICS3C Introduction to Programming, 11 C</b> Programming &amp; Applications</p>	<p><b>IDC3O2 Game Design 11 Open</b> Game Design Process</p>
<p>11 or 12</p> 	<p><b>ICS4U Computer Science, 12 U</b> <b>Advanced Programming in Java</b></p>	<p><b>ICS4C Programming, 12 C</b> Programming in Java</p>	<p><b>IDC4U3 3D Visualization 12U</b> <b>3D Animation</b></p>

*The Co-op program offers an abundance of opportunities for **grade 11 and 12 students**, to gain career experience working in a position related to their chosen field. **All while earning credits!***

Co-op provides you with an opportunity to:

- develop knowledge, skills, and attitudes through **hands-on experience**
- explore a career in order to make **informed educational and career decisions**
- strengthen **employability skills** and gain **valuable work experience**
- develop **networking** opportunities

### **SOME RELATED CAREER PLACEMENTS.....**

- |                       |  |
|-----------------------|--|
| -Accounting           | -Engineering                                     |
| -Visual Art           | -Pharmacy  |
| -Graphic Design       | -Medical Office                                  |
| -Culinary / Baking    | -Law   |
| -Chiropractic care    | -Veterinarians (Vet clinics and animal hospital) |
| -Physiotherapy        | -Architecture                                    |
| -Computer Programming | -Dentistry and many, many more.....              |



Visit [www.uhscoop.com](http://www.uhscoop.com) for more info!!

Words have power.  
Language IS power.

Welcome to UHS English.  
Prepare to become more powerful.

### Available Courses

ENG1D1 - Grade 9 Academic English

ENG2P1 - Grade 10 Applied English

ENG2D1 - Grade 10 Academic English

ENG3C1 - Grade 11 College English

ENG3U1 - Grade 11 University English

NBE3U1 - Grade 11 University English: Understanding FNMI Voices

(Note that just like ENG3U1, NBE3U1 leads to ENG4U1 and is fully recognized by all post-secondary institutions. Unlike ENG3U1, this course focuses on Indigenous texts, text creators and issues. It provides an excellent opportunity to become an active learner towards reconciliation!)

ENG4C1 - Grade 12 College English

ENG4U1 - Grade 12 University English

EWC4C/U1 - Grade 12 College/University Writer's Craft (aka. Creative Writing)

## What We're Always Working Toward

WHAT IS

### CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION (CRSE)  
advances educational justice by:



## Our Department is Committed to:

**Increasing the proficiency** of our English Language Learners (ELLs).

Offering **support and guidance** as our students advance through the different levels of ESL.

Providing students with opportunities to practice **reading, writing, speaking and listening in English** in authentic, engaging, and meaningful ways.

Creating a **culturally responsive learning environment** which reflects, respects, and celebrates the diversity of our learners.

Preparing students for success in mainstream courses to **achieve academically** in all content areas.



**"Learning another language is not only learning different words for the same things, but learning another way to think about things."**  
**-Flora Lewis**

[How Parents Can Get Involved In Their Child's Learning - YRDSB Tip Sheet](#)

## Course Offerings:

**HIF1O1:** Exploring Family Studies

**HFN2O1:** Food and Nutrition

**HFC3M1:** Food and Culture

**HPW3C1:** Working with Infants and Young Children

**HFA4U1:** Nutrition and Health

**HHG4M1:** Human Development Throughout the  
Lifespan

**HHS4U1:** Families in Canada

**HNB4M1:** The World of Fashion

For further information, email [anna.dilorenzo@yrdsb.ca](mailto:anna.dilorenzo@yrdsb.ca) or  
go to:

<http://www.yrdsb.ca/schools/unionville.hs/DeptPrograms/familystudies/Pages/default.aspx>





## Grade 9

**CGC1D1  
(Acad.)**

The academic geography course challenges students to; understand resources and business, demographic change, designing livable cities, and critical thinking

**Gr. 11  
Forces of  
Native  
Physical  
Processes  
and  
Disasters  
(M Level)**

Explore physical processes related to the earth's water, land, and air. Investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters.

**Gr. 12 World  
Issues  
CGW4U1  
(U Level)**

Students to consider their role as a global citizens by examining; colonialism, the global commons, and current world crises.



## Senior Course Offerings

## About our Department!



In the History, Politics, Social Science, Philosophy and Law programs students learn to become responsible, active citizens. As well as becoming critically thoughtful individuals who value an inclusive society, students develop the skills they need to solve problems and communicate ideas and decisions about significant events and issues in society.

Questions? Please email [sara.faulkner@yrdsb.ca](mailto:sara.faulkner@yrdsb.ca)

## Commitment to Reconciliation

Find out more about the YRDSB Indigenous Education and Equity strategy by clicking here.



## Course Offerings

- ◆ Canadian History
- ◆ Civics
- ◆ Native Studies
- ◆ Ancient History
- ◆ World History
- ◆ Anthropology, Psychology & Sociology
- ◆ Challenge & Change in Society
- ◆ Philosophy
- ◆ Law

**NEW**

## WORLD POLITICS CPW4U

- ★ Political Theory & Ideology
- ★ Diplomacy, conflict & decolonization
- ★ International Relations
- ★ Canada's Foreign Policy
- ★ Human Rights
- ★ Model United Nations

**Our aim is to provide the optimal learning environment for all students to experience the importance and joy of learning mathematics.**



*Students solving math problems collaboratively*



*Our very active Math Club!*

**In math, students are challenged to think critically, solve problems, work collaboratively and develop the skills needed for life in the 21st Century!**

**For More Info, Please Visit:**

**<https://sites.google.com/view/uhs-mathematics/home>**



HABLA  
ESPAÑOL?

## Spanish courses:

LWSBD - Beginner (Level 1)



## Mandarin courses:

LKMBD - Beginner (Level 1)

LKMCU - Intermediate (Level 2)

LKMDU - Senior (Level 3)

## Grade 9 French courses:

FSF1D - Academic

FSF1O - Beginner \*\*for students  
who have less than 600 hours



## Classical Studies:

LVV4U - Classical Civilizations  
(prereq ENG2D)



Learn about the Classical worlds of  
**Ancient Greece & Rome** & how they  
have influenced our society today!



[See our website for more information.](#)

# Music

Unionville·High·School

- Performance based ensemble courses offered in Band, Strings and Choir at all levels of experience and are open to ALL students
- Many courses are offered as part of our lunch-time program and can be taken in addition to your full course load
- After school Repertoire classes are full credit large ensemble courses that meet once per week
- Guitar (AMG) and Musical Theatre (AMT) course are available as well.

Join the tradition



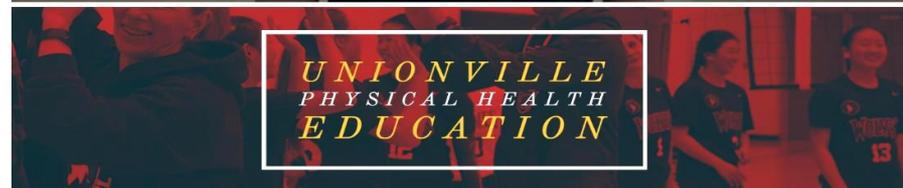


As a physical health education department we look at using our expertise to help guide students in the learning process and to put the necessary resources in the hands of the students. To develop well rounded individuals both physically and mentally. To instill a passion for life long healthy active living.

**Course Offerings** (courses may vary from year to year)

- Healthy Active Living (Grades 9 - 12)
- Personal Fitness (Grades 10 - 12)
- Outdoor Education (Grades 10 - 11)
- Recreation & Healthy Active Leadership (Grade 12)
- Kinesiology (Grade 12)

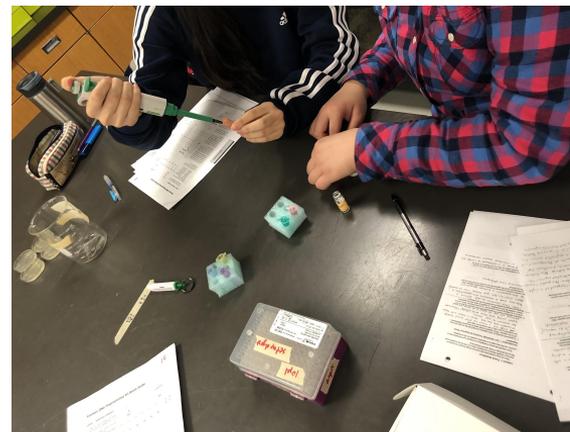
Our course offerings provide students with the opportunity for various career paths in both post secondary and other programs.





Science comes alive at Unionville High School! During the semester, science students experience a diverse variety of learning opportunities exploring the exciting and often mysterious world of science and its applications.

course	code	prerequisite
Grade 9 science	TBA	
Grade 10 applied science	SNC2P1	SNC1P1 or SNC1D1
Grade 10 academic science	SNC2D1	SNC1P1 or SNC1D1
Grade 11 college biology	SBI3C1	SNC2P1 or SNC2D1
Grade 11 university biology	SBI3U1	SNC2D1
Grade 11 university chemistry	SCH3U1	SNC2D1
Grade 11 university physics	SPH3U1	SNC2D1
Grade 12 university biology	SBI4U1	SBI3U1
Grade 12 college chemistry	SCH3C1	SNC2P1 or SNC2D1
Grade 12 university chemistry	SCH4U1	SCH3U1
Grade 12 college physics	SPH4C1	SNC2P1 or SNC2D1
Grade 12 university physics	SPH4U1	SPH3U1
Grade 12 Earth and space	SES4U1	SNC2D1





Project-based learning integrates all available UHS technology programs including: architecture, industrial design, interior design, electronics, engineering, robotics, programming, networking, electronics, advertising, graphic design, desktop publishing, audio production, digital television production, construction and etc. The emphasis is on invention & exploration.

**WEB LINK: TECHNOLOGICAL STUDIES**

<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Photography</li> <li>• Film &amp; Video</li> <li>• Graphic Design</li> </ul>	<ul style="list-style-type: none"> <li>• Set Design</li> <li>• Carpentry</li> <li>• Manufacturing</li> <li>• Electrical</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Engineering</li> <li>• Industrial Design</li> <li>• Interior Design</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Electronics</li> <li>• Robotics</li> <li>• Networking</li> </ul>
<p>TGJ20/3M/4M Communications Tech</p> <p>TGG4M Yearbook/ Print</p>	<p>TCJ20/3C Construction Tech</p>	<p>TGJ10 Exploring Tech (TGJ, TCJ and TDJ)</p> <p>TDJ20/3M/4M Technological Design</p>	<p>TEJ10/20/3M/4M Computer Engineering</p>





**Don't know how to make art? That's okay, we'll show you!**

Unionville High School's Visual Arts Department strives to support all students on their creative path. We offer an arts intensive stream called Arts Unionville (AU) and a variety of Core and Special Series courses to the whole student body. Our goal is to balance traditional artistic skills with twenty-first century competencies, specifically conceptual development and critical thinking. Students learn visual literacy skills, creative problem solving, and the value of engaging and appreciating the Arts. Unionville High School is home to creative and academic excellence. As the school was purposely build to house this regional arts program, it has enhanced arts facilities that benefits all arts students in their pursuit of creative and technical excellence.

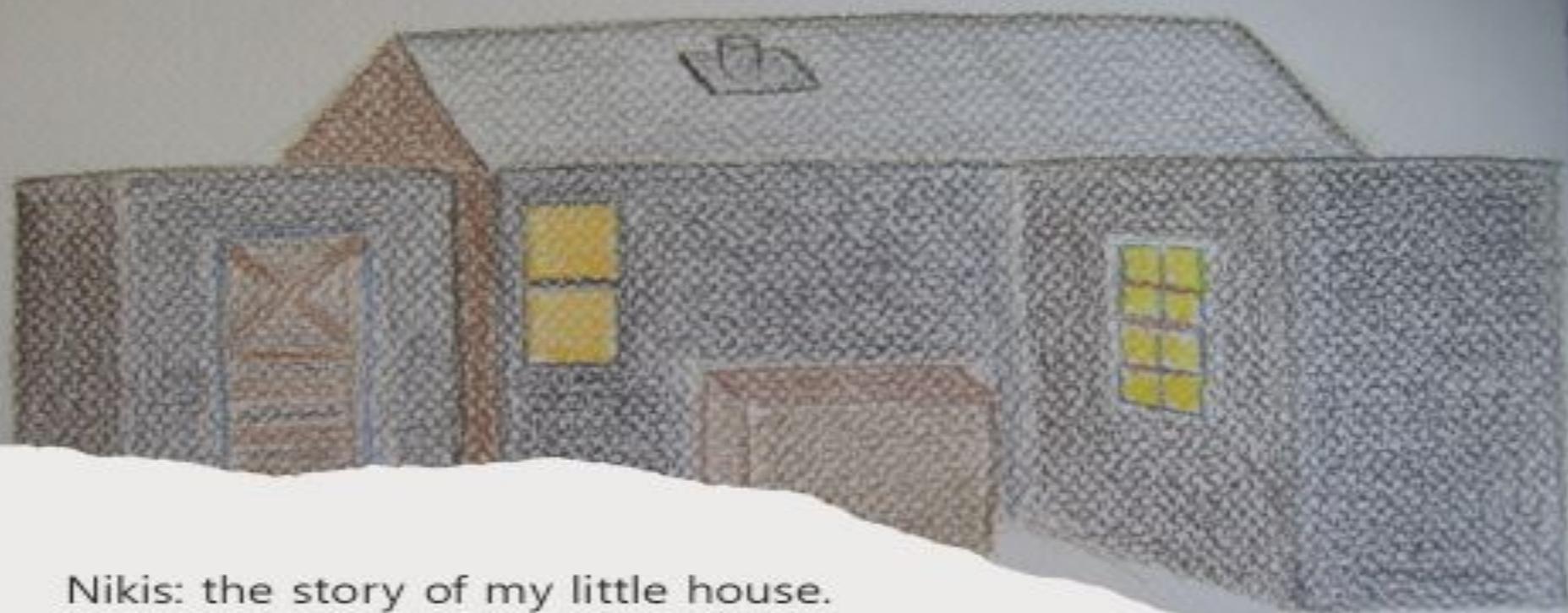
# Special Guest – Dr. Brenda Wastasecoot

Dr. Brenda Wastasecoot, Assistant Professor of Indigenous Studies, Arts & Science Faculty at University of Toronto. Brenda is Ininu (Cree) and a member of the York Factory First Nation. She was raised in Churchill, Manitoba, in a little village known as The Flats. After studying and teaching at Brandon University in Brandon, Manitoba, she came to Toronto to do her PhD at OISE - Ontario Institute for Studies in Education. Her thesis dissertation tells the story of her family and the impacts of Indian Residential schools. "Showing and Telling the Story of Nikis; Arts Based, Auto-Ethnographic Journeying of a Cree Adult Educator."





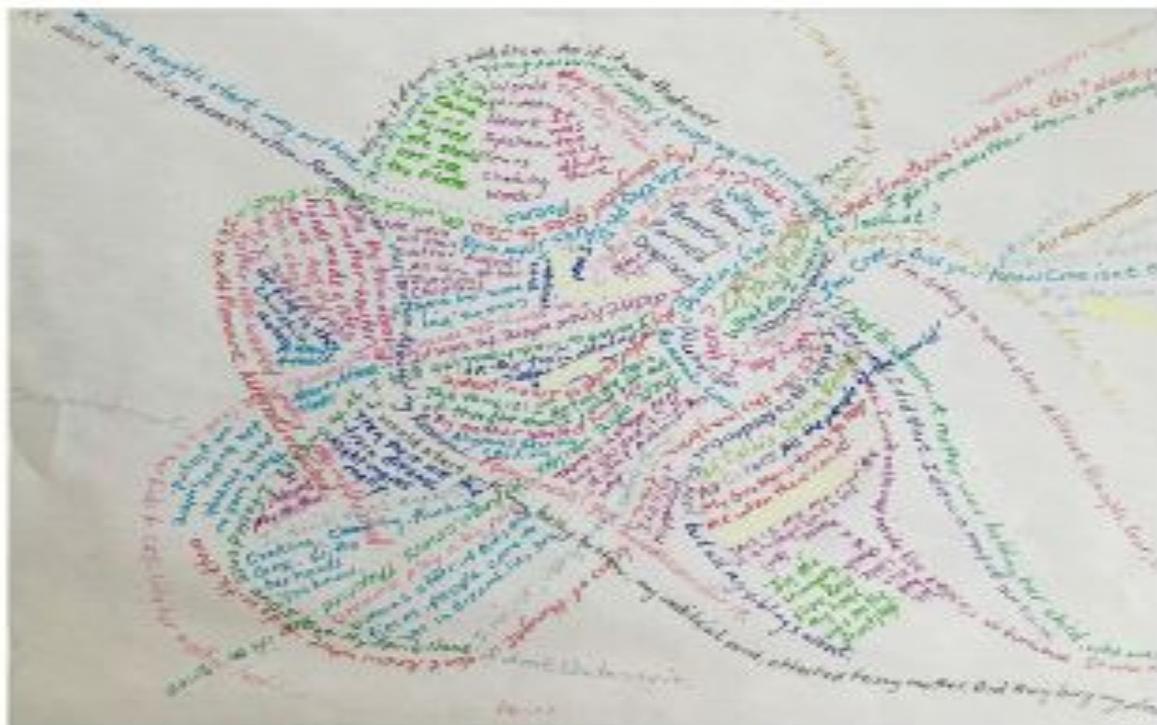
Asking the  
Ancestors



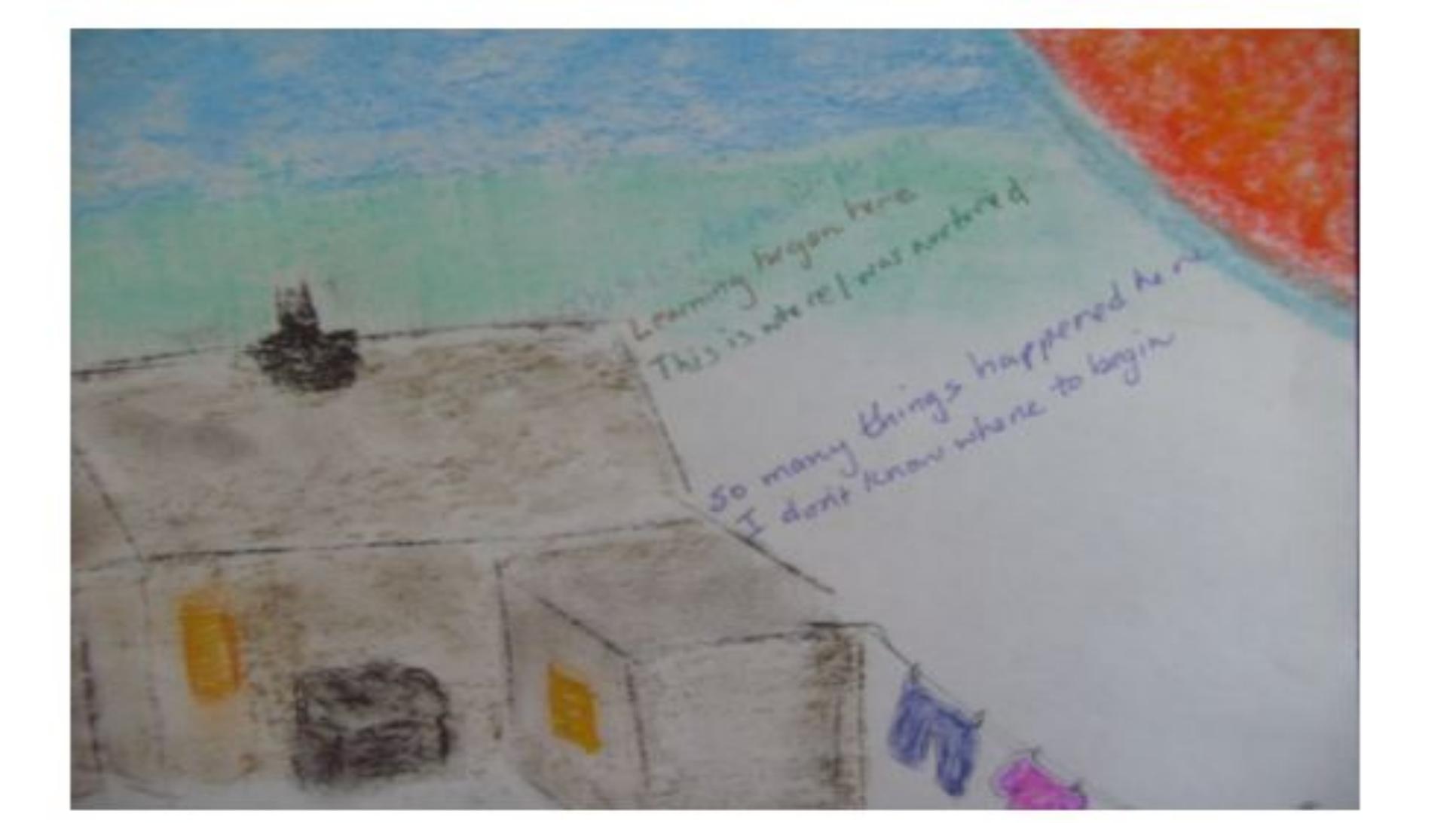
Nikis: the story of my little house.

Dr. Brenda Wastasecoot, University of Toronto

# Word Trains







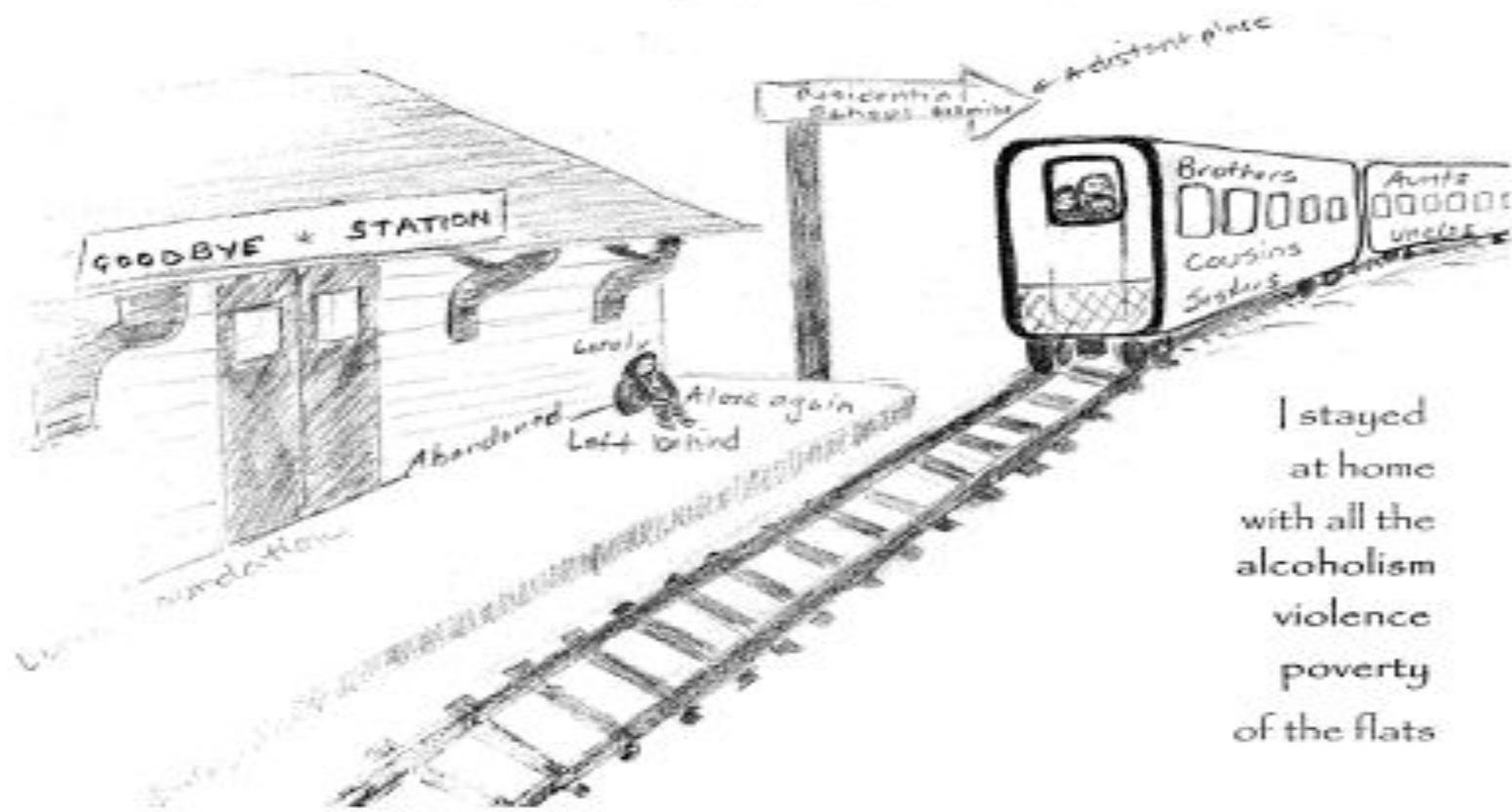
Learning began here  
This is where I was nurtured

So many things happened here  
I don't know where to begin

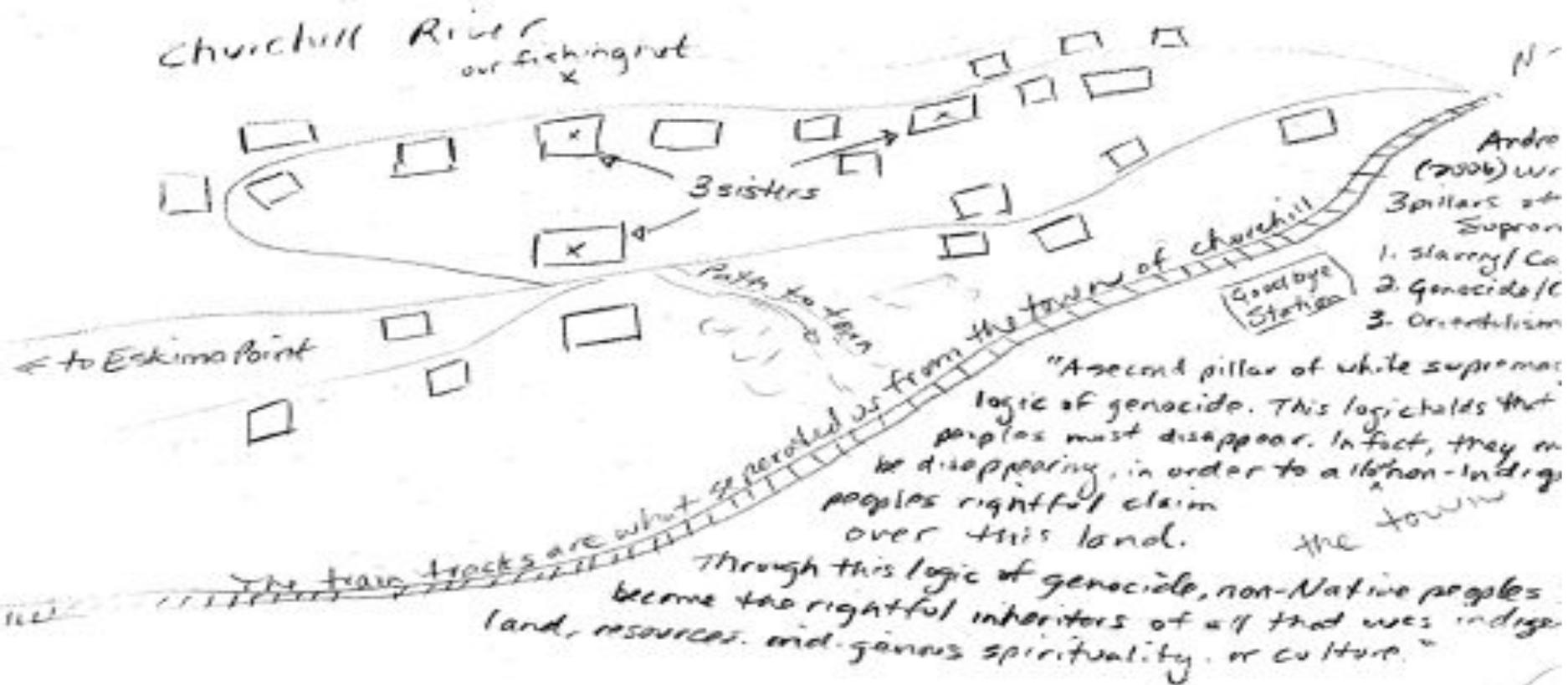
# Bluebird



Abandonment, 1994 "Understanding my history."

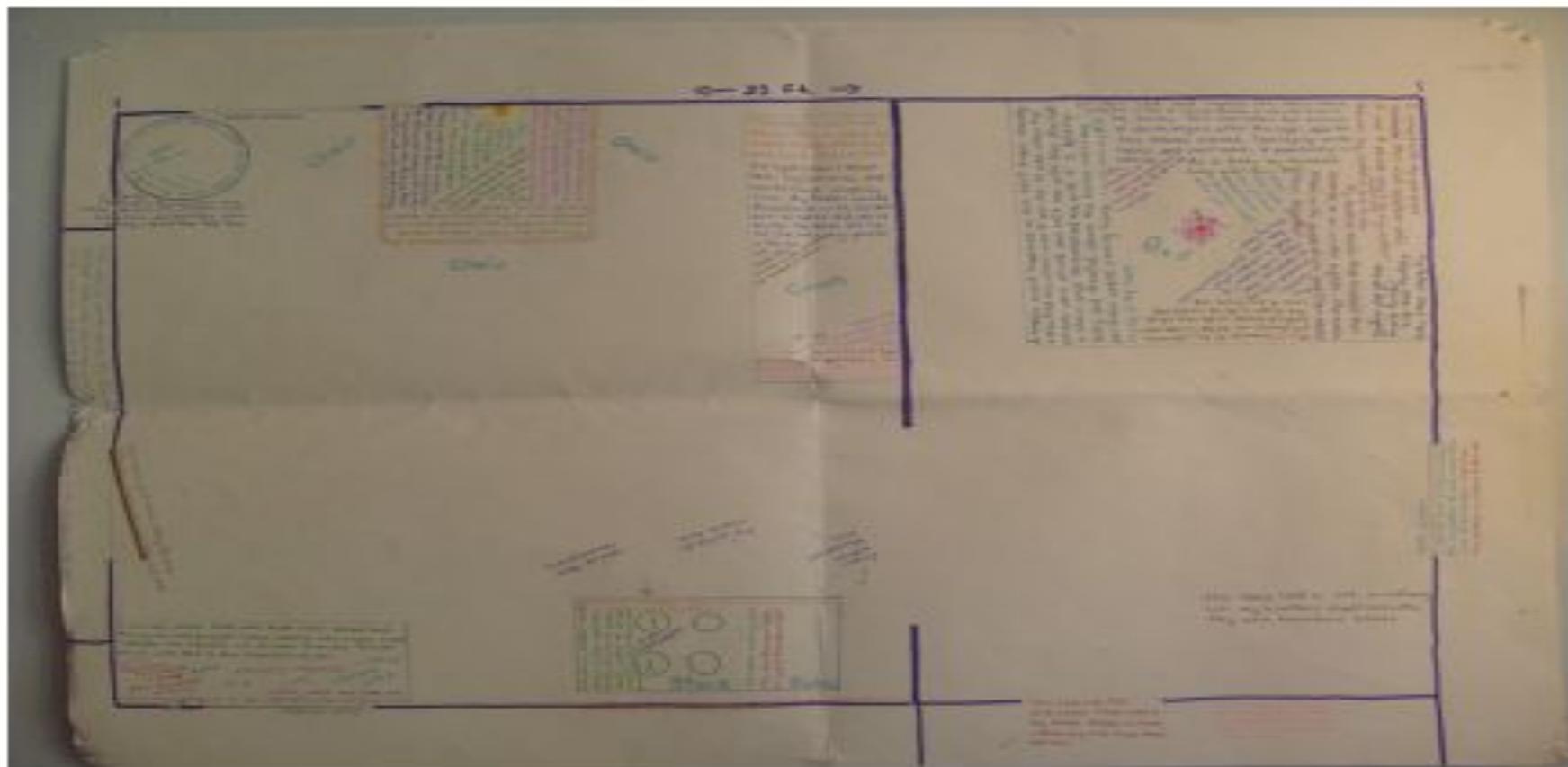


# A community map





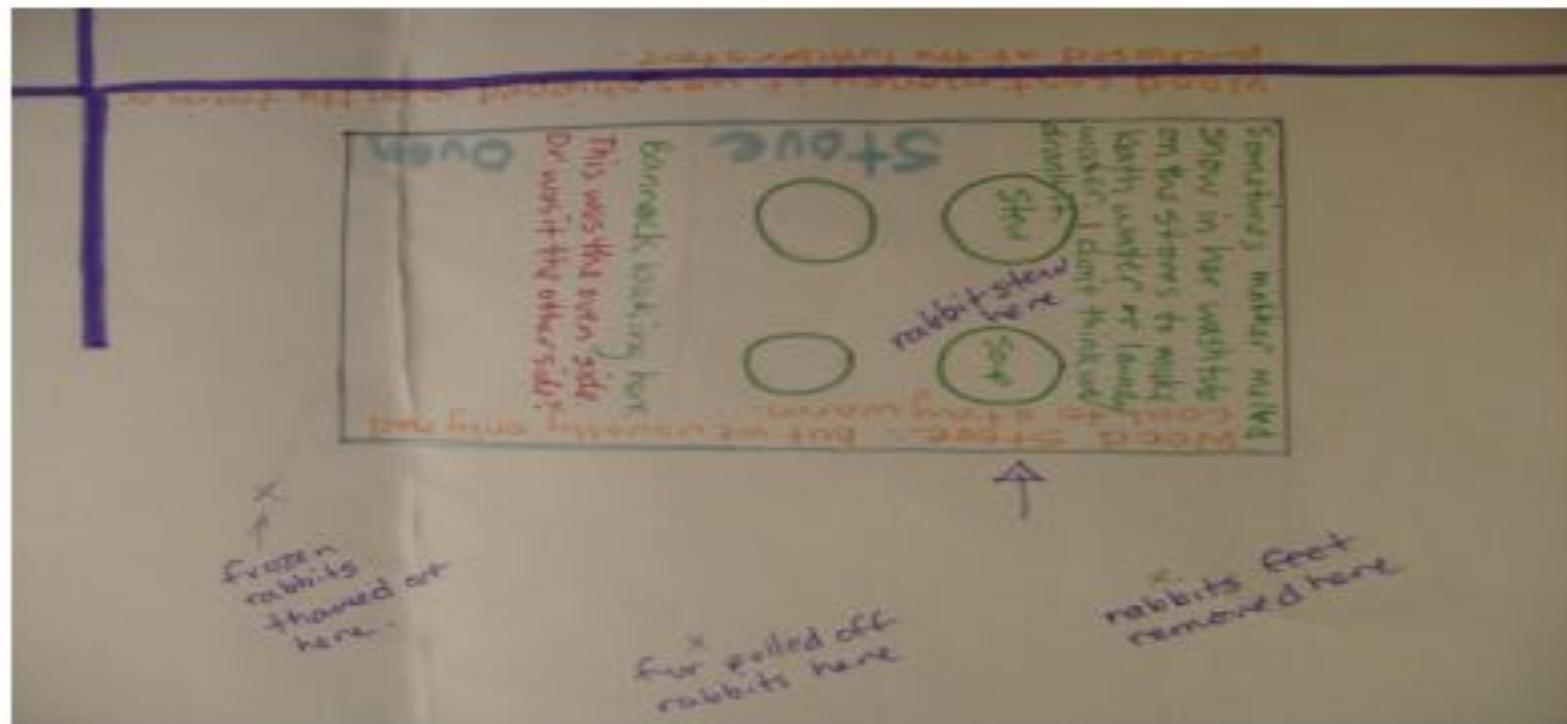
## A Memory Map of Nikis (my little house)





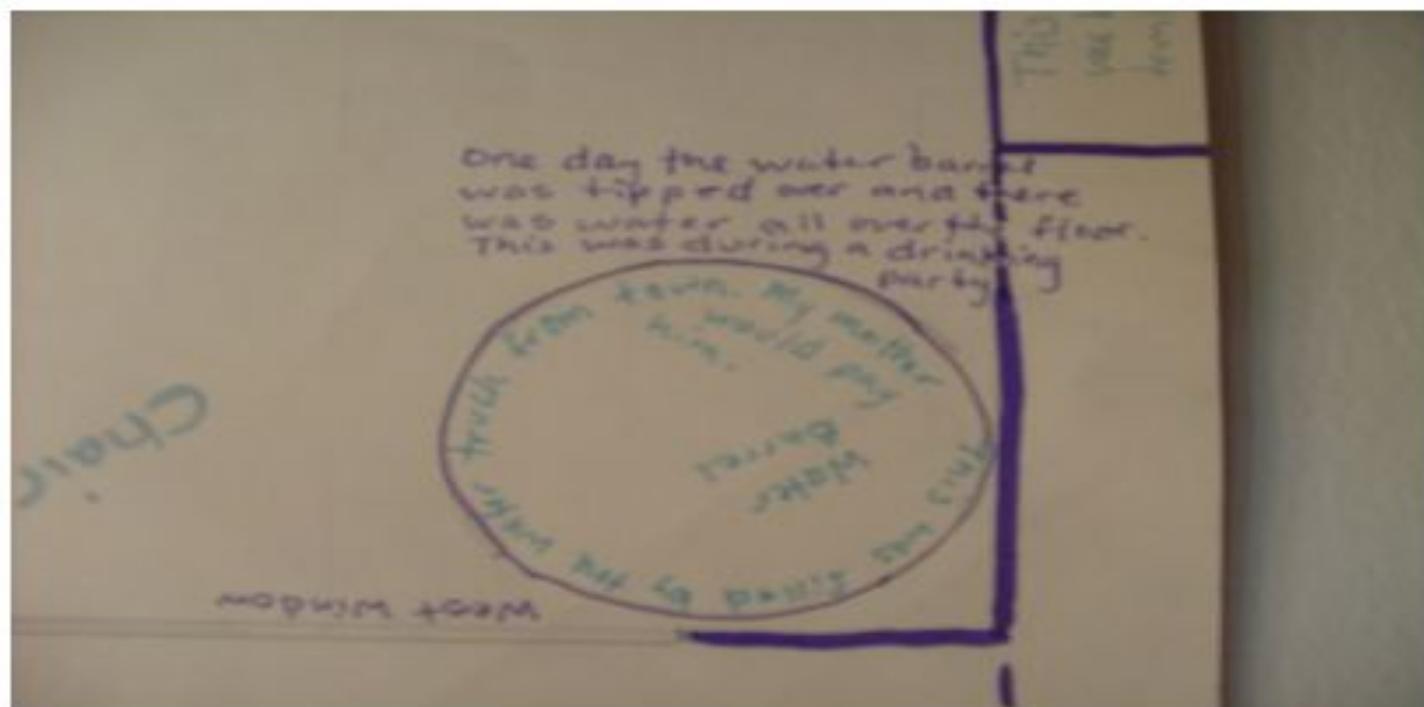
A journey of  
remembering

# The stove





# The water barrel



We all looked into each others windows. That's what alcohol did to our community and our families. We learned to approach our own homes with caution. These are my memories about the windows.



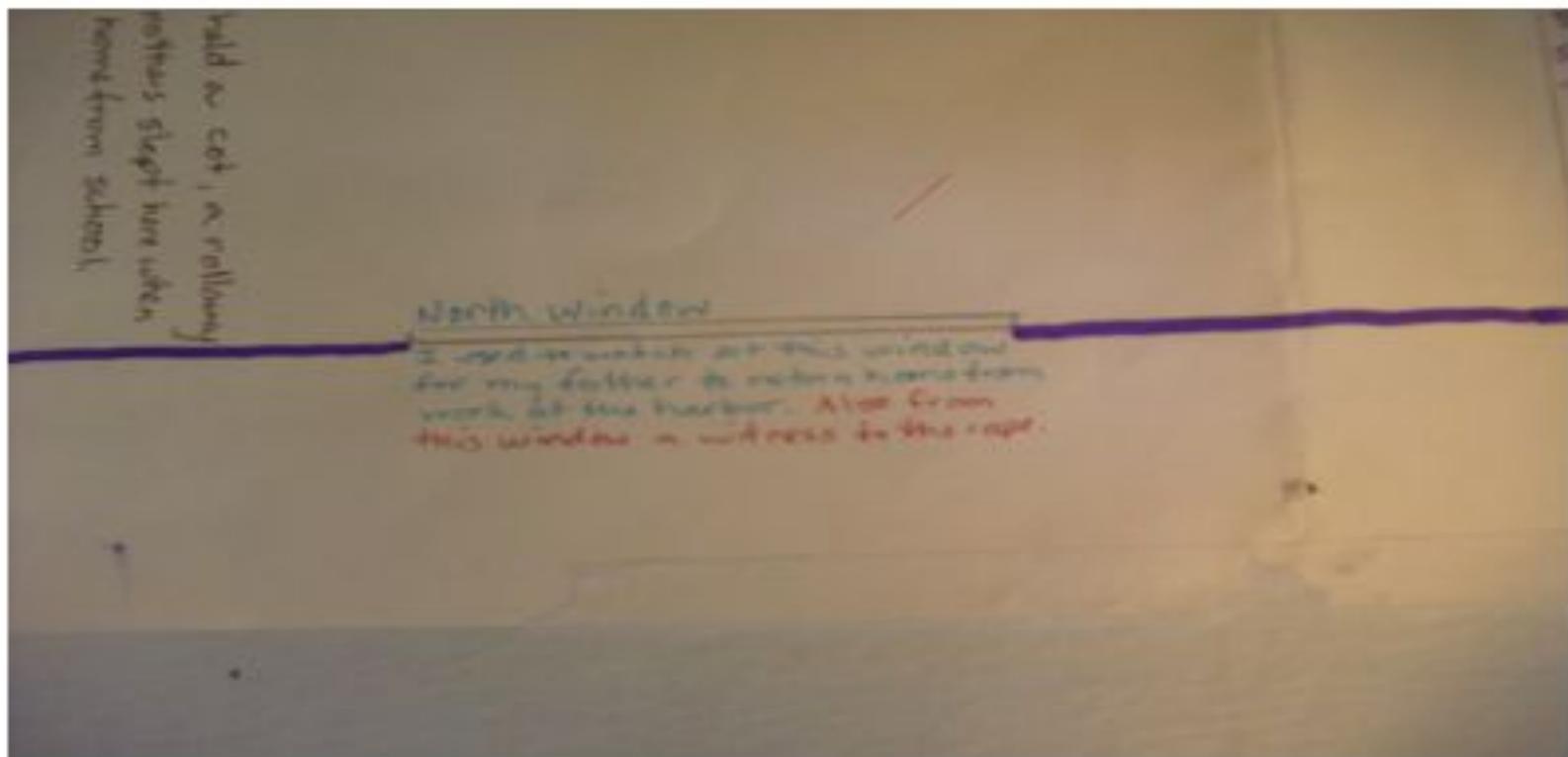


- The promise I made to myself: After I was raped, or some years later, I promised myself that when I grow up big and become an adult, I will go around and look into people's windows, to see if any children are being raped. I think that's a very big decision for a small child to make, but my path toward healing began here.

Broken  
windows  
memories  
of violence



# Window memories



## Good memories

There were always  
cousins to play  
with, they would  
come find me to go  
on adventures  
together.



## Cousins to play with

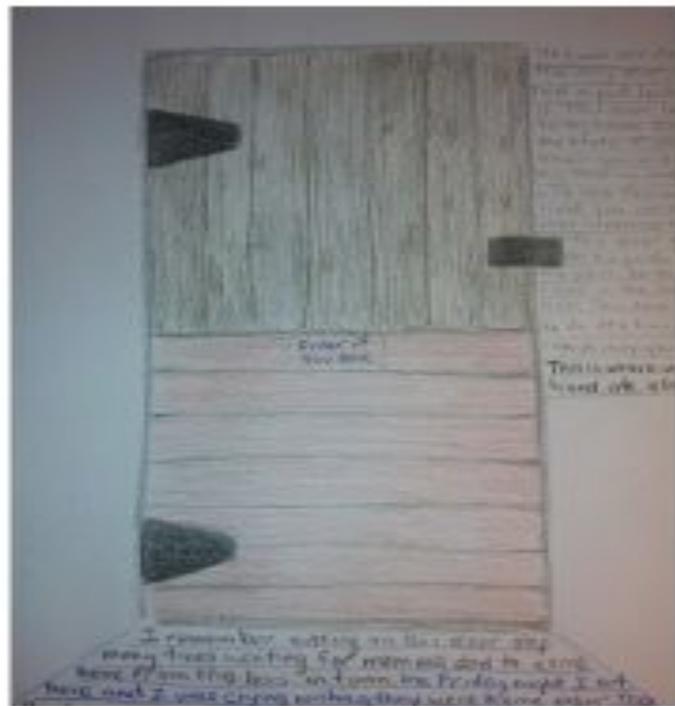




# Brandon Indian Residential School



# A door story



# Pieces of history



# The Mound







# My Parents Harry & Maria

