ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

18 compulsory credits:
- English 4
- Math 3
- Science 2
- French 1
- Canadian Geography 1
- Canadian History 1
- Arts 1
- Health and Physical Ed 1
- Civics/Career Studies 1

Group 1
1 English, French, Social Science and Humanities, Canadian and World Studies, Guidance and Career Education, *Cooperative Education

Group 2
1 Health and Physical Education, Arts, Business Studies, French, *Cooperative Education

Group 3
1 Science (gr 11 or 12), French, Technological Education, Computer Studies, *Cooperative Education

* a maximum of 2 credits in French
* a maximum of 2 credits in cooperative education can count as compulsory credits
* all course substitutions must be approved by the Principal

12 Optional Credits

Literacy Requirement (OSSLT or OLC)

40 hours Community Involvement

HOW TO READ A COURSE CODE

ENG 1DI

This letter identifies the course pathway:
- D = academic (grades 9 and 10)
- P = applied (grades 9 and 10)
- L = locally developed (grades 9 and 10)
- O = open
- U = university (grades 11 and 12)
- C = college (grades 11 and 12)
- M = university/college (grades 11 and 12)
- E = workplace (grades 11 and 12)

This number identifies the grade:
1 = grade 9
2 = grade 10
3 = grade 11
4 = grade 12

These letters identify the subject - the first letter denotes the department
- A = Arts
- B = Business
- C = Canadian and World Studies
- E = English
- F = French
- G = Guidance and Career Education
- H = Humanities and Social Sciences
- I = Information Technology
- M = Mathematics
- P = Physical Education
- S = Sciences
- T = Technology

LEARNING SKILLS

Learning skills are critical to academic success in high school and post-secondary.

Responsibility
- Complete and submit class work, homework, and assignments on time
- Take responsibility for and manage own behavior

Independent Work
- Use class time appropriately to complete tasks
- Follow instructions with minimal supervision

Organization
- Establish priorities and manage time to complete tasks and achieve goals
- Identify, gather, evaluate, and use information and resources to complete tasks

Collaboration
- Respond positively to the ideas, values, and opinions of others
- Work with others to resolve conflicts and achieve group goals

Initiative
- Approach new tasks with a positive attitude
- Take risks

Self-Regulation
- Seek clarification or assistance when needed
- Perserve and make an effort when responding to challenges

Students requiring support with their learning skills are encouraged to attend Learn@Lunch and/or After School Tutorials.

SECONDARY GIFTED PROGRAM

Gosia Siuda
SERT Coordinator of Gifted Programming
siudag@hsbs.ca
905-877-6966 ext. 472

YOUR GUIDANCE COUNSELLOR:

(TIMETABLE AND COURSE CHANGES)
ELEMENTARY VS SECONDARY GIFTED PROGRAM

Elementary:
- Self-contained classroom
- Small class size
- Provincial and alternative curriculum expectations
- Curriculum compacting and differentiation
- Access to enrichment
- Year-long classes with fewer teachers
- Gifted class teacher develops and implements the student’s IEP

SECONDARY GIFTED PROGRAM OPTIONS AT GDHS

Regular Class with Consultative Support

The student is placed in regular classes as chosen by the student through the option sheet process. The teacher receives specialized consultative services and adjusts programming to meet individual needs as per the student’s IEP. This is the option selected by students in the French Immersion Program or those who do not wish to be in a gifted cluster class.

Secondary Gifted Placement

The student is placed in a class containing both a cluster of gifted peers and highly able students. The Ontario curriculum in each of the clustered classes will be differentiated in breadth, depth and pace from the curriculum in the ‘regular’ classes of the same subjects.

Gifted cluster classes per grade

- Grade 9 students are timetabled together (clustered) in English, Math, Science, French, and Geography.
- Grade 10 students are clustered in English, Math, Science, History, and French.
- Grade 11 students are clustered in English and Math (Functions).
- Grade 12 students are clustered in English.

ROLE OF THE COORDINATOR

- Consulting with staff
- Developing and updating IEPs
- Meeting with students as needed
- Supporting students re: time management, organization, self-advocacy etc.
- Monitoring student progress through regular review of progress reports
- Advocating on behalf of students
- Coordinating enrichment opportunities

HOW DOES THE IEP WORK AT HIGH SCHOOL?

- Each staff member has access to your child’s IEP through the on-line IEP Engine
- Your child’s IEP is reviewed and updated by the Special Education Resource Teacher working with gifted students
- A copy of the revised IEP, that reflects secondary expectations, is mailed home
- The IEP is updated Semester 1 and 2 to reflect your child’s needs based on documented records

DOCUMENTATION AND TIMELINES

December
- Complete the Resource Support-Secondary Gifted Placement form and return to GDHS by Dec. 15th
- Complete the GDHS Gifted Program Student Information Transition Form and return GDHS attn: Gosia Suda

January
- Complete the option sheet and return to GDHS

August
- Grade 9 orientation and registration

ENRICHMENT AT GDHS

At GDHS students can access a variety of enrichment opportunities. Examples include:

- Waterloo Unlimited
- Encounters with Canada
- Go ENG Girl
- Duke of Edinburgh’s
- EMC Queen’s
- Exploravision
- BASEF
- Mathematics contests
- WindENG
- Science contests
- Scientifically Yours
- FORUM for Young Canadians
- Ayn Rand Essay Contests
- CEMC Math Workshops

EXTRA-CURRICULARS

There is a club or program for everyone. Examples include:

- Athletics
- Music programs
- Art club/council
- Leadership
- Social justice club
- DECA business club
- Debate and politics club
- Drama council
- Cheerleading
- Link crew
- Student council
- Photography club
- Yearbook club
- Green club

WHAT PAPERWORK CAN I EXPECT TO RECEIVE THROUGHOUT THE ACADEMIC YEAR?

- Your child’s revised IEP (October, March)
- 5th week report (October, March)
- Mid-term report card (November, April)
- 15th week report for students at risk of failing (December, May)
- Final report card (February, July)

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