

**COURTICE SECONDARY  
SCHOOL  
COURSE CALENDAR**



**2025 – 2026**

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***It is advised that students view live changes on myBlueprint and on our website via the electronic version of the calendar.***

## Planning Your High School Career

This calendar has been prepared to assist both new and returning students of Courtice Secondary School with the process of course selection. It is important that you read all information carefully and make thoughtful course selections based on:

- ✓ diploma requirements
- ✓ course prerequisites (if any)
- ✓ your career destination/pathway
- ✓ your past academic achievement

Each year the school timetable (both the courses offered and the number of sections of each course) is determined by the course selections of our students. Courses will be offered at the discretion of the Principal **only** if there are sufficient numbers of students selecting that course. Some courses therefore, may not be offered even though they appear in this calendar. Students originally selecting a cancelled course will be given an alternate choice.

**Students in grade 9, 10 and 11 must select a full load of 8 courses. Students in grade 12 must select enough credits to ensure graduation. As CSS is a full-time day school, *part-time status will be allowed only in exceptional circumstances and with the Principal's written permission.***

Students are encouraged to consult with teachers, counsellors, and parents in order to select the courses that best meet their needs and match their abilities. Students should choose courses carefully as it is not always possible to make changes at a later date. Remember, it is the responsibility of all students to make certain they earn credits in courses that will enable them to meet their long-term goals.

### NEW STUDENT REGISTRATION INFORMATION

#### **1. Registration Procedures**

Students wishing to register at Courtice Secondary School must complete a registration package. An interview will be scheduled only when the completed registration package is received by the Guidance Department. All forms are to be complete and the requested documentation included. Required documents include: credit summary, transcript, attendance record, current timetable, most recent report card, proof of residency, proof of birth certificate and a copy of immunization records.

#### **2. Bus Information**

Parent/guardians must opt in for Home to School Transportation each year on the STSCO website.

#### **3. Student Pictures**

Students may purchase their pictures online from Edge Imaging. They may purchase their Student ID card from School Cash Online throughout the school year. Picture day occurs in September. Picture retakes take place in November.

#### **4. Students registering after April 30** should be aware that their course selections may be limited by full classes and scheduling restrictions.

#### **5.** Any questions may be directed to the Guidance and Career Education Department.

### TECHNOLOGY FOOTWEAR STANDARDS

We have added additional guarding on equipment in technology classrooms and continue to support staff and student training related to safe practices. It is mandatory that all students in Construction Technology, Manufacturing Technology and Transportation Technology classrooms wear CSA approved safety footwear.

Although it is the responsibility of students to provide their own safety footwear, a limited supply of toe-caps have been provided for each technology classroom in the event that a student wishes to use

this kind of foot protection. Alternatively, students in technology courses may request a voucher for a discount on footwear at Mark's Work Warehouse. Please notify your child's teacher if you wish to receive one. If you require any assistance with purchasing this equipment, please contact the Principal.

**\* for students who have enrolled in secondary school prior to September 2024**

## **ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENT**

**Students must earn the following 18 compulsory credits to obtain the Ontario Secondary School Diploma:**

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 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 & physical education
- 0.5 credit in civics
- 0.5 credit in career studies

**Plus one credit from each of the following groups:**

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\*\*

1 additional credit in health and physical education, or the arts, or business studies, or French as a second language\*\*\*, or cooperative education\*\*

1 additional credit in science, or computer studies, or technological education, or French as a second language\*\*\*, or cooperative education\*\*

**In addition to the compulsory credits, students must complete:**

- ✓ 12 optional credits\*\*\*\*
  - ✓ 40 hours of community involvement activities
  - ✓ the provincial literacy requirement
  - ✓ two courses through online learning (Opt out waiver available)
- \* 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.
- \*\* A maximum of 2 credits in cooperative education can count as compulsory credits.
- \*\*\* 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.
- \*\*\*\* May include up to four credits achieved through approved Dual Credit college-delivered courses.

## **FOR STUDENTS ENTERING GRADE 9 ON OR AFTER SEPTEMBER 2024**

### **ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS**

**Students must earn the following 17 compulsory credits to obtain the Ontario Secondary School Diploma:**

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in French as a second language
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health & physical education
- 1 credit in technological education (Grade 9 or 10)
- 0.5 credit in civics and citizenship
- 0.5 credit in career studies
- 1 credit from the STEM-related course group

#### **STEM-related courses group**

**Of the 17 compulsory credits, you must complete 1 from the following group:**

- Business studies
- Computer studies
- Cooperative education
- Mathematics (in addition to the 3 compulsory credits currently required)
- Science (in addition to the 2 compulsory credits currently required)
- Technological education (in addition to the 1 compulsory credit required)

**In addition to the compulsory credits, students must complete:**

- ✓ 13 optional credits\*\*\*\*
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement
- ✓ 2 courses through online learning (Opt out waiver available)

\*\*\*\* May include up to four credits achieved through approved Dual Credit college-delivered courses.

**Please Note: Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.**

## **ONTARIO SECONDARY SCHOOL CERTIFICATE**

The Ontario Secondary School Certificate is granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits\* distributed as follows:

### **Compulsory credits** (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

### **Optional credits** (total of 7)

7 credits selected by the student from available courses

## **CERTIFICATE OF ACCOMPLISHMENT**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment is a way of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

*\* A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the Principal of a secondary school on behalf of the Minister of Education.*

## **THE ONTARIO STUDENT TRANSCRIPT**

**As of September 1999, the Ontario Student Transcript which is part of the Ontario School Record (OSR) includes the following information:**

- ▶ all successfully completed grade 9 and 10 courses
- ▶ all grade 11 and 12 courses completed, whether passed or failed
- ▶ all attempts at grade 11 and 12 courses for upgrading purposes
- ▶ any course dropped after 5 school days following the midterm report card
- ▶ identification of any course that has been substituted for one that is a diploma requirement
- ▶ confirmation that the student has completed the community involvement requirement
- ▶ confirmation that the student has completed the provincial literacy requirement
- ▶ confirmation that the student has completed two online learning credits
- ▶ an indication of any extraordinary circumstances

## COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT

As part of the diploma requirements, students must complete a minimum of 40 hours community involvement activities. These activities may be completed the summer of their grade 8 year and at any time during their years in the secondary school program. **However, in order not to jeopardize fall admission to post-secondary institutions and to ensure graduation at Commencement, the official “Completion of Community Involvement Activities” form must be completed and submitted to the Guidance Office by May 1<sup>st</sup>.** The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and the important role they can play in supporting, strengthening, and serving their communities.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Students should consider the following questions when trying to determine where to volunteer:

1. What are your areas of interest?
2. Would you like to develop specific skills, meet new people or impact community change?
3. Do you have specific skills and talents you would like to share with an organization?
4. What do you not want to do?
5. Is there a specific organization or cause that you would like to assist?

Community activities may take place in a variety of settings including not-for-profit organizations, public sector institutions and informal settings. Some potential activities are posted in Guidance. Students may not receive credits towards the OSSD (for example, Cooperative education or work experience) or perform the duties of a paid worker for any community involvement activity. Community involvement must be completed outside students' normal instructional hours; activities should take place during lunch hours, after school, on weekends or during school holidays. The following websites provide possible opportunities for community involvement:

[www.informdurham.com](http://www.informdurham.com)

[www.my40hours.ca](http://www.my40hours.ca)

[www.volunteerdurham.net](http://www.volunteerdurham.net)

*Community involvement forms required for recording activities are found in the guidance department and on our website.*

## TYPES OF SECONDARY SCHOOL COURSES

The secondary school curriculum is organized into several types of courses which are intended to enable students to choose courses that are suited to their strengths, interests, and goals.

### Types of Courses in Grades 9

Students in Grades 9, in consultation with their parents and teachers, will choose the appropriate level from the following compulsory subjects.

COMPULSORY SUBJECTS (5)	ACADEMIC	DE-STREAMED	LOCALLY DEVELOPED
English		ENL1WH	ENG1L1
Core French	FSF1DH		
Exploring Canadian Geography		CGC1WH	
Mathematics		MTH1WH	MAT1L1
Science		SNC1WH	SNC1L1

French Immersion Students				
COMPULSORY SUBJECTS (6)	ACADEMIC	DE-STREAMED	OPEN	LOCALLY DEVELOPED
English		ENL1WH		ENG1L1
Immersion Française	FIF1DF			
Exploring Canadian Geography (French Immersion students only)		CGC1WF		
Healthy Active Living Education (French Immersion students only)			PPL1OF	
Mathematics		MTH1WH		MAT1L1
Science		SNC1WH		SNC1L1

The selection of courses for an exceptional student should be guided by parents, teachers, Special Education staff, and by information in the student's Individual Education Plan. The following is a brief description of the 4 types of courses offered in Grades 9 and 10:

**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 related concepts as well. They incorporate practical applications as appropriate.

**De-streamed** courses are designed to ensure all students have access to the necessary skills moving into Grade 10. Students will learn concepts and skills designed to prepare them for further study in the subject area.

**Open** courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.



**Locally Developed** School boards may apply for permission to offer courses that have been designed to meet the particular needs of the students in their schools. Such a course may not be described in a ministry curriculum policy document but has been designed to meet student needs.

### **Types of Courses in Grades 10**

Students in Grades 10, in consultation with their parents and teachers, will choose **academic (D)**, **applied (P)** or **locally developed (L)** courses in the following subjects: English, French, history, mathematics, and science. All other grade 10 courses are **open (O)**. The selection of courses for an exceptional student should be guided by parents, teachers, Special Education staff, and by information in the student's Individual Education Plan. The following is a brief description of the 4 types of courses offered in Grades 10:

**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 related concepts as well. They incorporate practical applications as appropriate.

**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.

*(Note: Both of the above types of courses set high expectations for students while preparing them for studies in the senior grades. The two types of courses differ in the balance between essential concepts and additional material, and between theory and application. In planning courses of study, teachers take into account the need to adapt instructional approaches and materials to reflect the differences between the two course types.)*

**Locally Developed** School boards may apply for permission to offer courses that have been designed to meet the particular needs of the students in their schools. Such a course may not be described in a ministry curriculum policy document but has been designed to meet student needs.

**Open** courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

### **Types of Courses in Grades 11 and 12**

Students in Grades 11 and 12, will choose from among destination-related course types: **university (U)** preparation, **university/college (M)** preparation, **college (C)** preparation and **workplace (E)** preparation. **Open (O)** courses are also offered in certain subjects in Grades 11 and 12. Students will make their choices on the basis of their interests, past achievement, and pathways. All Destination-related courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of post-secondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace. The following is a brief description of the 5 types of courses that are offered in Grades 11 and 12:

**University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements of university programs.

**University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

**College preparation** courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

**Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

**Open courses** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Prerequisites are specified for many courses offered in Grades 11 and 12. Any required prerequisites are identified in this calendar immediately after each course description.

### **SUBSTITUTIONS FOR COMPULSORY CREDITS**

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made by the Principal for up to 3 compulsory credit courses using other courses offered by the school that meet the requirements for compulsory credits. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

### **PROCEDURES FOR COURSE CHANGES**

Students wishing to make course changes must do so through the Guidance Department within the **first 5 days** of the beginning of the semester. Changes can be made only if there are seats available in the course the student wishes to change to. Students who wish to drop a course to take a study period must continue to attend the class until they have been officially notified that the course has been dropped from their timetable. Parental consent will be required for compulsory course changes.

### **PRIOR LEARNING ASSESSMENT AND RECOGNITION**

Prior Learning Assessment and Recognition (PLAR) is a process of identifying, assessing and recognizing what a person knows and can do for the purpose of awarding academic credit. Prior Learning Assessment and Recognition can be an important component in a successful education plan; it encompasses an assessment of the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary schools. Students may have knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school diploma.

Prior Learning Assessment and Recognition takes two forms; Prior Learning Assessment and Recognition (PLAR) for Mature Students and Challenge Prior Learning Assessment and Recognition (PLAR).

*Prior Learning Assessment and Recognition (PLAR) for Mature students* means the process by which mature student's prior learning is assessed for the purpose of granting equivalent credit for a Grade 9, 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999, or later.

Challenge PLAR is the process whereby students' prior learning is assessed for the purpose of granting credit for a specific Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999, or later. Challenge PLAR is not available for Grade 9 courses.

**For more information, please schedule an appointment with a Guidance Counsellor.**

## STUDENT ASSESSMENT AND EVALUATION

On the provincial report card for secondary schools, mid-term and final evaluation is expressed as a percentage grade. On term assignments, however, sometimes teachers will use the provincial system of achievement levels which gives students and parents a more general evaluation of achievement. The following table provides a summary description of achievement in each percentage grade range and the corresponding level of achievement.

Percentage Grade	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 - 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Level 3 (70 - 79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

### **COURSE CODES**

Course codes are developed by the Ministry of Education according to the following pattern: the first 3 characters indicate the subject or discipline, the 4<sup>th</sup> character the grade level, the 5<sup>th</sup> character the type of course. The 6<sup>th</sup> character is for local school use. At CSS we often use the 6<sup>th</sup> character to indicate the credit value of the course.

Below is an example ENG2D1:

ENG	2	D	1
subject	grade	level	credit value
A = Arts B = Business Studies C = Canadian & World Studies E = English F = French G = Guidance & Career Education H = Humanities & Social Science I = Interdisciplinary Studies M = Mathematics P = Health & Physical Education S = Science T = Technological Education	1 = grade 9 2 = grade 10 3 = grade 11 4 = grade 12	D = Academic P = Applied O = Open W = De-streamed L = Locally Developed U = University C = College E = Workplace M = University/College	5 = ½ credit 1 = 1 credit 2 = 2 credits H=De-streamed

Course outlines and curriculum documents can be found at [www.edu.gov.on.ca/eng/curriculum](http://www.edu.gov.on.ca/eng/curriculum)

# SHSM - SPECIALIST HIGH SKILLS MAJORS

**Arts & Culture**

**Construction**

**Environment**

**Information & Communication Technologies**



Specialist High Skills Major (SHSM) is a specialized high school program that allows students to earn their Ontario Secondary School Diploma (OSSD) and focus their learning on a specific economic sector at the same time. Successful completion of a SHSM is denoted on the student's OSSD by a Red Seal and is recognized on the Ontario Student Transcript.

Pursuing a SHSM can help students:

- tailor their high school education to their interests and talents
- develop specialized knowledge and skills
- explore a variety of careers, including those in the skilled trades
- graduate high school with industry certifications and training and earn a SHSM seal on their high school diploma
- engage in STEM-related activities that develop innovation, creativity and entrepreneurship
- identify, explore and refine career goals
- make informed decisions about their future

# ARTS AND CULTURE

## Specialist High Skills Major (SHSM)

The Specialist High Skills Major (SHSM) in Arts and Culture is a unique opportunity for students. As well as completing your diploma requirements, the Arts and Culture SHSM offers extensive learning opportunities and community/post-secondary connections to further your Arts education.

Students in the Arts & Culture SHSM will complete the following 5 required components while fulfilling the requirements of their Ontario Secondary School Diploma (OSSD):

**1. Defined Bundle of Credits (please see Arts and Culture program chart)**

**9 credits during grade 11 and grade 12 including:**

- **4 credits** in an “area” of major study that provide knowledge and skills in the field of Arts/Design or Performance
- **3 credits** with contextualized units (grade 11 and 12 English and grade 11 Business/Entrepreneurship or Canadian and World Studies)
- **2 credits** in Cooperative Education

- 2. Sector recognized Certifications and Training Programs:** SHSM students will be given the opportunity to gain sector-recognized certification awareness and training.
- 3. Engage in Experiential Learning** consisting of planned learning experiences that take place outside of the traditional classroom setting: Visual Arts Centre of Clarington, McLaughlin Gallery.
- 4. Engage in ‘Reach Ahead’ experiences** to provide opportunities for learning experiences directly related to their desired postsecondary destination such as workplace or postsecondary institution visits/ presentations and design-related conferences.
- 5. Sector-Partnered Experience (SPE)** an experiential activity that will be delivered with a sector partner and have an experiential and assessment component

## AVAILABLE CREDITS FOR THE SHSM - Arts and Culture

Arts and Culture SHSM at Courtice SS	Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12
Major credit (need 4)	Choose 4: ADD3O1 AVI4M1 AVI3M AWD4M1 AWD3M1 EWC4C1 GPP3O1 TGV4M1 TGV3M1 TMJ4E1 TMJ3C1		Choose 4: ADD3O1 ADD4M1 AVI3M1 AVI4M1 AWD3M1 AWD4M1 GPP3O1 EWC4C1 HSP3C1 HHS4C1 TGV3M1		Choose 4: ADD3O1 ADD4M1 AVI3M1 AVI4M1 AWD3M1 AWD4M1 HSP3U1 HHS4U1 TGV3M1 TGV4M1		Choose 4: ADD3O1 TCJ4E1 GPP3O1 TMJ4E1 TMJ3C1	
English credits (need 2)	NBE3C1	ENG 4C1	NBE3C1	ENG 4C1	NBE3U1	ENG 4U1	ENG3E1	ENG 4E1 OLC4OL
Business or Canadian and World Studies (need 1)	Choose 1: BMI 3C1 CHT3O1		Choose 1: BAF3M1 BMI3C1 BOH4M1 CHY4C1 CLU3M1		Choose 1: BAF3M1 BAT4M1 BOH4M1 BBB4M1 CHY4U1 CLN4U1 CLU3M1		Choose 1: CHT3O1	
Co-op credits (need 2)	2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector	



# CONSTRUCTION

## **SPECIALIST HIGH SKILLS MAJOR (SHSM)**

Are you interested in the Skilled Trades and the Construction Industry?

Are you looking for a competitive edge to get a job or to enrol in a college or university program in this field or start an apprenticeship?

Do you enjoy getting out of the classroom and experiencing first-hand what you just learned about?

If you answered “Yes” to any of the above questions, read on . . .

### **What are the advantages of earning a SHSM in CONSTRUCTION?**

- Employment in the Construction sector has boomed in recent years and there are actual *labour shortages* in this sector now and projected for the future!
- You select a bundle of 11 required credits focused on knowledge and skills that are *valued by the Construction sector*.
- possible post-secondary pathways include college programs such as Crane Operation, Rigging and Construction Techniques OR university degree programs such as Construction Management OR any one of the 42 Construction Apprenticeships in Ontario.
- You will explore, identify, and refine career goals and make more informed decisions about your postsecondary *options within the Construction sector*.
- You will have *access to resources, equipment, and experiences* not always available in a traditional classroom or course.

### **What are the required components for the SHSM in CONSTRUCTION?**

- 11 required Grade 11 and 12 credits (see the chart on the next page)
  - 4 “construction major” credits
  - 2 English credit
  - 2 Math credits – 1 credit must be in grade 12
  - 1 Business Studies or Science Credit
  - 2 co-operative education credits
- 7 certifications and training courses
  - 5 Compulsory (First Aid, CPR, WHMIS, Working at Heights, Health & Safety Basic)
  - 2 Electives (Elevated Work Platforms, Working from Heights, Confined Spaces)
- experiential learning activities (conferences, construction sector trade show)
- “reach ahead” experiences connected with the student’s postsecondary pathway (e.g. class trip to Fleming’s Peterborough Campus, Presentation from Local Union)
- Sector-Partnered Experience (SPE) an experiential activity that will be delivered with a sector partner and have an experiential and assessment component.



## PROGRAM PATHWAYS

<b>The Construction SHSM at Courtice SS</b>	<b>Apprenticeship Training Pathway</b>		<b>College Pathway</b>		<b>University Pathway</b>		<b>Workplace Pathway</b>	
	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12
<b>Major credits (need 4)</b>	Choose 4: TCJ3C2 TCJ4E1 TEJ3M1 TEJ4M1 THJ3E1 TMJ4E1 TMJ3C1 TTJ4C1 TTJ3C1		Choose 4: TCJ3C2 SPH4C1 TEJ3M1 TCJ4E1 TMJ3C1 TEJ4M1 TMJ4E1 TTJ4C1		Choose 4: SPH3U1 SPH4U1 TCJ3C2 TCJ4E1 TEJ3M1 TEJ4M1		Choose 4: TCJ3C2 TCJ4E2 THJ3E1 TMJ4E1	
<b>English (need 2)</b>	NBE3C1	ENG 4C1	NBE3C1	ENG4C1	NBE3U1	ENG4U1	NBE3E1	ENG4E1 OLC4OL
<b>Math (need 2)</b>	MBF3C1 MCF3M1 MEL3E1	MAP4C1 MEL3E1	MBF3C1 MCF3M1	MAP4C1	MCF3M1 MCR3U1	MCV4U1 MDM4U1 MHF4U1	MEL 3E1	MEL4E1
<b>Business (need 1)</b>	BDI3C1 BMI3C1 BAF3M1 ICS3C1 SBI3C SVN3M1	BAT4M1 BBB4M1 BOH4M1 ICS4C1 SCH4C1 SPH4C1	BDI3C1 BMI3C1 BAF3M1 ICS3C1 SBI3C1 SVN3M1	BAT4M1 BBB4M1 BOH4M1 ICS4C1 SCH4C1 SPH4C1	BAF3M1 ICS3U1 SBI3U1 SCH3U1 SPH3U1 SVN3M1	BAT4M1 BBB4M1 BOH4M1 SCH4U1 SBI4U1 SPH4U1	SVN3E1	OLC4OL
<b>Co-op credits (need 2)</b>	2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector	



# ENVIRONMENT

## **SPECIALIST HIGH SKILLS MAJOR (SHSM)**

Are you interested in the Environment and the Outdoors?

Are you looking for a competitive edge to get a job or to enrol in a college or university program in this field?

Do you enjoy getting out of the classroom and experiencing first-hand what you just learned about?

If you answered “Yes” to any of the above questions, read on . . .

### **What are the advantages of earning a SHSM in the Environment?**

- You select a bundle of 9 required credits focused on knowledge and skills that are *valued by the environment sector and postsecondary educational institutions!*
- Possible post-secondary pathways include college programs such as Environmental Technician and Ecosystem Management Technology OR university degree programs such as Environmental Engineering and Environmental Management
- You will explore, identify, and refine career goals and make more informed decisions about your postsecondary *options within the environment sector*. (arborist, landscape horticulture, landscape architect, resource drilling technician)
- You will have *access to resources, equipment, and experiences* not always available in a traditional classroom or course.

### **What are the required components for the SHSM in the Environment?**

- 9 required Grades 11 and 12 credits (see the chart on the next page)
  - 4 “environment major” credits
  - 3 other required credits in English (grade 11 & 12) and mathematics (grade 11)
  - 2 co-operative education credits
- 7 certifications and training courses
  - 4 compulsory (First Aid, CPR, GPS, WHMIS)
  - 3 electives (Habitat Restoration, Hike Ontario, Map and Compass Use, Species Identification, Knots Technique, Watershed Management, etc.)
- **experiential learning activities** (such as attending the Groundwater Festival, Bee Club, competing in Envirothon, etc.)
- **“reach ahead” experiences** connected with the student’s postsecondary pathway (e.g. class trip to Fleming’s Frost Campus, touring a water treatment facility, etc.)
- **Sector-Partnered Experience (SPE)** an experiential activity that will be delivered with a sector partner and have an experiential and assessment component.

## AVAILABLE CREDITS FOR THE SHSM - The Environment

<b>The Environment SHSM at Courtice SS</b>	<b>Apprenticeship Training Pathway</b>		<b>College Pathway</b>		<b>University Pathway</b>		<b>Workplace Pathway</b>	
	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12
<b>Major credits (need 4)</b>	Choose 4: PAD3O1    PPL4O1 PPL3O1    SCH4C1 SBI3C1    TCJ4E2 SVN3E1 TCJ3C2 THJ3E1		Choose 4: PAD3O1    PPL4O1 SVN3M1    SCH4C1 SBI3C1    TCJ4E2 TCJ3C2		Choose 4: CLU3M1    CLN4U1 SVN3M1    SBI4U1 SBI3U1    SCH4U1 SCH3U1    SES4U1		Choose 4: PAD3O1    PPL4O1 PPL3O1    TCJ4E2 SVN3E1 TCJ3C2 THJ3E1	
<b>English credit(s) (need 2)</b>	NBE3C1	ENG4C1	NBE3C1	ENG4C1	NBE3U1	ENG4U1	NBE3E1	ENG4E1 OLC4OL
<b>Math credit (need 1)</b>	MEL3E1 or MBF3C1 or MCF3M1		MBF3C1 or MCF3M1		MCR3U1 or MCF3M1		MEL3E1	
<b>Co-op credits</b>	2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector	



# Information & Communication Technologies

## SPECIALIST HIGH SKILLS MAJOR (SHSM)

### What is the Information and Communications Technology SHSM?

The Information and Communications Technology major focuses on communication and computer systems, as well as software and digital media areas. Students gain valuable skills and work experience that will help them explore career options in their preferred sector.

### Why Get Involved?

- Explore Communications careers through work placements
- Networking with local ICT businesses
- Attend a conference, symposium, or job fair
- Touring of local Colleges and Universities
- Graduate with a SHSM seal of designation on your secondary school diploma
- Earn a Specialist High Skills Major designation on OSSD transcript
- Gain valuable industry specific work experience and knowledge

### Skillset

The SHSM-Information and Communications Technology program will help students develop:

- A strong foundation to learn in the Communications industry
- Computer hardware, photography, and software skills
- Personal management skills
- Teamwork skills
- Communication skills
- Leadership skills
- Self-confidence

Are you looking for a competitive edge to get a job or to enrol in a college or university program in this field?

Do you enjoy getting out of the classroom and experiencing first-hand what you just learned about?

If you answered “Yes” to any of the above questions, read on . . .

### What are the advantages of earning a SHSM in Information and Communication Technologies?

The SHSM–Information and Communications Technology has the following five required components:

1. A bundle of **nine** Grade 11 and Grade 12 credits

These credits make up the bundle:

- **4 information and communications technology major credits** that provide sector-specific knowledge and skills. The four courses must include at least one Grade 11 and one Grade 12 credit
- **3 other required credits** from the Ontario curriculum.
  - one in English;<sup>1</sup>
  - one in mathematics; and
  - one in the arts or business studies or science
- **2 co-operative education credits** that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practise knowledge and skills outlined in the cooperative education curriculum as well as sector-specific knowledge and skills.

Credits	Apprenticeship Training Grades 11–12	College Grades 11–12	University Grades 11–12	Workplace Grades 11–12
<b>Major Credits</b> <i>One credit may be substituted with a cooperative education credit (additional to the 2 required co-op credits)</i>	<b>4</b> AWD3M/AWD4M ICS3C/ICS4C TEJ3M/TEJ4M TGV3M/TGV4M	<b>4</b> AWD3M/AWD4M ICS3C/ICS4C TEJ3M/TEJ4M TGV3M/TGV4M	<b>4</b> AWD3M/AWD4M ICS3U/ICS4U TEJ3M/TEJ4M1 TGV3M/TGV4M	<b>4</b> AWD3M/AWD4M ICS3C/ICS4C TEJ3M/TEJ4M TGV3M/TGV4M
<b>English</b>	<b>1</b> NBE3E/3C/3U	<b>1</b> NBE3C/3U	<b>1</b> NBE3C/3U	<b>1</b> NBE3E
<b>Mathematics</b>	<b>1</b> MEL3E/MBF3C/MFC3M/MCR3U	<b>1</b> MBF3C/MFC3M	<b>1</b> MFC3M/MCR3U	<b>1</b> MEL3E
<b>The Arts or Business Studies or Science</b> <i>May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)</i>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Cooperative Education</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Total number of credits</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

## 2. Sector-recognized Certification and Training

Three (3) compulsory			
Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)	Standard First Aid	Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction	
Three (3) electives from the list below			
advanced training in a technique (e.g., website design, coding, digital lighting, search engine optimization)	advanced training in a technology (309)	anti-oppression and allyship training	basic electrical safety
CISCO networking	computer hardware	counterfeit detection	customer service
electronics – basic	elevated work platforms	ergonomics	fall protection
first aid/CPR/AED awareness	health and safety – basic	infection control	intellectual property
interfacing equipment	Internet security	ladder safety training	leadership skills
lighting and sound equipment maintenance	lockout/tagging	network cabling	network configuration
portfolio development	project management	recording equipment	sector-specific software 1
sector-specific software 2	specialized skills training program/competition	technical support	Working at Heights

## 3. Experiential learning and career exploration activities

Experiential learning and career exploration opportunities relevant to the sector might include the following:

- attendance at a sector or trade show, a conference, a symposium, or a job fair
- a tour of a local television/film studio or network monitoring centre

## 4. Reach ahead experiences

Students are provided one or more reach ahead experiences – opportunities to take the next steps along their chosen pathway – as shown in the following examples:

- Apprenticeship: visiting an approved apprenticeship delivery agent in the sector
- College: interviewing a college student enrolled in a sector-specific program
- University: observing a university class in a sector-related program
- Workplace: interviewing an employee in the sector

## 5. Sector-partnered experiences (SPEs)

Students engage with a sector partner and apply skills to gain insight into the relationship between this sector and ICE (innovation, creativity, and entrepreneurship), coding, and/or mathematical literacy.

## **Learning and Life Skills Program**

### **Vision**

Our vision for the Learning and Life Skills program is to provide high-quality programming to help students gain the skills needed to participate meaningfully and engage socially in school and in the community. Focusing on individual strengths and needs, we aim to provide an engaging, enriching and stimulating learning environment in which students develop the skills they need to reach their potential and participate fully in school, the community and in life.

### **Guiding Principles**

Before students are enrolled in the Learning and Life Skills program they must first be presented at a Kawartha Pine Ridge District School Board System Level Identification Placement Review Committee (IPRC) for identification and placement. The placement will be in the special education classroom with partial integration. Students in the Learning and Life Skills Program can attend school until the end of June of the calendar year when they turn 21 years old. Students receive individualized, alternative programming, outlined on the IEP and are not eligible for an Ontario Secondary School Diploma or Ontario Secondary School Certificate. They are eligible for a Certificate of Accomplishment.

The education programs for these students focus on the individual's strengths and learning needs as guided by the following principles:

- to provide individualized educational programs differentiated to meet the assessed needs of the student focussing on life skills, social skills, functional mathematics, communication and basic literacy
- to value uniqueness, personal growth and independence
- to identify and build upon the strengths of the individual student - physical, social, behavioural, emotional and intellectual abilities
- to work collaboratively with parents/guardians and community agencies to enable the student to meet their full potential while in school and beyond
- to promote increased social relationships, meaningful education, work and leisure skills

### **What is the Learning and Life Skills Program?**

The Learning and Life Skills Program is an intensive, specialized program provided by Special Education Teachers in select secondary schools with a focus on four major content areas:

- Life Skills
- Social Skills
- Functional Mathematics
- Communication and Basic Literacy

These four content areas, as well as other identified areas of need, are alternative skills and are outlined on the student's IEP. Learning and Life Skills classes are small class placements with a maximum of 10 students, with a classroom teacher and support staff allocated based on the individual needs of the students in each class.

## **Compulsory Courses**

All students are enrolled in the following courses:

### **KBB – Money Management and Personal Banking**

The focus of this non-credit course is on developing functional numeracy skills that are necessary for daily living. This can include number sense and numeration, measurement, money management, budgeting, personal banking and using a calculator.

### **KEN – Language and Communication Development**

This non-credit course will help students develop functional language skills. Language development is a focus in all activities within this class. Students will read and write for a variety of purposes, as well as develop skills in expressive and receptive communication; this will include developing sight word vocabularies and using assistive technology/communication systems.

### **KGL – Personal Life Skills**

This non-credit course will help students in identifying personal goals and the steps necessary in achieving them. It will encourage students to develop the organizational skills necessary to lead an enriched life in their community. Topics will include time management and planning for a day, weekend or week as applied to vocational as well as leisure opportunities. The emphasis will be on accessing community resources to enhance personal and social connections.

### **KHD – Social Skills Development**

This non-credit course will support students in forming positive relationships and a healthy self-image. They will develop problem-solving skills that can be used in a variety of social situations. Using evidence-based programs, students will also develop skills to manage stress, and become ready to learn.

Courtice Secondary School may offer alternative, elective non-credit courses (K-courses) for students in the LLS program, for example:

- KAL – Creative Arts for Enjoyment and Expression
- KCC – Transit Training and Community Exploration
- KCW – Exploring our World
- KGW – Exploring the World of Work
- KHI – Culinary Skills
- KNA – Understanding First Nations, Métis, and Inuit Pre-Colonization to Today
- KPF – Personal Health & Fitness
- KPH – Choice Making for Healthy Living
- KPP – Self-Help and Self-Care
- KSN – Exploring our Environment
- KTT – Computer Skills

## Programme d' Immersion Française

A certificate in French Immersion can be earned if the student successfully completes ten credits in French. Four of these ten credits must be Français. The six remaining French Immersion courses may also count toward the compulsory requirements for the Ontario Secondary School Diploma. All students in the French Immersion program must complete the six grade 9 and 10 courses and are provided options in grade 11 and 12 for their electives. **Note: French Immersion students may not take any Core French courses as electives for credit toward the OSSD.**

The proposed courses are listed below. It is strongly recommended that French Immersion students successfully complete the grade 9 and 10 courses before continuing in the program.

Grade 9	FIF1DF	CGC1WF	PPL1OF	
Grade 10	FIF2DF	CHC2DF	CHV2OF (1/2 credit)	GLC2OF (1/2 credit)
Grade 11	FIF3UF	HSP3UF or HSP3CF		
Grade 12	FIF4UF	ADV4MF		

### **CGC1WF - Exploring Canadian Geography, Grade 9, De-streamed**

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

**Course Note:** ONLY students studying French Immersion should take this version of the course.

**Corequisites:** If you take this course, you must also take FIF1DF - Immersion Française and PPL1OF – Healthy Active Living Education.

### **FIF1DF - Immersion Française, Grade 9, Academic**

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French-Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

**Course Note:** ONLY students studying French Immersion should take this version of the course.

**Prerequisite:** Minimum de 3800 heures d'enseignement en français, ou l'équivalent

**Corequisites:** If you take this course, you must also take CGC1WF – Exploring Canadian Geography and PPL1OF – Healthy Active Living Education.

### **PPL1OF – Healthy Active Living Education, Grade 9, Open**

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.

**Course Note:** ONLY students studying French Immersion should take this version of the course.

**Corequisites:** If you take this course, you must also take CGC1WF – Exploring Canadian Geography and FIF1DF – Immersion française.

### **CHC2DF – Canadian History Since World War I, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Course Note:** ONLY students studying French Immersion should take this version of the course

**Corequisite:** If you take this course, you must also take FIF2DF – Immersion Française, CHV2OF - Civics and Citizenship and GLC2OF – Career Studies.

### **CHV2OF – Civics and Citizenship, Grade 10, Open (This is a compulsory, half-credit course)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Course Note:** ONLY students studying French Immersion should take this version of the course

**Corequisite:** If you take this course, you must also take GLC2OF – Career Studies, FIF2DF – Immersion Française, and CHC2DF – Canadian History Since World War I.

### **FIF2DF – Immersion Française, Grade 10, Academic**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French-European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Course Note:** ONLY students studying French Immersion should take this version of the course

**Prerequisite:** FIF1DF

**Corequisites:** If you take this course, you must also take CHC2DF – Canadian History Since World War I, CHV2OF – Civics and Citizenship and GLC2OF – Career Studies.

### **GLC2OF – Career Studies, Grade 10, Open (This is a compulsory, half credit course)**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including



the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

**Course Note:** ONLY students studying French Immersion should take this version of the course

**Corequisites:** If you take this course, you must also take CHV2OF – Civics and Careers, FIF2DF – Immersion Française and CHC2DF – Canadian History Since World War I.

### **FIF3UF – Immersion Française, Grade 11, University Preparation**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Course Note:** ONLY students studying French Immersion should take this version of the course.

**Prerequisite:** FIF2DF

### **HSP3UF - Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

**Course Note:** ONLY students studying French Immersion should take this version of the course.

**Prerequisite:** ENG2D1 or CHC2DF

**Corequisite:** If you take this course, you must also take FIF3UF – Immersion Française.

### **HSP3CF - Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

**Course Note:** ONLY students studying French Immersion should take this version of the course.

**Prerequisite:** None

**Corequisite:** If you take this course, you must also take FIF3UF – Immersion Française.

### **FIF4UF - Immersion Française, Grade 12, University Preparation**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Course Note:** ONLY students studying French Immersion should take this version of the course.

**Prerequisite:** FIF3UF

### **ADV4MF - Drama Focus on French Film, Grade 12, University/College**

In this focus course, students will work independently and collaboratively to analyse films and produce their own works in French, drawing on French-language film from a variety of cultures and time periods. Students will learn about and apply film conventions, the filmmaking process, and theories of

directing and acting for film. Students will examine significance of film in Canada and around the world, and will make connections between film and their personal skills, social awareness

**Course Note:** ONLY students studying French Immersion should take this version of the course.

**Prerequisite:** FIF3UF

**Corequisite:** If you take this course, you must also take FIF4UF – Immersion Française



Designed by T. McMinn, former student

## **BUSINESS PATHWAY**

Students that study business will develop technological and financial skills that will be easily transferred to other areas of study in high school. After completing school, students can pursue careers in marketing, business technology, accounting, banking, retailing, or management.

### **Grade 10**

#### **BEP201**

Launching and  
Leading a Business,  
**Open**  
(No prerequisite)

### **Grade 11**

#### **BAF3M1**

Financial Accounting  
Fundamental,  
**U/C**  
(No prerequisite)



### **Grade 12**

#### **BAT4M1**

Financial Accounting  
Principles,  
**U/C**  
Prerequisite:  
**BAF3M1**

#### **BDI3C1**

Entrepreneurship  
**College**  
(No prerequisite)  
*Online option*

#### **BBB4M1**

International  
Business,  
**U/C**  
(No prerequisite)

#### **BMI3C1**

Marketing, Goods,  
Services, Events  
**College**  
(No prerequisite)

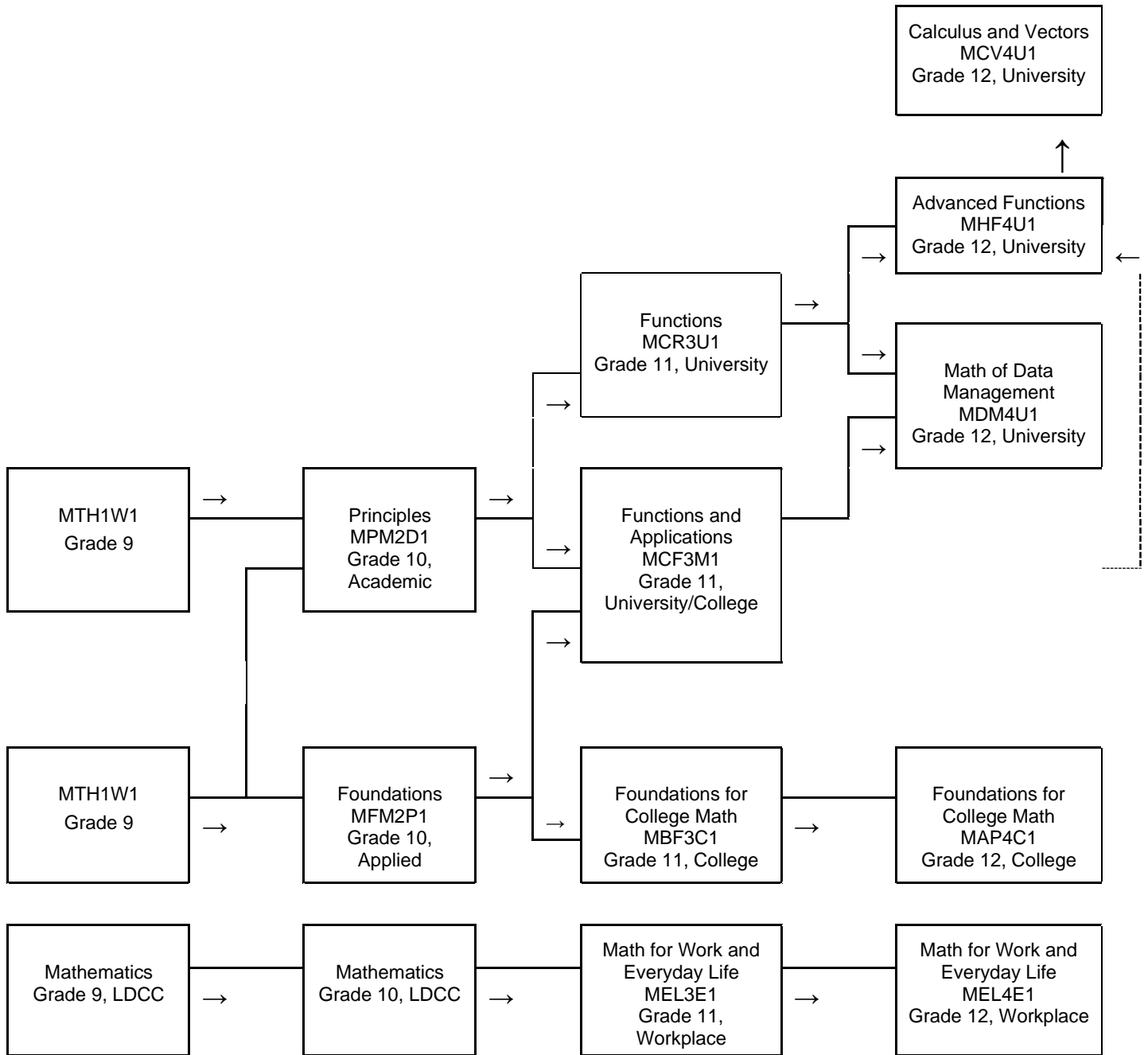
#### **BOH4M1**

Business Leadership  
**U/C**  
(No prerequisite)

**Grade 10 Business is not required to pursue Grade 11 Business courses.**

## Prerequisite Chart for Mathematics, Grades 9 - 12

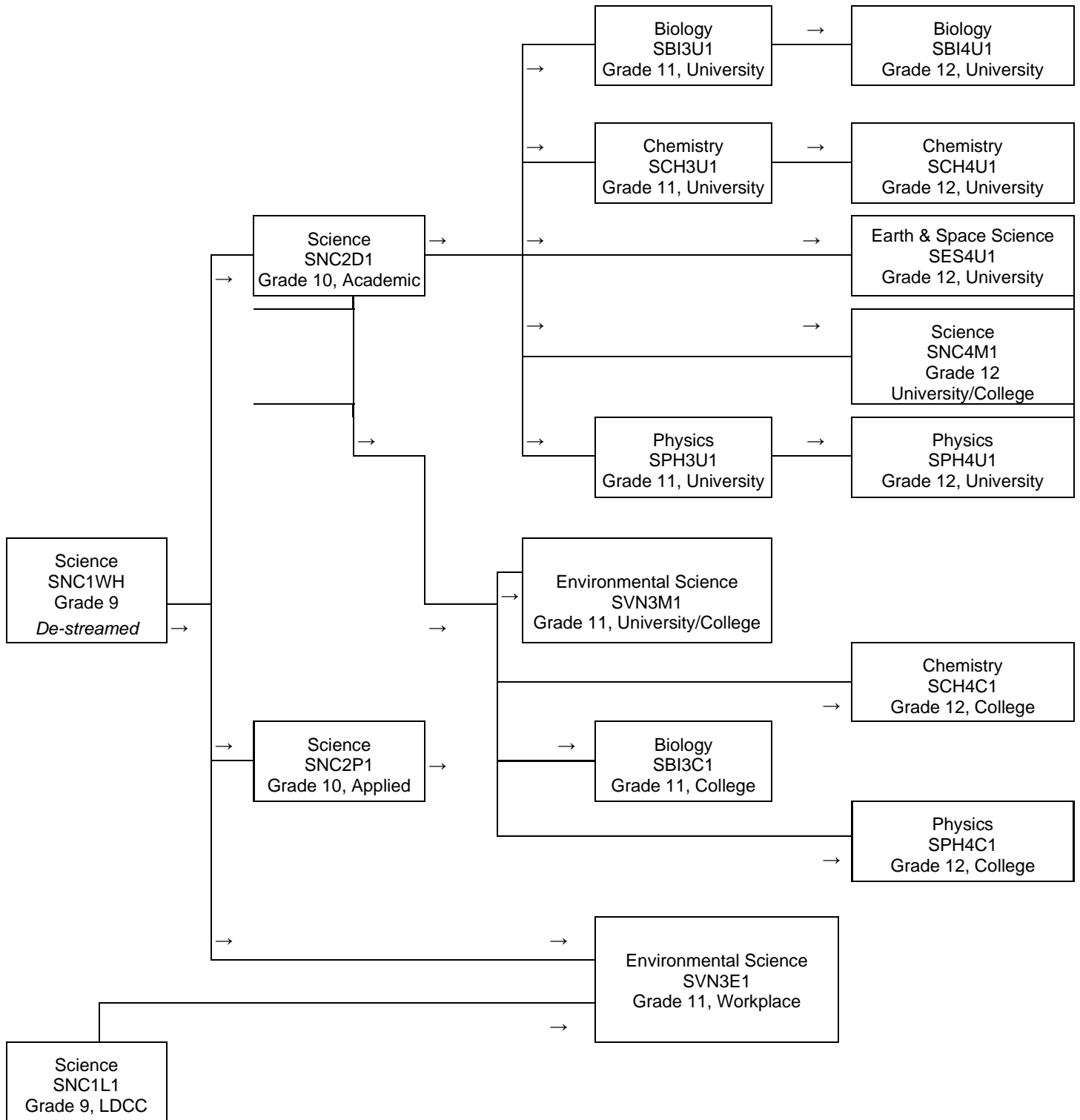
This chart maps out all the courses in the discipline and shows the links between courses and the minimum prerequisites for them. It does not attempt to depict all possible movements from course to course.



LDCC - Locally Developed Compulsory Credit Course

## Prerequisite Chart for Science, Grades 9 - 12

This chart maps out all the courses in the discipline and shows the links between courses and the prerequisites for them. It does not attempt to depict all possible movements from course to course.



## Grade 9 Courses

In grade 9 students must take 5 compulsory courses which are: English (ENL1WH or ENG1L1), Mathematics (MTH1WH or MAT1L1), Geography (CGC1WH), French (FSF1DH) and Science (SNC1WH or SNC1L1). Students and parents, in consultation with teachers, must select the appropriate level for the student in each of the compulsory courses listed above. In addition to those compulsory courses students must select 3 elective courses. Elective courses in grade 9 include Art, Drama, Music, Health and Physical Education, Learning Strategies, Exploring Computer Technology and the Skilled Trades, Hospitality and Tourism and the Skilled Trades, and Technology and the Skilled Trades.

### ARTS COURSES:

#### **ADA101 - Drama, Grade 9, Open**

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

#### **AMI101 - Instrumental Music - Band, Grade 9, Open**

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.

#### **AVI101 - Visual Arts, Grade 9, Open**

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.

**Skills required to be successful:** Students are encouraged to enter the course with a sense of curiosity to explore the use of new media and processes as well as different examples and forms of visual art.

### CANADIAN & WORLD STUDIES COURSES:

#### **CGC1WH - Exploring Canadian Geography, Grade 9, De-streamed**

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

## **ENGLISH COURSES:**

### **ENL1WH - English, Grade 9, De-streamed**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

### **ENG1L1 - English, Grade 9, Locally Developed**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 10 Workplace Preparation course. This course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

**Skills required to be successful:** To be successful in this course, students must prefer a practical approach to learning. Students studying English at this level require additional strategies, support and approaches to develop communication, organizational and study skills. Students will benefit from individualized programming, small-group activities, peer-based activities and peer tutoring. Students will benefit by developing the skills and knowledge that prepares him/her for the workplace and everyday life.

## **FRENCH & INTERNATIONAL LANGUAGES COURSES:**

### **FSF1DH - Core French, Grade 9, Academic**

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.

## **GUIDANCE & CAREER EDUCATION:**

### **GLE1O1 - Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open**

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 schools, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

## **HEALTH & PHYSICAL EDUCATION COURSES:**

### **PPL1O1 – Co-ed Healthy Active Living Education, Grade 9, Open,**

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.

**Teacher Description:** Holistic health and skill development through Teaching Games for Understanding are key areas of focus in developing physical and health literacy for this course.

## **MATHEMATICS COURSES:**

### **MTH1WH – Mathematics, Grade 9**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

### **MAT1L1 - Mathematics, Grade 9, Locally Developed**

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 Locally Developed 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.

**Skills required to be successful:** To be successful, students should have a basic understanding of the multiplication table and Geometry. Students should be confident using a calculator and in solving practical mathematical problems. This course is very practical and covers such concepts that are required in carpentry, culinary arts, and budgeting. See page 9 for mark recommendations.

## **SCIENCE COURSES:**

### **SNC1WH - Science, Grade 9**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

### **SNC1L1 - Science, Grade 9, Locally Developed**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society and the environment to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.



## **TECHNOLOGICAL EDUCATION COURSES:**

### **TAS101 - Technology and the Skilled Trades, Grade 9, Open**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

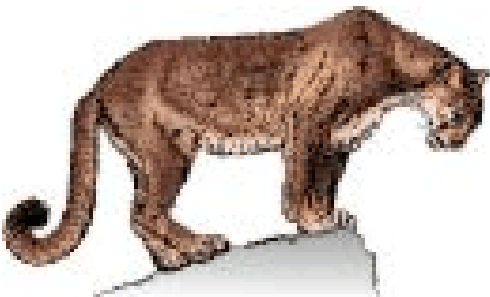
### **TFJ101 - Hospitality and Tourism and the Skilled Trades, Grade 9, Open**

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

### **TGJ101 – Exploring Computer Technology and the Skilled Trades, Grade 9, Open**

This exploratory course introduces students to concepts and skills in two main areas: communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation; and computer technology, which encompasses computer systems, networking, computer interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Please Note:** CSA safety footwear is mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms. See page 2.



## Check out the New Courses at C.S.S

AME201 & AME301 ~ Small Ensemble: Rock Band  
ADD301 & ADD4M1 - Drama Production  
PAI301 & PAI401 ~ Court Sports  
TCJ3C2 - College Construction  
TMJ3C1 - College Manufacturing  
ADV4MF ~ Film Studies (French Immersion students only)  
BOH4M1 ~ Business Leadership  
SES4U1 ~ Earth and Space Science  
TGV4M1 ~ Film Production

## Grade 10 Courses

In grade 10, students must select 5 compulsory courses which include: English (ENG2L1 or ENG2P1 or ENG2D1), Mathematics (MAT2L1 or MFM2P1 or MPM2D1), History (CHC2L1 or CHC2P1 or CHC2D1), Science (SNC2P1 or SNC2D1) and Civic/Careers [(two half credit courses) CHV2O5 and GLC2O5]. It is vital that students select the appropriate level based on past achievement and teacher recommendation. Students must also select 3 additional elective credits to complete their timetable.

### ARTS COURSES:

#### **ADA201 - Drama, Grade 10, Open**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

**Skills required to be successful:** While working in a group environment, students learn to use a variety of stage techniques to block, costume, prop and design sets and lighting for a production for an audience. Through various forms, students will discuss current social problems and concerns and find a way to combine information into a skit that can be performed. Students do not have to have ADA101 to participate in this course.

**Prerequisite:** None

#### **AME201 - Small Ensemble: Rock Band, Open**

Students will explore a variety of traditional and contemporary forms of rock music while collaborating with peers in ensembles that utilize electric guitars, keyboards, percussion, vocals, and digital recording technologies. 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.

**Prerequisite:** None

#### **AMI201 - Instrumental Music - Band, Grade 10, Open**

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.

**Skills required to be successful:** Students will develop their technique through performance of studies and songs. They will begin to develop their individual musical voice both through performance and composition of their own music.

**Recommended previous course:** AMI1O1

### **AVI2O1 - Visual Arts, Grade 10, Open**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

**Skills required to be successful:** Students will continue to develop the ability to apply the principles of design to a variety of contexts using traditional two dimensional and three dimensional media and processes. Previous success in other visual arts courses is recommended.

**Recommended previous course:** AVI1O1 or equivalent

## **BUSINESS COURSES:**

### **BEP2O1 - Launching and Leading a Business, Grade 10, Open**

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

**Skills required to be successful:** Students will develop an understanding of a variety of disciplines in business. Using software applications students will explore accounting, marketing, information and communication technology, financial management, human resources, and production. Students will engage in entrepreneurial activities to demonstrate their learning such as a bake sale.

**Prerequisite:** None

## **CANADIAN & WORLD STUDIES COURSES:**

### **CHC2D1 - Canadian History Since World War I, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Skills required to be successful:** Teachers will guide students through an in-depth study of the key ideas, concepts, and events of Canadian history since the First World War. An emphasis is placed on independent learning through reading, writing short creative pieces and one research essay; these activities also help develop literacy skills. Students will also develop critical-thinking skills through

activities such as simulations, re-enactments, and problem-solving.

### **CHC2P1 - Canadian History Since World War I, Grade 10, Applied**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Skills required to be successful:** Teachers will support students through the key ideas and events of Canadian history since the First World War. An emphasis is placed on learning through reading, writing short paragraphs and one report; these activities also help develop literacy skills. Practical “hands-on” activities such as research projects, model-building, re-enactments, and films provide opportunities to develop thinking and application skills.

### **CHC2L1 - Canadian History, Grade 10, Locally Developed**

This course emphasizes the changing character of the Canadian Nation as it developed its identity. Emphasis will be placed on the necessary written, organization, research and oral skills that allow for historical interpretation and understanding.

**Skills required to be successful:** Teachers will direct students through the key ideas and events of Canadian history since the First World War. An emphasis is placed on “hands-on” learning by using a wide variety of resources from films and computer applications to short readings and small projects. The development of literacy skills is also a key focus.

### **CHV2O5 – Civics and Citizenship, Grade 10, Open (This is a compulsory, half-credit course)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them.

**Skills required to be successful:** This open-level compulsory course is designed to meet the needs of all learners. An emphasis is placed on learning through reading, writing short pieces such as letters and summaries, mock elections and trials, computer applications, films, and other creative projects.

### **COMPUTER STUDIES COURSES:**

#### **ICD2O1 - Digital Technology and Innovations in the Changing World, Grade 10, Open**

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

**Prerequisite:** None, no computer experience required.

## **ENGLISH COURSES:**

### **ENG2D1 - English, Grade 10, Academic**

This course is designed to extend the range of 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 and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

**Skills required to be successful:** Students taking this course should have a minimum of 65% in ENL1WH and excellent work habits. To be successful in this course, students must be able to effectively express ideas orally and in writing. Students must be able to read, comprehend and analyse a variety of literature, possess strong organizational skills and be able to work independently with little teacher direction.

**Prerequisite:** ENL1WH

### **ENG2P1 - English, Grade 10, Applied**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

**Skills required to be successful:** Students taking this course should have a minimum of 65% in ENL1WH. Students in this course are able to work well with clear guidelines and support. In addition, students who take this course will benefit from a variety of teaching learning strategies implemented during the semester and designed to encourage success.

**Prerequisite:** ENL1WH

### **ENG2L1 - English, Grade 10, Locally Developed**

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

**Skills required to be successful:** This course recognizes that students who take this course prefer a practical approach to learning, and may require additional support and learning strategies that meet their educational needs.

**Prerequisite:** ENG1L1 or ENL1WH

## **FRENCH & INTERNATIONAL LANGUAGES COURSES:**

### **FSF2D1 - Core French, Grade 10, Academic**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF1DH

### **GUIDANCE & CAREER EDUCATION:**

#### **GLC205 - Career Studies, Grade 10, Open (This is a compulsory, half-credit course)**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

### **HEALTH & PHYSICAL EDUCATION COURSES:**

#### **PAF20G - Personal and Fitness Activities - Grade 10, Open, Female**

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote life-long healthy active living. Student learning will include participation in a variety of fitness activities (e.g. aerobics, weight training, yoga) that enhance personal confidence and health, and will examine issues related to healthy living, personal safety and lifelong wellness.

**Course Note:** The cost associated with individual field trips will be the responsibility of the student.

#### **PPL201- Healthy Active Living Education, Grade 10, Open**

This course enables students to further develop 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.

**Teacher Description:** Holistic health and skill development through Teaching Games for Understanding are key areas of focus in developing physical and health literacy for this course.

### **MATHEMATICS COURSES:**

#### **MPM2D1 - Principles of Mathematics, Grade 10, Academic**

This course enables students to broaden their understanding of relationships and extend their problem solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi step problems and communicate their thinking.

**Skills required to be successful:** Students should have little to no dependency on calculators for simple calculations. Students entering this course should be able to expand and/or simplify polynomial expressions, solve multi-step linear equations, determine the equation of a line given various information and confidently graph lines. Recommendations from previous report card should be seriously considered.

**Prerequisite:** MTH1WH

### **MFM2P1 - Foundations of Mathematics, Grade 10, Applied**

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Skills required to be successful:** Students should have a complete understanding of multiplication, integers, fractions, decimals and percentages as well as, a basic knowledge of graphing. Recommendations from previous report card should be seriously considered. A scientific calculator is required.

**Prerequisite:** MTH1WH

### **MAT2L1- Mathematics, Grade 10, Locally Developed**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, 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 strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend 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.

**Skills required to be successful:** Students should have an understanding of basic numeracy skills and competency with a calculator. This course focuses on essential math skills and real world problems.

**Prerequisite:** MAT1L1 or MTH1WH

### **SCIENCE COURSES:**

#### **SNC2D1 - Science, Grade 10, Academic**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics; and of the interrelationships between science, technology, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

**Teacher Description:** This course is required to pursue university level science courses, such as physics, chemistry and biology.

**Prerequisite:** SNC1WH

#### **SNC2P1 - Science, Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigations. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

**Teacher Description:** SNC2P1 leads to biology, chemistry and physics at the college level only.

This course leads to future science courses at the college level. It would be a good choice for students who were only mildly successful in SNC1WH.

**Prerequisite:** SNC1WH

## **SOCIAL SCIENCE & HUMANITIES COURSES:**

### **HFN201 - Food and Nutrition, Grade 10, Open**

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.

**Teacher Description:** This course effectively mixes practical application with theory through hands on labs and thought provoking class discussion. Students are taught to think about how the food choices they make now affect short-term and long-term health. Food labs focus on basic cooking skills as well as quick and nutritious meals.

## **TECHNOLOGY AND THE SKILLED TRADES COURSES:**

### **TCJ201 - Construction Technology and the Skilled Trades, Grade 10, Open**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

**Skills required to be successful:** This project-driven course will prepare students for college and/or workplace construction programs.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

### **TGJ201 - Communications Technology and the Skilled Trades, Grade 10, Open**

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

**Skills required to be successful:** The focus of this course will be photography, graphic design and video. Students will work in a studio setting responding to the needs for the production of photography, graphic design and video products within our school and community.

**Prerequisite:** None

### **THJ201 - Green Industries and the Skilled Trades, Grade 10, Open**

This course introduces students to the various sectors of the green industries - agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

**Skills required to be successful:** This project-driven course will prepare students for college and/or Workplace programs.



**Prerequisite:** None

**TMJ201- Manufacturing Technology and the Skilled Trades, Grade 10, Open**

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**TTJ201 - Transportation Technology and the Skilled Trades, Grade 10, Open**

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Please Note:** CSA safety footwear is mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms. See page 2.



## Check out the New Courses at C.S.S

AME201 & AME301 ~ Small Ensemble: Rock Band  
ADD301 & ADD4M1 - Drama Production  
PAI301 & PAI401 ~ Individual and Small Group Activities–Net/Wall Games Focus  
TCJ3C2 - College Construction  
TMJ3C1 - College Manufacturing  
ADV4MF ~ Film Studies (French Immersion students only)  
BOH4M1 ~ Business Leadership  
SES4U1 ~ Earth and Space Science  
TGV4M1 ~ Film Production

## Grade 11 Courses

In grade 11, students must take two compulsory courses which include: English (NBE3E1 or NBE3C1 or NBE3U1) and Mathematics (MEL3E1 or MBF3C1 or MCF3M1 or MCR3U1). It is vital that students select the appropriate level based on past achievement and teacher recommendation. Students must also select 6 additional courses to complete their timetable. Students are not permitted to place a spare on their course selection sheet. Students must select eight courses.

### ARTS COURSES:

#### **ADD301 – Drama Production, Grade 11, Open**

This course invites students to explore the dynamic world of theatrical production while offering hands-on experience in all aspects of creating a live performance. Students will develop a range of skills in acting, stage management, set design, lighting, sound and script analysis. Through collaborative projects, students will learn to bring creative vision to life on stage while enhancing their communication, problem-solving and leadership abilities. Students will contribute to a culminating production showcasing their skill in the dynamics of performance.

**Prerequisite:** None

#### **AME301 - Small Ensemble: Rock Band, Open**

Students will explore a variety of traditional and contemporary forms of rock music while collaborating with peers in ensembles that utilize electric guitars, keyboards, percussion, vocals, and digital recording technologies. 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.

**Prerequisite:** None

#### **AMI3M1 – Instrumental Music-Band, Grade 11, University/College Preparation**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in

music to their life and careers.

**Skills required to be successful:** Students will further develop their technique through performance of studies and songs. They will begin to develop their individual musical voice both through performance and composition of their own music.

**Prerequisite:** Music, Grade 9 or 10, Open

### **AVI3M1 - Visual Arts, Grade 11, University/College Preparation**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).

**Teacher Description:** This course is designed for students interested in exploring areas such as print making, painting, drawing, sculpture and art history. Course topics and media choices are designed to assist students considering post secondary visual arts programs. An emphasis is placed on studio work, allowing students to experiment with expression in a variety of media.

**Prerequisite:** AVI1O1 or AVI2O1

### **AWD3M1 - Visual Design (Graphic Design), Grade 11, University/College Preparation**

This course focuses specifically on graphic design as opposed to fine art. Students will create design work in a variety of traditional art media including printmaking, sculpture, drawing media, paint and a range of digital applications. Students will apply the creative process to solve design challenges and learn to create work that meets a variety of graphic design needs in a range of contexts. Students will also examine graphic design work, both concurrent and historical, international and Canadian, to assist in the creation of their own work and understanding of design fundamentals.

**Teacher Description:** Students will both conceive and create graphic design work that can include silkscreened fabric printing, graphic illustration, automotive design, product packaging, typeface, character development, and logo design. When made possible through enrolment, students will have the opportunity to realize their design work in digital formats using graphic design and photo-editing software. Students are encourage to take AVI2O1 before or concurrently with AWD3M1 and to follow up with AWD4M1.

**Prerequisite:** AVI1O1 or AVI2O1

## **BUSINESS COURSES:**

### **BAF3M1 - Financial Accounting Fundamentals, Grade 11, University/College Preparation**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting practice.

**Teacher Description:** Students should enrol in this course if they have an interest in business, math or intend to study business after completing high school. This course focuses on the development of basic accounting skills in the areas of accounting software (Excel, and Word), accounting analysis of transactions and the creation of common financial documents. This course assists with preparing students for grade 12 Accounting or first year accounting in College and University.

**Prerequisite:** None

### **BMI3C1 - Marketing: Goods, Services, Events, Grade 11, College Preparation**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Teacher Description:** This is an excellent course for students interested in pursuing Business, Graphic Design or Advertising or those who have an interest in media. Students will design their own packaging, collect and analyze market data, and design various advertisements such as flyers, radio and television commercials. A variety of design software packages will be used to create advertisements and students will be expected to use cameras. Students taking this course will create a marketing plan for a product or service.

**Prerequisite:** None

### **CANADIAN & WORLD STUDIES COURSES:**

#### **CHT3O1 – Genocide and Crimes Against Humanity, Grade 11, Open**

This course investigates examples of mass atrocities in the twentieth and twenty-first centuries, including the Holocaust, events in Armenia, and Rwanda, and the cultural genocide experienced by Indigenous Canadians. Students will use a variety of inquiry tools to investigate and define terms such as genocide, crimes against humanity, and war crimes, and explore examples through the lens of historical analysis. Critical thinking skills will be used to examine themes such as judgement, memory and legacy. Students will explore how active and informed engagement with these past events may empower themselves and future generations to contribute to a world free from mass atrocities.

**Guidance Note:** This is a focus course stemming from World History since 1900: Global and Regional Interactions (CHT3O1).

**Prerequisite:** CHC2D1, CHC2P1 or CHC2L1

#### **CLU3M1 - Understanding Canadian Law, Grade 11, University/College Preparation**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

**Teacher Description:** This course gives students an overview of all types of Canadian law. Students will get a solid background in criminal law and develop a basic understanding of constitutional and civil law. Classroom activities will include debates, discussions, mock trials and several field trips to the courts and a correctional facility. This is a particularly valuable course for students interested in studying law-related programs at college or university.

**Prerequisites:** CHC2D1 or CHC2P1

### **COMPUTER STUDIES COURSES:**

#### **ICS3U1 - Introduction to Computer Science, Grade 11, University Preparation**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

**Prerequisite:** None

### **ICS3C1 - Introduction to Computer Programming, Grade 11, College Preparation**

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

**Teacher Description:** This course will teach you high level programming concepts for students interested in pursuing a computer programming or design related field after high school. In this course you will develop large scale applications in a high level programming language. The focus of this course will be on video game design and the implementation of Graphical User Interfaces through programming. Main projects that you will develop in this course include your own video game, an online social network, a cell phone application, or a website.

**Prerequisite:** None, no computer experience required

### **COOPERATIVE EDUCATION:**

#### **COP3X1 (single period), COP3X2 (2 period/half day), COP3X4 (4 period/all day)**

Students are able to gain valuable employability skills, under the supervision of employers and teachers, in real world work environments. This experiential program provides the opportunity to enrol in one, two, or four credit packages. See the Cooperative Education section for more details.

### **ENGLISH COURSES:**

#### **NBE3U1 - English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation**

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

**Skills required to be successful:** Students taking this course should have a minimum of 65% in ENG 2D1 and excellent work habits. To be successful in this course, students must be able to effectively express and support their ideas orally and in writing. Students must be able to read and critically analyze a variety of literature, possess strong organizational skills, and be able to work independently with little teacher direction.

**Prerequisite:** ENG2D1

#### **NBE3C1 - English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College Preparation**

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success

in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

**Skills required to be successful:** Students taking this course should have a minimum of 65% in ENG2P1. Students in this course are able to work well with clear guidelines and support.

**Prerequisite:** ENG2D1 or ENG2P1

### **NBE3E1 - English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, Workplace Preparation**

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

**Skills required to be successful:** This course recognizes that students who take this course prefer a practical approach to learning, and may require additional support and learning strategies that meet their educational needs.

**Prerequisite:** ENG2L1 or ENG2P1 or ENG2D1

### **FRENCH & INTERNATIONAL LANGUAGES COURSES:**

#### **FSF3U1 - Core French, Grade 11, University Preparation**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF2D1

### **GUIDANCE & CAREER EDUCATION COURSES:**

#### **GPP3O1 - Leadership and Peer Support, Grade 11, Open**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles - for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

**Teacher Description:** This course combines both practical applications with theoretical applications. Students will be responsible for organizing and running school events such as dances, assemblies and school wide events including running events to support charitable endeavours. Students are required to complete several presentations as well as various written assignments.

### **HEALTH & PHYSICAL EDUCATION COURSES:**

#### **PAD3O1 - Outdoor Activities, Grade 11, Open**

This course will help foster an appreciation of outdoor activities which students can participate in and enjoy throughout their lives. Outdoor pursuits such as canoeing, camping, rock climbing and winter survival will be covered in class, and students will have an opportunity to develop self-sufficiency and teamwork skills in a safe manner through various outdoor and overnight excursions. Students will be expected to participate fully in all activities, including outdoor activities and in-class theory. Athletic

skills are not required, but self-motivation is crucial. This course will suit students who are interested in careers and programs in outdoor recreation and leisure, and it is a “major” course for the SHSM Environment Program.

**Course Note:** The cost associated with individual field trips will be the responsibility of the student.

### **PAF301 – Personal and Fitness Activities, Grade 11, Open, Co-Ed**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students’ interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping strategies and living skills (personal, interpersonal, critical and creative thinking). Students will also study the following areas related to lifelong wellness: healthy eating, components of fitness, personal safety and injury prevention. Improved physical fitness through a variety of aerobic and weight training activities is the main objective of this course.

**Teacher Description:** Self-motivation is crucial in this course. A certain level of maturity and independence is required in this senior-level course in promoting safety and goal setting strategies.

**Course Note:** The cost associated with individual field trips will be the responsibility of the student.

### **PAI301 – Individual and Small Group Activities–Net/Wall Games Focus, Grade 11, Co-Ed, Open**

**Teacher description:** This course focuses on exploring activities that allow students to train and play independently and/or in a small group setting where they will be encouraged to develop personal competence in a variety of movement skills specifically targeted to net and wall games (volleyball, badminton, pickleball, etc). Students will engage in fitness and sport-specific conditioning to support their personal development and goal setting aspirations. This course is ideal for students who want to extend their net and wall skills and strategies to the next level or to help support their transferable skills in other areas of physical activity.

**Prerequisites:** None

### **PPL301 - Healthy Active Living Education, Grade 11, Open**

This course enables students to further develop 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 and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. 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.

**Teacher Description:** Holistic health and skill development through Teaching Games for Understanding are key areas of focus in developing physical and health literacy for this course.

## **MATHEMATICS COURSES:**

### **MBF3C1 - Foundations for College Mathematics, Grade 11, College Preparation**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected to vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one or two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Teacher Description:** This course is the prerequisite for MAP4C1. It focuses on strengthening basic math skills, as well as, broadening students’ understanding of mathematics as it applies to problems in the real world. Recommendations from previous report card should be seriously considered. A scientific calculator is required.

**Prerequisite:** MFM2P1

### **MCR3U1 - Functions, Grade 11, University Preparation**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Teacher Description:** Students should have little to no dependency on calculators for simple calculations. Students entering this course must be able to factor, and have a firm grasp on exponent laws, quadratics and trigonometry. Students who achieve below 75% in MPM2D1 may find this course very challenging. This course moves at a rapid pace and is quite a leap from MPM2D1. Only students who are planning to attend university to pursue studies in Engineering, Mathematics, Economics, Business, Physics, Chemistry, or Medicine should take this course. Recommendations from previous report card should be seriously considered.

**Prerequisite:** MPM2D1

### **MCF3M1 - Functions and Applications, Grade 11, University/College Preparation**

This course introduces basic features of the function by extending students' experiences with quadratic equations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Teacher Description:** Students who achieve below 85% in MFM2P1 will find this course very challenging. Recommendations from previous report card should be seriously considered.

**Prerequisite:** MPM2D1 or MFM2P1

### **MEL3E1 - Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Teacher Description:** This practical math course covers such essential skills as calculating budgets, mortgage rates, salaries, currency calculation, loans, financial planning and taxes. All students would benefit from participating in this course.

**Prerequisite:** MTH1WH or MAT2L1

### **SCIENCE COURSES:**

#### **SBI3U1 - Biology, Grade 11, University Preparation**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

**Teacher Description:** This detailed exploration of the Biological Sciences leads to SBI4U1 and further studies of biology in university or college.

**Prerequisite:** SNC2D1

#### **SBI3C1 - Biology, Grade 11, College Preparation**

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the



anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

**Teacher Description:** This is a great course for anyone wishing to pursue College based medical occupations such as nursing, nursing assistant, medical receptionist, imaging technician (i.e. X-Ray, Ultra-Sound or M.R.I., etc.), respiratory therapist, etc. Recommended for students who completed SNC2D1 or SNC2P1 with 70% or higher.

**Prerequisite:** SNC2D1 or SNC2P1

### **SCH3U1 --Chemistry, Grade 11, University Preparation**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of a gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Teacher Description:** This course leads to SCH4U1. Students interested in studying engineering or science in university should take this course. Reasonably strong math skills are needed to succeed in this course.

**Prerequisite:** SNC2D1

### **SPH3U1 - Physics, Grade 11, University Preparation**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics; with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Teacher Description:** This course leads to SPH4U1. Students interested in studying engineering or science in university should take this course. Reasonably strong math skills are needed to succeed in this course.

**Prerequisite:** SNC2D1

### **SVN3MW - Environmental Science, Grade 11, University/College Preparation**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

**Teacher Description:** This course integrates the fundamental processes of biology, chemistry and physics and the applications of these in the world around us. The focus is on the sustainability of our resources, processes, lifestyle and human health. This course provides experiential hands on learning in sustainable practice with bee keeping, plant production in the greenhouse and maple syrup production on our school campus. Students can expect to experience many opportunities in connection with multiple community partners. This course is a major component of the Environmental SHSM program.

**Prerequisite:** SNC2D1 or SNC2P1

**Dual Credit:** This course will potentially be a dual credit course in conjunction with Durham College. It will be team taught. Students can earn a high school credit and a college credit from Durham College.

### **SVN3E1 - Environmental Science, Grade 11, Workplace Preparation**

This course provides students with the fundamental knowledge of and skills relating to environmental

science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in the environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

**Teacher Description:** This course will focus on the sustainability of Earth's resources, production processes, human lifestyle and human health. This course provides experiential hands on learning in sustainable practice with bee keeping, plant production in the greenhouse and maple syrup production on our school campus. Students can expect to experience many opportunities in connection with multiple community partners. This course is a major component of the Environmental SHSM program.

**Prerequisite:** SNC1WH, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

## **SOCIAL SCIENCE & HUMANITIES COURSES:**

### **HPC301 – Raising Healthy Children, Grade 11, Open**

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

**Teacher Description:** This course will serve any student who chooses to become a parent in the future. Students will focus on how to be good to a child from pregnancy through pre-school age. Practical experiences include working with an electronic baby as well as hosting pre-school students at a play day.

### **HSP3U1 - Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

**Teacher Description:** This course is for students interested in understanding how and why people behave as they do. Using the three social sciences, anthropology, psychology and sociology, students will be provided with many opportunities to develop their own opinions and views on topics as well as constructively disagree with others. Activities include class discussions and debates, video analysis, group work, personal inventories and presentations. Students will be required to write an essay on a current social issue that interests them.

**Prerequisite:** ENG2D1 or CHC2D1

### **HSP3C1 - Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

**Teacher Description:** This course is for students interested in understanding how and why people behave as they do. Using the three social sciences, anthropology, psychology and sociology, students will be provided with many opportunities to develop their own opinions and views on topics as well as constructively disagree with others. Activities include class discussions and debates, video analysis,

group work, personal inventories and presentations. Students will be required to write a research report or complete a class presentation on a current social issue that interests them.

**Prerequisite:** None

## **TECHNOLOGICAL COURSES:**

### **TCJ3C2- Construction Technology, Grade 11, College Preparation**

This double credit course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Dual Credit:** This course will potentially be a dual credit course in conjunction with Fleming College. It will be team taught. Students can earn a high school credit and a college credit from Fleming College.

### **TEJ3M1 – Computer Engineering Technology, Grade 11, University/College Preparation**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

**Teacher Description:** There will be an emphasis on robotics, Raspberry Pi, Arduino, and electronics. There will be an opportunity for cross-curricular collaboration.

**Prerequisite:** None

### **TGV3M1 - Communications Technology: TV, Video and Movie Production, Grade 11, University/College Preparation**

This course examines communications technology with a focus on broadcasting. Students will develop knowledge and skills as they design and produce live and recorded media broadcasts. Topics covered may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

**Teacher Description:** Courtice This Week

In this course, students will work collaboratively to produce “Courtice This Week” a weekly news program that is shared with the school. Students will gain a great deal of experience with video, audio, and broadcasting software.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

### **THJ3E1 – Green Industries, Grade 11, Workplace Preparation**

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students

will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.

**Teacher Description:** This project-driven course will prepare students for college and/or workplace programs.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials

### **TMJ3C1 – Manufacturing Technology, Grade 11, College Preparation**

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Dual Credit:** This course will potentially be a dual credit course in conjunction with Durham College. It will be team taught. Students can earn a high school credit and a college credit from Durham College.

### **TTJ3C1 - Transportation Technology, Grade 11, College Preparation**

This single credit course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Please Note:** CSA safety footwear is mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms. See page 2.



## Check out the New Courses at C.S.S

AME201 & AME301 ~ Small Ensemble: Rock Band  
ADD301 & ADD4M1 - Drama Production  
PAI301 & PAI401 ~ Individual and Small Group Activities–Net/Wall Games Focus  
TCJ3C2 - College Construction  
TMJ3C1 - College Manufacturing  
ADV4MF ~ Film Studies (French Immersion students only)  
BOH4M1 ~ Business Leadership  
SES4U1 ~ Earth and Space Science  
TGV4M1 ~ Film Production

## Grade 12 Courses

Students in grade 12 are required to take one compulsory English class (ENG4E1 or ENG4C1 or ENG4U1). Students are required to select at least 7 courses. Students are encouraged to pay particular attention to University, College and Apprenticeship prerequisites.

### ARTS COURSES:

#### **ADD4M1 – Drama Production, Grade 12, University/College Preparation**

This course offers in-depth explorations of a variety of theatrical productions, combining theory and practice to further advance skills in performance and backstage roles. Students will engage in a comprehensive study of drama as an art form focusing on performance mastery, technical theatre, directing, script writing/analysis and production design. Students will collaborate to plan, rehearse and execute a polished production demonstrating their cumulative abilities. The critical thinking, creative processing and leadership skills acquired from this course are applicable to studies in post-secondary.

**Prerequisite: None**

#### **AMI4M1 – Instrumental Music-Band, Grade 12, University/College Preparation**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Prerequisite: AMI3M1**

#### **AVI4M1 - Visual Arts, Grade 12, University/College Preparation**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two-and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Teacher Description:** This course allows for further exploration of a variety of visual media, themes and historical works. Guided lessons and independent studies will allow for combined development of media specific skills, visual arts terminology and history. Students will be provided with opportunities to creatively explore individual interpretations of a variety of projects that can be useful as elements in a

portfolio used for post-secondary entrance requirements.

**Prerequisite:** AVI3M1

### **AWD4M1 - Visual Design (Graphic Design), Grade 12, University/College Preparation**

This course focuses specifically on graphic design as opposed to fine art. Students will create design work in a variety of traditional art media including printmaking, sculpture, drawing media, paint and a range of digital applications. Students will apply the creative process to solve design challenges and learn to create work that meets a variety of graphic design needs in a range of contexts. Students will also examine graphic design work, both concurrent and historical, international and Canadian, to assist in the creation of their own work and understanding of design fundamentals.

**Teacher Description:** Students will both conceive and create graphic design work that can include silkscreened fabric printing, graphic illustration, automotive design, product packaging, typeface, character development, and logo design. When made possible through enrolment, students will have the opportunity to realize their design work in digital formats using graphic design and photo-editing software.

**Prerequisite:** AWD3M1 or AVI3M1

## **BUSINESS COURSES:**

### **BAT4M1 - Financial Accounting Principles, Grade 12, University/College Preparation**

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

**Teacher Description:** This course is highly recommended for students who are intending to apply for Business or Commerce programs at university or college. Accounting software such as Excel will be used to explore the accounting cycle, assets, inventory, corporate accounting, financing, cashflow statements and partnerships. Google Apps will be used for distributing learning materials.

**Prerequisite:** Financial Accounting Fundamentals, Grade 11, University/College Preparation

### **BBB4M1 - International Business Fundamentals, Grade 12, University/College Preparation**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

**Teacher Description:** Students interested in current events, politics, economics, travel and tourism and business should consider taking this course. It is a great introduction to the basics of economics, geography, cultural studies and political science. Students will develop an international business plan to market and sell a good or service in a country of their choice.

**Prerequisite:** None

### **BOH4M1 – Business Leadership, Grade 12, University/College Preparation**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

**Teacher description:** What does it take to be a 21<sup>st</sup> century leader? This course will focus on developing a leadership strategy through theory and hands-on activities. Students will focus on the four areas of business leadership: leading, challenges, planning and controlling, and organizing. The final project will consist of developing your own leadership plan.

**Prerequisite:** None

## **CANADIAN & WORLD STUDIES COURSES:**

### **CHY4U1 - World History since the Fifteenth Century, Grade 12, University Preparation**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

**Teacher Description:** This course examines the exciting developments in Western Civilization since the fifteenth century. Topics include the French Revolution, the Reign of Terror, the Napoleonic Wars, and the Rise of Nationalism among others. We will investigate and evaluate the long-lasting effects that western culture has had upon the rest of the world. Students will use critical-thinking skills to link contemporary events and issues with their historical origins and are encouraged to develop research and essay writing skills.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

### **CHY4C1 - World History since the Fifteenth Century, Grade 12, College Preparation**

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

**Teacher Description:** This course examines the exciting developments in Western Civilization since the fifteenth century. Topics include the French Revolution, the Reign of Terror, the Napoleonic Wars, and the Rise of Nationalism among others. We will investigate and evaluate the long-lasting effects that western culture has had upon the rest of the world. Students will use critical-thinking skills to link contemporary events and issues with their historical origins and use practical applications such as model-building and re-enactments to understand key achievements in modern world history.

**Prerequisite:** Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities.

### **CLN4U1 - Canadian and International Law, Grade 12, University Preparation**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

**Teacher Description:** This course looks at law as it works within our society. Students will examine current cases that deal with legal concepts such as individual rights, society's needs, police powers and trial procedures. The class works in a discussion format so that students can learn material, debate ideas, and present their own opinions.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

## **COMPUTER STUDIES COURSES:**

### **ICS4U1 - Computer Science, Grade 12, University Preparation**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

**Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

### **ICS4C1 - Computer Programming, Grade 12, College Preparation**

This course further develops students computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

**Teacher Description:** This course will teach you high level programming concepts for students interested in pursuing a computer programming or science related field after high school. In this course you will develop large scale applications in a high level programming language. The focus of this course will be on video game design and the implementation of Graphical User Interfaces through programming. Main projects that you will develop in this course include your own video game, an online social network, a cell phone application or a website.

**Prerequisite:** ICS3C1

## **COOPERATIVE EDUCATION:**

### **COP4X1 (single period), COP4X2 (2 period/half day), COP4X4 (4 period/all day)**

Students are able to gain valuable employability skills, under the supervision of employers and teachers, in real world work environments. This experiential program provides the opportunity to enrol in one, two, or four credit packages. See the Cooperative Education section for more details.

## **ENGLISH COURSES:**

### **ENG4U1 - English, Grade 12, University Preparation**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Teacher Description:** Students who enrol in this course should have excellent work habits including being independent and motivated students and have achieved a minimum of 65% average in NBE3U1 or ENG3U1.

**Prerequisite:** NBE3U1 or ENG3U1

### **ENG4C1 - English, Grade 12, College Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be



on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

**Teacher Description:** Students who enrol in this course should have solid habits and have achieved a minimum of 65% in NBE3C1 or ENG3C1.

**Prerequisite:** NBE3C1 or ENG3C1

### **ENG4E1 - English, Grade 12, Workplace Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for Workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

**Prerequisite:** NBE3E1 or ENG3E1

### **EWC4U1 - The Writer's Craft, Grade 12, University Preparation**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Teacher Description:** This course offers students the opportunity to improve writing through various forms and to reflect critically on their own writing. Through the use of the writing diary students will reflect on their own writing and to share their own creations in a creative and open environment.

**Please note:** This course does not fulfil the Grade 12 compulsory English requirement.

**Prerequisite:** NBE3U1 or ENG3U1

### **EWC4C1 - The Writer's Craft, Grade 12, College Preparation**

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Teacher Description:** This course offers students the opportunity to improve writing through various forms and to reflect critically on their own writing. This course allows students to explore the traditional and modern forms of writing. A creative mind is a must.

**Please note:** This course does not fulfil the Grade 12 compulsory English requirement.

**Prerequisite:** NBE3C1 or ENG3C1

### **OLC4OL - Ontario Secondary School Literacy Course, Grade 12, Open**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing. Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

**Teacher Description:** Only students who were unsuccessful on the Literacy Test (OSSLT) are eligible to take this course.

## **FRENCH & INTERNATIONAL LANGUAGES COURSES:**

### **FSF4U1 - Core French, Grade 12, University Preparation**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language-learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF3U1

## **HEALTH & PHYSICAL EDUCATION COURSES:**

### **PAI4O1 – Individual and Small Group Activities–Net/Wall Games Focus, Grade 12, Co-Ed, Open**

This course focuses on exploring activities that allow students to train and play independently and/or in a small group setting where they will be encouraged to develop personal competence in a variety of movement skills specifically targeted to net and wall games (volleyball, badminton, pickleball, etc). Students will engage in fitness and sport-specific conditioning to support their personal development and goal setting aspirations. This course is ideal for students who want to extend their net and wall skills and strategies to the next level or to help support their transferable skills in other areas of physical activity.

**Prerequisites:** None

### **PLF4M1 – Recreation and Healthy Active Living Leadership, Grade 12, University/College Preparation**

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

**Prerequisite:** Any health and physical education course

### **PPL4O1 - Healthy Active Living Education, Grade 12, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. 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.

**Teacher Description:** Holistic health and skill development through Teaching Games for Understanding are key areas of focus in developing physical and health literacy for this course.

### **PSK4U1 - Introductory Kinesiology, Grade 12, University Preparation**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health

sciences, health studies, recreation, and sports administration.

**Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education. (The former is strongly recommended)

## **MATHEMATICS COURSES:**

### **MCV4U1 - Calculus and Vectors, Grade 12, University Preparation**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Teacher Description:** This course is very challenging. Please confer with the math department for recommendations.

**Prerequisite:** MHF4U1

**Note:** In some schools, it may be necessary to take the prerequisite course concurrently with MCV4U1.

### **MDM4U1 - Mathematics of Data Management, Grade 12, University Preparation**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

**Teacher Description:** Students planning to pursue university programs in business, the social sciences (statistic based courses), and the humanities will benefit from this course. This course requires less previous knowledge, but requires high level thinking skills. Students who have achieved below 85% in MCF3M1 may find this course very challenging.

**Prerequisite:** MCR3U1 or MCF3M1

### **MHF4U1 - Advanced Functions, Grade 12, University Preparation**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

**Teacher Description:** Students will continue to develop the mathematical processes necessary for success in senior mathematics. This course prepares students for university programs in Mathematics, Engineering, Science, Business and other programs. Students who achieved below 70% in MCR3U1 may find this course challenging. Please confer with the math department for recommendations.

**Prerequisite:** MCR3U1 or MCT4C1

### **MAP4C1 - Foundations for College Mathematics, Grade 12, College Preparation**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets and renting or owning

accommodations; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**Teacher Description:** This course is an elective and should only be chosen if students enjoy mathematics or require it as a prerequisite for College programs. A scientific calculator is required.

**Prerequisite:** MBF3C1

### **MEL4E1 - Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs create household budgets; and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Teacher Description:** This course is designed for students directly entering the workplace and to strengthen basic math skills. Students will attain a good understanding of budgeting and personal finance.

**Prerequisite:** MEL3E1

## **SCIENCE COURSES:**

### **SBI4U1 - Biology, Grade 12, University Preparation**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

**Teacher Description:** This course provides students with the opportunity for in-depth study of biological systems from the molecular level. Emphasis will be placed on the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** SBI3U1

**Recommended:** SCH3U1

### **SCH4U1 - Chemistry, Grade 12, University Preparation**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

**Teacher Description:** This course is recommended or required for science, engineering and health related university programs. Students should check University prerequisites.

**Prerequisite:** SCH3U1

### **SCH4C1 - Chemistry, Grade 12, College Preparation**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

**Teacher Description:** This course is an important foundation for anyone wishing to study science

related programs at the college level such as: practical nursing, dental assistant, dental hygiene, firefighting, paramedic, environmental, chemical and pharmaceutical technology and veterinary technician.

**Prerequisite:** SNC2D1 or SNC2P1

### **SES4U1 – Earth and Space Science, Grade 12, University Preparation**

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

**Teacher Description:** This course will follow 14 billion years of history in an attempt to explain, in a unified way, the history and creation of the cosmos, the formation of planets and our Earth, and how life came to be based on science and the scientific method.

**Prerequisite:** Science, Grade 10, Academic

### **SNC4M1 - Science, Grade 12, University/College Preparation**

this course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

**Prerequisite:** Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

### **SPH4U1 - Physics, Grade 12, University Preparation**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**Teacher Description:** This course is required for university engineering programs and recommended or required for university science programs. Students should check university prerequisites.

**Prerequisite:** SPH3U1

### **SPH4C1 - Physics, Grade 12, College Preparation**

This course develops students understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

**Teacher Description:** This course is recommended or required for College Technology/Technician programs and some apprenticeships.

**Prerequisite:** SNC2D1 or SNC2P1

## **SOCIAL SCIENCES & HUMANITIES COURSES:**

### **HFA4U1 – Nutrition and Health, Grade 12, University Preparation**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

**Teacher Description:** This course is ideal for anyone interested in Food Sciences or Nutritional Science. This course will ask students to question their nutrition choices through understanding how food affects body processes. Food labs in this course will focus on scientific and nutritional concepts discussed in class as well as preparing the student to make nutritious inexpensive, delicious meals on his or her own.

**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

**Recommended:** HFN2O1

### **HFA4C1 – Nutrition and Health, Grade 12, College Preparation**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

**Teacher Description:** This course will ask students to question their nutrition choices through understanding how food affects body processes. Food labs in this course will focus on scientific and nutritional concepts discussed in class as well as preparing the student to make nutritious, inexpensive, delicious meals on his or her own.

**Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

### **HHS4U1 - Families in Canada, Grade 12, University Preparation**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

**Teacher Description:** This is an interesting and challenging theory and research based course, which focuses on Canadian individuals and families. This course will encourage thinking from a new perspective and may be helpful for students looking at a future in human service careers (i.e. education, social work). Students will develop strong research and writing skills.

**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

### **HHS4C1 - Families in Canada, Grade 12, College Preparation**

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and

parent-child roles and relationships in Canada.

**Teacher Description:** This is an interesting and challenging theory and research based course, which focuses on Canadian individuals and families. This course will encourage thinking from a new perspective and may be helpful for students looking at a future in human service careers (i.e. education, social work). Students will develop strong research and writing skills.

**Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

### **HIP4O1 Personal Life Management, Grade 12 Open**

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

**Prerequisite:** None

### **TECHNOLOGICAL COURSES:**

#### **TCJ4E2- Construction Technology, Grade 12, Workplace Preparation**

This double credit course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite:** TCJ3E2

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Dual Credit:** This course will potentially be a dual credit course in conjunction with Fleming College. It will be team taught. Students can earn a high school credit and a college credit from Fleming College.

#### **TEJ4M1 - Computer Engineering Technology, Grade 12, University/College Preparation**

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

**Teacher description:** We will also explore mechatronics, IoT, cybersecurity, AI, and other modern computer engineering and technology related topics.

**Prerequisite:** TEJ3M1

#### **TGV4M1 - Communications Technology: TV, Video and Movie Production, Grade 12, University/College Preparation**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly

changing technological environment.

**Teacher Description: Film Production**

Students will work independently and collaboratively to produce a variety of video-based projects including short films, music videos, commercials, and more.

**Prerequisite:** TGJ3M1 or TGV3M1

**Course Note** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**TMJ4E1 - Manufacturing Technology, Grade 12, Workplace Preparation**

This project-driven, hands-on course builds on students experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

**Prerequisite:** TMJ3E1

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Dual Credit:** This course will potentially be a dual credit course in conjunction with Durham College. It will be team taught. Students can earn a high school credit and a college credit from Durham College.

**TTJ4C1 - Transportation Technology, Grade 12, College Preparation**

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

**Prerequisite:** TTJ3C1

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Please Note:** CSA safety footwear is mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms. See page 2.





## eLearning

eLearning is an educational experience where the medium of instruction is computer technology. Students will participate in their “virtual classroom” through informative lessons, engaging assignments and interaction with teachers and students. These courses are Ontario Ministry of Education courses taught by an Ontario qualified teacher.

### About the online learning graduation requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year.

The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Parents/guardians may choose to opt their student out of the mandatory online courses required for graduation. Students aged 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement. Students and parents/guardians may choose to opt back into the eLearning graduation requirement should their decision change. Opt-Out forms can be found in the guidance office or on the CSS website.

### eLearning - Get the Courses You Need Online

Having trouble getting a course because it is not offered at your school, it is filled, or it doesn't fit into your timetable? Perhaps eLearning may be the answer....

Are you self-motivated? Do you have good time management skills? Can you work independently? Do you like learning on a computer?

Like a regular classroom in your school, you will be enrolled in an Ontario Ministry of Education course being taught by an Ontario qualified teacher. You will have classmates with whom you will interact and assignments and activities with which you will be engaged. The major difference is that your classroom is virtual so you will not be in the physical presence of your teacher or your classmates. The major advantage is that you can access your course at any time from any place you can connect to the Internet. During your eLearning period you are expected to be working on your eLearning course.

Students are required to meet with their Guidance Counsellor if they are interested in taking eLearning courses. It is recommended that students are eligible for eLearning courses if a chosen course does not fit into their regular school timetable or if it is not offered in their home school.

For more information or to register for an eLearning course, please make an appointment with your Guidance Counsellor.

A major advantage of eLearning is that you can access your course at any time from any place you can connect to the Internet. Please know, however, that during your eLearning period you are expected to be working on your eLearning course on your chromebook or one of the computers in the school that has been designated for eLearning.

Our board is **tentatively** offering the following eLearning courses for the 2025-26 school year.

These course descriptions are listed in this calendar as **they are also offered in our school.**

XBAF3M	XBMI3C	XENG4U	XICS3U	XMCV4U
XBAT4M	XCLU3M	XEWC4U	XMDM4U	XPSK4U
XBBB4M	XCLN4U	XHHS4U		

The following courses are offered through eLearning and **not offered at our school**:

**XBDI3C - Entrepreneurship: The Venture, Grade 11, College Preparation**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their personal goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Prerequisite:** None

**XCGG30 - Travel and Tourism: A Geography Perspective, Grade 11, Open**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

**Prerequisite:** CGC1DH or CGC1WH

**XCGW4U - World Issues: A Geographic Analysis, Grade 12, University Preparation**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

**XHLS30 – Housing and Home Design, Grade 11, Open**

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

**Prerequisite:** None

**XHSB4U - Challenge and Change in Society, Grade 12, University Preparation**

This course focuses on the use of social science theories, perspective, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

**XHSE4M - Equity and Social Justice: From Theory to Practice, Grade 12 University/College Preparation**

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors

on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

**Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

**To see a list of courses available, please see your Guidance Counsellor or visit the Board website <http://www.kprdsb.ca/> (Click on **Students**, then click on **eLearning**).**

## **COOPERATIVE EDUCATION**

Co-operative Education allows students to “test drive” career options and build on their individual strengths and abilities. Students have the opportunity to gain valuable work experience while earning credits. Co-op can be used for fulfilling group requirements for Grade 11 and 12. Co-op is beneficial for students in every pathway - university, college, apprenticeships or the workplace. The program provides the opportunity to enrol in one, two, or four credit packages. It allows students to develop essential skills and work habits.

- Co-op students must have completed a minimum of two years of secondary school and a minimum of sixteen credits including grade 10 Careers prior to taking co-operative education. An application form must be submitted for this program.

### **What is Cooperative Education?**

- A student’s co-op program consists of the cooperative education placement, which is monitored by a cooperative education teacher, and the linked course curriculum expectations (that is, a course in any discipline, such as business studies, mathematics, or technological education). Every student in a co-op program will have a Student’s Cooperative Education Learning Plan (SCELP).
- **The cooperative education course consists of a classroom component and a placement component.** The classroom component includes two weeks of pre-placement instruction, which prepares students for the workplace and includes instruction in areas of key importance such as health and safety, and classroom integration sessions held at various times during the placement, which provide opportunities for students to reflect on and reinforce their learning in the workplace.
- Co-op placements are arranged for students in consultation with the Cooperative Education Teacher and must follow Ministry of Education policy and guidelines. Students are welcome to offer placement suggestions.

## **Ontario Youth Apprenticeship Program (OYAP)**

The Ontario Youth Apprenticeship Program allows Ontario secondary school students to fast track into a skilled trade of their choice. There are three types of OYAP opportunities available to students:

### **Option #1 – OYAP Registrant**

The first option is a unique combination of **in-school trades training** combined with a high school **Cooperative Education Program**. Students are registered as apprentices and attend a Trades School one to three days a week to earn their Level 1 trade certification. Students spend the remainder of the week at work placements earning two to three high school credits while accumulating hours toward their apprenticeship requirements. This full-day program takes place during the second semester of their grade 12 year.

- Positions in this program are only available to students in Grade 12 who are eligible to graduate.
- Community involvement hours must be completed and documented when the program commences.

- Candidates demonstrating success in the recommended college or university Math, Science, English, and Technological Studies will be interviewed by a panel from both education and industry to gain entrance into the program.
- Successful candidates will require registration in a 4-credit Cooperative Education Program. **A related Cooperative Education placement during Grade 11 is highly recommended. Where possible, enrollment in a related Specialist High Skills Major program is also an asset. Students will choose COP4X4.**
- A transportation allowance is available to subsidize the cost of attending the Training Delivery Agent.
- The cost of training is absorbed by the Ministry of Labour, Immigration, Training and Skills Development.

**Note: OYAP Level 1 program students will receive Dual Credits along with their Co-op credits. For further information about Dual Credits, speak to a Guidance Counsellor at your school.**

**Tentative Accelerated Programs for February 2026**

Program	Auto Service Tech	Welding	Hairstylist	Plumbing	General Carpenter	Industrial Mechanic Millwright	Cook	Electrical
Training Delivery Agent								
Fleming College					X			X
Durham College	X	X		X		X	X	X
Durham D.S.B.			X					

**Option #2 - OYAP Participant**

A second form of OYAP participation is available to any Cooperative Education student, with a placement in a skilled trade, who is at least 15 years of age and has 14 credits. These OYAP students **do not** complete their trade’s Basic Level 1 certification. Instead, Student Learning Plans are developed for them based on training standards for their trade.

- Students can be registered as apprentices and apply any competencies achieved through their Co-op placement toward their apprenticeship.
- An OYAP student in this program can participate in any of 144 recognized trades and potentially earn between two and four secondary credits.
- This requires employer approval.

**For more information, contact your Guidance or Co-op Department or visit [oyapkprdsb.ca](http://oyapkprdsb.ca)**

**Option #3 - Ontario Youth Apprenticeship Program - Focused Apprenticeship Skills Training (OYAP-FAST)**

A third form of OYAP - The Focused Apprenticeship Skills Training (FAST) Ontario Youth Apprenticeship Program (OYAP) is an accelerated stream within OYAP that will allow students in Grades 11 and 12 to participate in more apprenticeship learning through additional co-operative education credits while completing their Ontario Secondary School Diploma.

To participate in Focused OYAP (FAST), students must:

- Meet the OYAP eligibility requirements:

To be eligible for OYAP, students must be 15 years or older, have completed 14 credits toward the OSSD and be enrolled as a part-time or full-time student in a secondary school or continuing education program. Students (and their parent(s)/guardian(s) for students under 18 years of age) must also complete an OYAP Participant Form. Students are considered OYAP participants once the form is submitted.

- Have signed parent/guardian consent to participate in Focused OYAP (FAST). A consent form will be sent to parents/guardians by high school Guidance Departments when students select Focused OYAP (FAST) in their course selections. Students will not be registered for the Focused OYAP (FAST) Diploma until a signed consent form is received.

Students in grades 11 and 12 will take a minimum of 8 cooperative education credits in the skilled trades\* as an OYAP Participant and must take Grade 11 and 12 English in order to fulfill the OSSD requirements. All future apprentices are strongly encouraged to take Grade 12 Math as it is fundamental to all apprenticeship education and will be required as part of the In-school education for each trade. For students interested in pursuing an apprenticeship as an Electrician (309A, 309C, or 442A), it is also strongly recommended that they take Grade 11 university-stream Physics (SPH3U) or Grade 12 college-stream Physics (SPH4C).

\*Co-op placement in a skilled trade is contingent upon the number of seats in Co-op classes in each school and employer availability. This will vary by region and by school. For many skilled trades placements, a driver's license and access to a vehicle is required.

Completion requirements for Focused OYAP (FAST) include that a student has:

- Earned 8 to 11 cooperative education credits with their placement component in the skilled trades.
- Registered as an apprentice (obtained a Registered Training Agreement (RTA)) by the time they complete their eighth cooperative education credit. This will be contingent upon the skills of the student and the willingness of an employer to sign the student as an apprentice. The school board cannot guarantee that all students who are participating in the Focused OYAP (FAST) opportunity will obtain a Registered Training Agreement through the Ministry of Labour, Immigration, Training and Skills Development.

Students who meet the above completion requirements and all other OSSD requirements will be awarded the Focused OYAP (FAST) seal on their OSSD, and OYAP-FAST will be listed in the Specialized Program field of the Ontario Student Transcript (OST). If a student has already been granted an OSSD, it cannot be exchanged for an OSSD with the Focused OYAP (FAST) seal.

### **Post Secondary Pathway Limitations and Considerations**

Students interested in this program should be quite confident that they are pursuing the apprenticeship pathway for their post-secondary education and are strongly encouraged to research post-secondary options before applying to this program. Certain college and university programs might have prerequisite courses that would not be easily fulfilled due to timetable constraints when taking the Focused OYAP (FAST) program. They are encouraged to connect with their guidance counsellor to discuss their post-secondary options.

For more information about the apprenticeship pathway and the skilled trades, please visit the Skilled Trades Ontario website.

**For more information, contact your Guidance or Co-op Department or visit [oyapkprdsb.ca](http://oyapkprdsb.ca)**

## **SPECIAL EDUCATION**

Kawartha Pine Ridge District School Board strives to provide programming for all students to help them excel in learning, succeed in life and enrich our communities. Special Education programming is rooted in inclusion. It is based on individual student needs, as identified through assessments.

Special Education programming will be developed based on individual student needs, identified through assessments and reflected in the Individual Education Plan (IEP) in order to ensure consistency with the values and standards of the Ministry of Education, the Board's values, and the following guiding principles:

- Our policies, practices, programs and interactions value equity, diversity, inclusiveness. We also value the dignity and humanity of each individual.
- A climate of high expectations that promotes excellence is critical to the success of all learners. It reiterates our belief that all students can succeed.
- Our classroom teachers are the primary educators for all students. Teachers require the support of the Principal. They may require the support of special education support staff, other teachers such as the Special Education Resource Teacher, and professional staff, functioning as collaborative teams, in order to meet the learning needs of all students in inclusive classrooms.
- Our students will receive the appropriate amount and type of support required to address their assessed needs, meet their goals, and gain maximum independence, in order to reach their personal potential.
- We will consult with parent(s)/guardian(s). They play an integral role in the holistic nature of programming for students with exceptional needs in matters which affect the learning and wellbeing of their children.
- The IEP is a working document that is developed, when appropriate, in consultation with the student, parents/guardians, and staff to ensure student success. Relevant assessment information determines that the student has special education needs. We will provide continual assessment and regular revision of the IEP and its goals. The expectations will reflect the changing needs and progress of the student.
- We encourage and facilitate, where appropriate, the involvement of community partners to consult, to collaborate on programming, and to deliver supplemental programs/services for students.
- We are committed to providing opportunities for quality, on-going professional learning on evidenced-based practice, as outlined in *Learning for All* (2013), to school board staff, Principals, teachers and support staff.

### ***What is a special education program?***

**A special education program is defined in the Education Act as an educational program that is based on and modified by the results of continuous assessment and evaluation. This may include the IEP (Individual Education Plan) containing specific objectives and an outline of special education services that meet the needs of the student.**

The Kawartha Pine Ridge District School Board is committed to the delivery of Special Education to allow every student to benefit from a range of services in keeping with the Board's Program.

Further Information can be found at: [courticesecondary.kprdsb.ca](http://courticesecondary.kprdsb.ca), Programs, Special Education

## SUMMARY CHART OF GRADE 9 AND 10 O.S. COURSES

SUBJECT	LOCALLY DEVELOPED		OPEN		DE-STREAMED	APPLIED		ACADEMIC	
	GRADE 9	Grade 10	GRADE 9	Grade 10	Grade 9	GRADE 9	Grade 10	GRADE 9	Grade 10
ART			ADA1O1 AMI1O1 AVI1O1	ADA2O1 AME2O1 AMI2O1 AVI2O1					
BUSINESS				BEP2O1					
CANADIAN & WORLD STUDIES		CHC2L1		CHV2O5	CGC1WH		CHC2P1		CHC2D1
COMPUTER STUDIES				ICD2O1					
ENGLISH	ENG1L1	ENG2L1			ENL1WH		ENG2P1		ENG2D1
FRENCH								FSF1DH	FSF2D1
FRENCH IMMERSION			PPL1OF	CHV2OF GLC2OF				CGC1WF FIF1DF	CHC2DF FIF2DF
GUIDANCE & CAREER EDUCATION			GLE1O1	GLC2O5					
HEALTH & PHYSICAL EDUCATION			PPL1O1	PAF2OG PPL2O1					
MATHEMATICS	MAT1L1	MAT2L1			MTH1WH		MFM2P1		MPM2D1
SCIENCE	SNC1L1				SNC1WH		SNC2P1		SNC2D1
SOCIAL SCIENCES & HUMANITIES				HFN2O1					
TECHNOLOGY			TAS1O1 TFJ1O1 TGJ1O1	TCJ2O1 TGJ2O1 THJ2O1 TMJ2O1 TTJ2O1					

## SUMMARY CHART OF GRADE 11 AND 12 O.S. COURSES

SUBJECT	WORKPLACE		OPEN		COLLEGE		UNIVERSITY/ COLLEGE		UNIVERSITY	
	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12
ART			ADD301 AME301				AMI3M1 AVI3M1 AWD3M1	ADD4M1 AMI4M1 AVI4M1 AWD4M1		
BUSINESS					BMI3C1		BAF3M1	BAT4M1 BBB4M1 BOH4M1		
CANADIAN & WORLD STUDIES			CHT3O1			CHY4C1	CLU3M1			CHY4U1 CLN4U1
COMPUTER STUDIES					ICS3C1	ICS4C1	ICS3U1	ICS4U1		
COOPERATIVE EDUCATION	COP3X1 COP3X2 COP3X4 OYA3F	COP4X1 COP4X2 COP4X4 OYAP OYA4F	COP3X1 COP3X2 COP3X4 OYA3F	COP4X1 COP4X2 COP4X4 OYAP OYA4F	COP3X1 COP3X2 COP3X4	COP4X1 COP4X2 COP4X4	COP3X1 COP3X2 COP3X4	COP4X1 COP4X2 COP4X4		
ENGLISH	NBE3E1	ENG4E1		OLC4OL	NBE3C1	ENG4C1 EWC4C1			NBE3U1	ENG4U1 EWC4U1
FRENCH									FSF3U1	FSF4U1
FRENCH IMMERSION					HSP3CF			ADV4MF	FIF3UF HSP3UF	FIF4UF
GUIDANCE & CAREER EDUCATION			GPP3O1							
HEALTH & PHYSICAL EDUCATION			PAD3O1 PAF3O1 PAI3O1 PPL3O1	PAI4O1 PPL4O1				PLF4M1		PSK4U1
MATHEMATICS	MEL3E1	MEL4E1			MBF3C1	MAP4C1	MCF3M1		MCR3U1	MCV4U1 MDM4U1 MHF4U1
SCIENCE	SVN3E1				SBI3C1	SCH4C1 SPH4C1	SVN3MW	SNC4M1	SBI3U1 SCH3U1 SPH3U1	SBI4U1 SCH4U1 SES4U1 SPH4U1
SOCIAL SCIENCES & HUMANITIES			HPC3O1	HIP4O1	HSP3C1	HFA4C1 HHS4C1			HSP3U1	HFA4U1 HHS4U1
TECHNOLOGY	THJ3E1	TCJ4E2 TMJ4E1			TCJ3C2 TMJ3C1 TTJ3C1	TTJ4C1	TEJ3M1 TGV3M1	TEJ4M1 TGV4M1		