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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

New students are automatically screened for bus eligibility and will be contacted.

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 have any questions, or require further information, please contact your child's teacher or the Principal.

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

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

* 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 courses.

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 31st.** 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

www.my40hours.ca

www.volunteerdurham.net

*Community involvement forms required for recording activities are found in the guidance department and on our website. For a full explanation of what qualifies as potential community service hours, peruse our pamphlet on our website or pick one up in guidance. **Students who are unsure about the appropriateness of their planned activities should speak with guidance or the principal.***

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	OPEN	LOCALLY DEVELOPED
English		ENL1W1		ENG1L1
Core French	FSF1D1		FSF1O1	
Issues in Canadian Geography	CGC1D1			
Mathematics		MTH1W1		MAT1L1
Science		SNC1W1		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 career goals. 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.

Recommended Mark/Level Range For Course Selection

You may find the following chart will help you choose the most appropriate type of course based on your academic achievement.

Current Courses Level	Current Courses Mark Range	<u>Recommended Course Type</u>	
		Grade 10	Grade 11/12
Level 3 or 4	70 - 100%	Academic or Applied	University or College
Level 2 or 3	60 - 69%	Applied or Locally Developed	College or Workplace
Level 1 or below	Failure - 59%	Locally Developed	Workplace

NOTE: For an explanation of the provincial levels see Student Assessment and Evaluation on Page 9.

PATHWAYS

A Program Pathway is a collection of courses and other supports that will prepare students for employment immediately upon leaving secondary school. Leaving does not always mean graduating.

Program Pathways provide the opportunity for students to:

- complete secondary school graduation diploma or certificate requirements
- meet the entry level requirements of a specific industry
- develop employability and industry-specific skills
- obtain experience in the workplace (raise awareness in Grades 7 - 10 and experience employment based learning in Grades 11 - 12)
- earn industry-recognized certification

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, and only if the student has parental consent (for students under 18 years of age). 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.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). The PLAR process involves two components: “challenge” and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Determining equivalency involves the assessment of credentials from other jurisdictions.

A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in any one subject area. Students may challenge courses only after the course has been in place for at least one year.

See the Guidance Department for further details.

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.

An extensive policy on student assessment and evaluation has been developed for our school. Included are school policies on topics such as: assessment strategies, grade determination, homework expectations, reporting procedures and dates, missed evaluations, academic honesty, and examinations and other final evaluations. The entire CSS Assessment and Evaluation Policy can be found at <http://courtrice.kprdsb.ca/>

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 4th character the grade level, the 5th character the type of course. The 6th character is for local school use. At CSS we often use the 6th 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	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

Course outlines and curriculum documents can be found at www.edu.gov.on.ca/eng/curriculum



SPECIALIST HIGH SKILLS MAJORS

The Specialist High Skills Major (SHSM) program - a part of the Ministry of Education's Student Success initiative - offers specialized learning opportunities and certifications in specific economic sectors while meeting the requirements for the Ontario Secondary School Diploma (OSSD). A SHSM enables students to gain sector-identified preparatory skills and knowledge and to make informed career decisions. Courtice is proud to offer the Specialist High Skills Major program in our school in four sectors: **Arts and Culture, Construction, Environment and Information and Communication Technology**. The SHSM program has a number of required components that are designed to allow students to pursue post-secondary opportunities in all viable post-secondary destinations (apprenticeship training, college, university or the workplace) in a particular sector. Successful completion of a SHSM is denoted on the student's OSSD by a red seal and is recognized on the Ontario Student Transcript.

SHSM Program Components

1. **Bundled Credits:** Each SHSM program offers a bundle of 9 - 11 credits including:
 - 4 "major" credits in the identified sector in Grade 11 and 12
 - 2 to 4 other required credits in English, math or science that will be offered in the context of that sector
 - 2 cooperative education credits linked to the "major" credits.
2. **Sector-Recognized Certifications/Training:** These are related to the major and include both generic and specific programs (ie. WHMIS, First Aid, CPR, Global Positioning System training).
3. **Experiential Learning Activities:** These may include the following:
 - job shadowing, job twinning, work experience
 - field trips, trade shows, conferences, job fairs and other related activities that allow students to explore careers related to that sector.
4. **Reach Ahead Experiences:** These are connected to the student's post- secondary pathway and range from a few hours to full courses. One example is visiting a college to investigate a program in the chosen sector.
5. **Sector-Partnered Experience (SPE):** Students will demonstrate skills and work habits through a variety of options such as ICE training, sector-delivered contextualized coding and sector-delivered mathematics literacy.

ARTS AND CULTURE

Specialist High Skills Major (SHSM)

(Design Specialization or Performance Specialization)

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, local design businesses. Learning can also include job shadowing, work experience, virtual work experience, and Cooperative Education.

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. Use the 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 2: ADC3M1 AVI3M AWD3M1 GPP3O1 TGJ3M1 TMJ3E1	Choose 2: ADC4M1 AWD4M1 EWC4C1 TGJ4M1 TMJ4E1	Choose 2: ADC3M1 AVI3M1 AWD3M1 GPP3O1 HSP3C1 TGJ3M1	Choose 2: ADC4M1 AVI4M1 AWD4M1 EWC4C1 HHS4C1	Choose 2: ADC3M1 AVI3M1 AWD3M1 HSP3U1 TGJ3M1	Choose 2: ADC4M1 AVI4M1 AWD4M1 HHS4U1 TGJ4M1	Choose 2: CGG3O1 GPP3O1 TMJ3E1	Choose 2: TCJ4E2 TMJ4E1
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 CGG3O1		Choose 1: BAF3M1 BMI3C1 CGR4M1 CHW3M1 CHY4C1 CLU3M1		Choose 1: BAF3M1 BAT4M1 BBB4M1 CHW3M1 CHY4U1 CLN4U1 CLU3M1		Choose 1: CGG3O1 CHM4E1	
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 10 required credits focused on knowledge and skills that are *valued by the Construction sector*.
 - choose from a variety of newly designed college diploma 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 the Environment?

- 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, Chainsaw Certification)
- 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

The Construction 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 credits (need 4)	2 of: TCJ3E1 TEJ3E1 TEJ3M1 THJ3E1 TMJ3E1 TTJ3C1	2 of: TCJ4E1 TEJ4M1 TMJ4E1 TTJ4C2	2 of: TCJ3E1 TEJ3M1	2 of: SPH4C1 TCJ4E2 TEJ4M1 TMJ4E1 TTJ4C2	2 of: SPH3U1 TCJ3E2 TEJ3M1	2 of: SPH4U1 TCJ4E1 TEJ4M	2 of: TCJ3E2 TEJ3E1 THJ 3E1 TMJ3E1	2 of: TCJ4E2 TMJ4E1
English (need 2)	NBE3C1	ENG 4C1	NBE3C1	ENG4C1	NBE3U1	ENG4U1	NBE3E1	ENG4E1 OLC4OL
Math (need 2)	MBF3C1 MEL3E1	MAP4C1 MEL3E1	MBF3C1 MCF3M1	MAP4C1 MCT4C1	MCF 3M1 MCR 3U1	MCV4U1 MDM4U1 MHF4U1	MEL 3E1	MEL 4E1
Business (need 1)	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
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	

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!*
 - choose from a variety of newly designed college diploma 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

The Environment 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 credits	2 of: PAD3O1 PPL3O1 SBI3C1 SVN3E1 TCJ3E2 THJ3E1	2 of: PPL4O1 SCH4C1 TCJ4E2	2 of: PAD3O1 SVN3M1 SBI3C1 TCJ3E2	2 of: CGR4M1 PPL4O1 SCH4C1 TCJ4E2	2 of: CLU3M1 SVN3M1 SBI3U1 SCH3U1	2 of: CGR4M1 CLU4U1 SBI4U1 SCH4U1	2 of: PAD3O1 PPL3O1 SVN3E1 TCJ3E2 THJ3E1	2 of: PPL4O1 TCJ4E2
English credit(s)	NBE3C1	ENG4C1	NBE3C1	ENG4C1	NBE3U1	ENG4U1	NBE3E1	ENG4E1 OLC4OL
Math credit	MEL3E1 or MBF3C1		MBF3C1 or MCF3M1		MCR3U1 or MCF3M1		MEL3E1 or MBF3C1	MEL4E1
Co-op credits	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;¹
 - 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
Major Credits <i>One credit may be substituted with a cooperative education credit (additional to the 2 required co-op credits)</i>	4 AWD3M/AWD4M ICS3C/ICS4C TEJ3M/TEJ4M TGJ3M/TGV3M/TGJ4M	4 AWD3M/AWD4M ICS3C/ICS4C TEJ3M/TEJ4M TGJ3M/TGV3M/TGJ4M	4 AWD3M/AWD4M ICS3U/ICS3U TEJ3M/TEJ4M1 TGJ3M/TGV3M/TGJ4M	4 AWD3M/AWD4M ICS3C/ICS4C TEJ3M/TEJ4M TGJ3M/TGV3M/TGJ4M
English may include a CLA	1 NBE3E/3C/3U	1 NBE3C/3U	1 NBE33U	1 NBE3E/3C
Mathematics may include a CLA	1 MEL3E/MBF3C/MFC3M/MCR3U	1 MBF3C/MFC3M/MCR3U	1 MFC3M/MCR3U	1 MEL3E
The Arts or Business Studies or Science may include a CLA <i>May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)</i>	1	1	1	1
Cooperative Education	2	2	2	2
Total number of credits	9	9	9	9

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	CGC1DF	PPL1OF	
Grade 10	FIF2DF	CHC2DF	CHV2OF (1/2 credit)	GLC2OF (1/2 credit)
Grade 11	FIF3UF	HSP3UF or HSP3CF		IDC3OF
Grade 12	FIF4UF	IDC4OF or IDC4UF		

CGC1DF –Issues in Canadian Geography, Grade 9, Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

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 CGC1DF – Issues in 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 CGC1DF – Issues in Canadian Geography. If you take this course, you must also take 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.

IDC3OF – Introduction to French-Language Film, Grade 11, Open

This course will help students combine the skills required for and knowledge of different subjects to critically view and analyze French-language films. Through individual and collaborative inquiry, students will examine the history, technological innovations, and literary connections of French-language films from Canada and abroad. Students will develop language and literacy skills in analysing, selecting, evaluating, and communicating information about the film medium. They will also examine their own learning styles, relate their learning to real-life situations, and investigate career opportunities in film and television.

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

Prerequisite: FIF2DF

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

IDC4UF – Theory and Criticism of French-Language Film, Grade 12, University Preparation

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to view, interpret, create personal meaning from, and present findings on French-language films. Students will learn to communicate effectively about the film medium in print, electronic, and mass media resources. Students will learn to analyse historical innovations, technology, and cultural changes and their effect on the art of film, and investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

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

Prerequisite: FIF3UF

IDC4OF – French-Language Film and Culture, Grade 12, Open

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings on the medium and message of French-language films. Through individual and collaborative inquiry and research into a variety of Canadian and international French-language films, students will apply the principles and skills derived from the complementary subjects and disciplines studied. Students will evaluate and examine how history, technology, and cultural changes have affected the film medium. They will also learn how to produce their own innovative products, communicate their thoughts and observations, and investigate career opportunities in the film industry.

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

Prerequisite: FIF3UF

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 9

BTT1O1

Intro to Business
Technology,
Open
(No prerequisite)

Grade 10

BBI2O1

Introduction to
Business,
Open
(No prerequisite)

Grade 11

BAF3M1

Financial Accounting
Fundamental,
U/C
(No prerequisite)

BDI3C1

Entrepreneurship
College
(No prerequisite)

BMI3C1

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

Grade 12

BAT4M1

Financial Accounting
Principles,
U/C
Prerequisite:
BAF3M1

BBB4M1

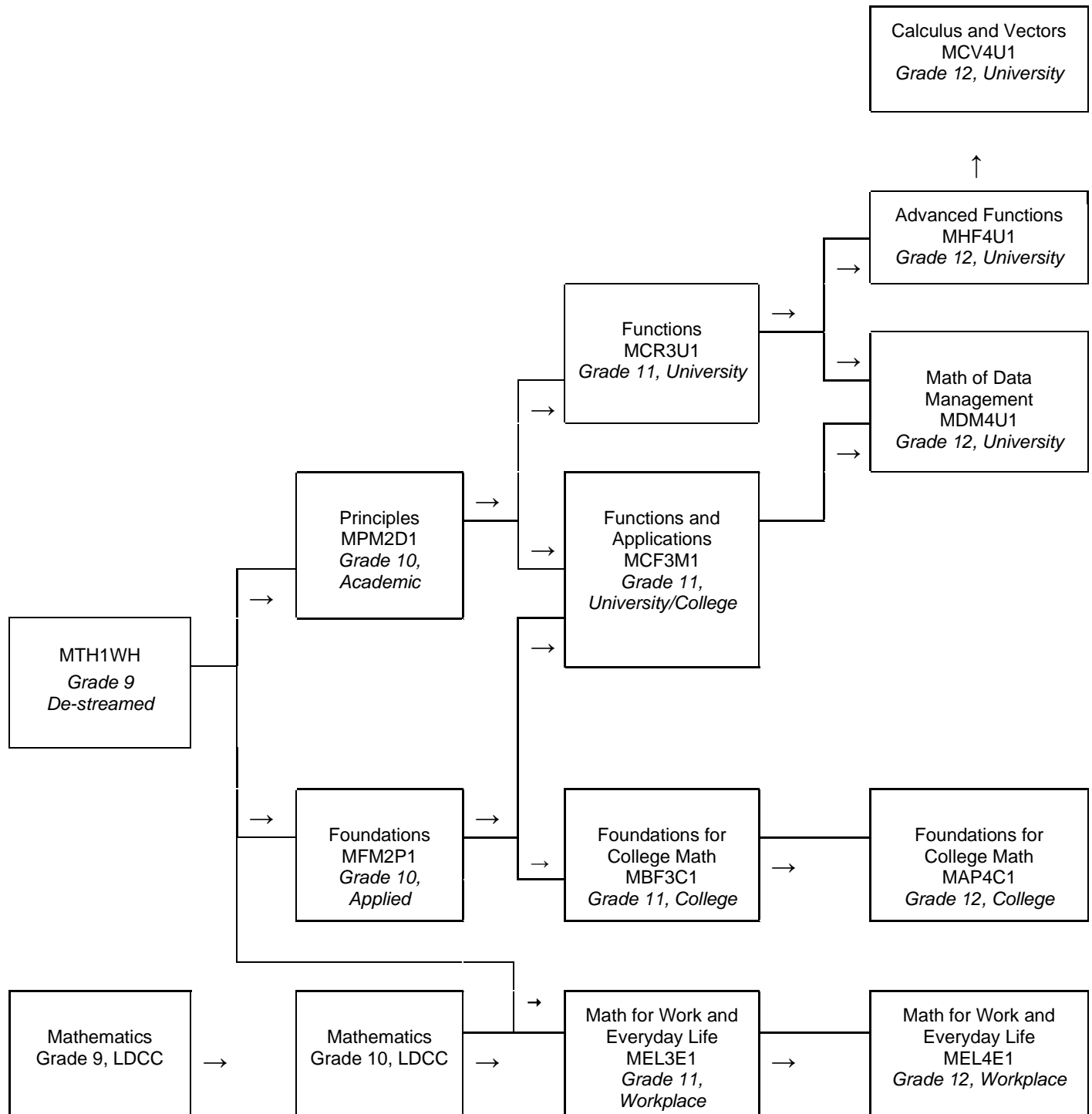
International
Business,
U/C
(No prerequisite)



Grade 9 and/or Grade 10 Business is not required to pursue Grade 11 Business courses.

Prerequisite Chart for Mathematics, Grades 9 - 12

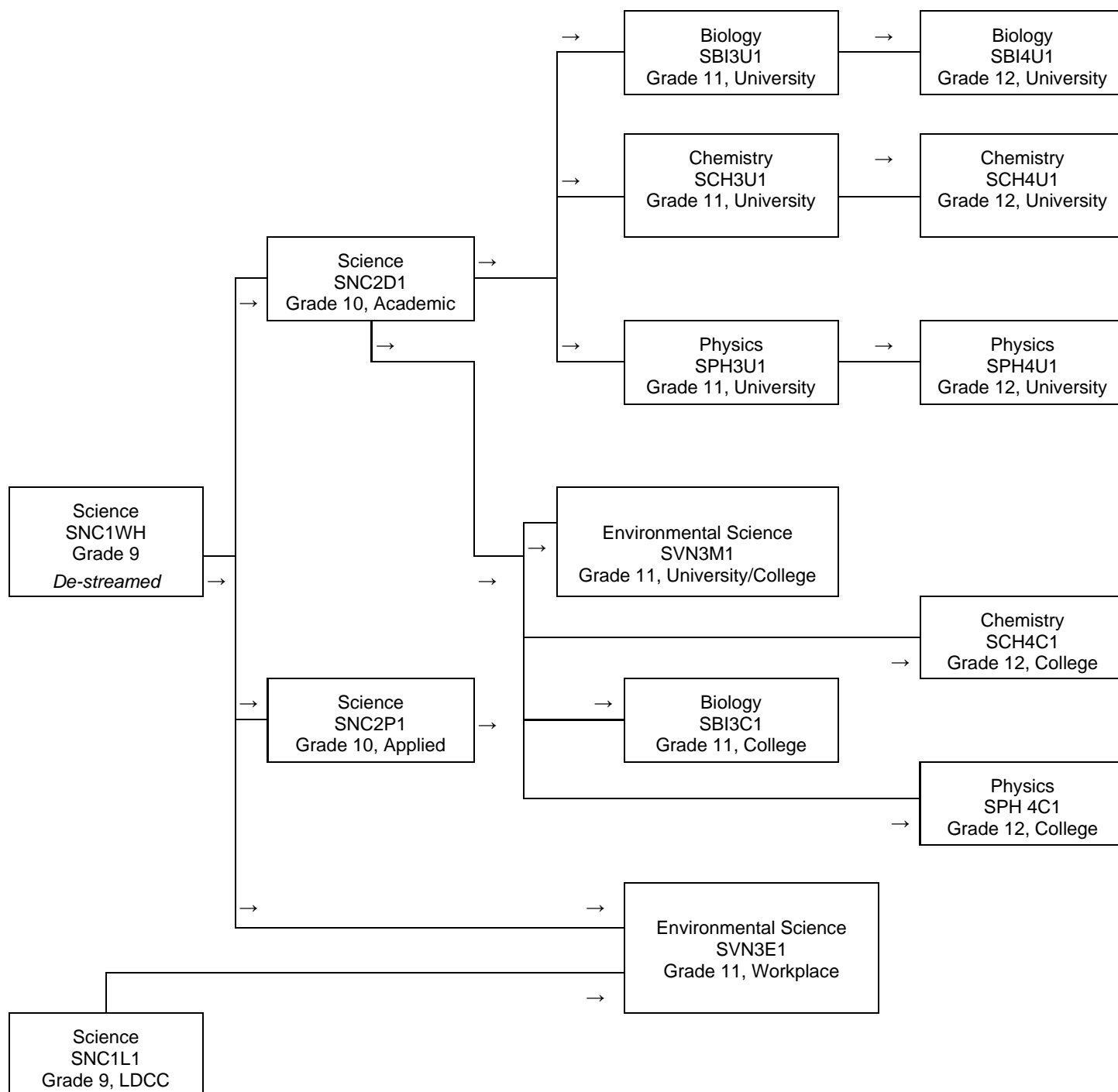
This chart maps out all the courses in the discipline and shows the links between courses and the minimum prerequisites for them. It does not attempt to depict all possible movements from course to course.



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 (CGC1DH), French (FSF1DH or FSF1OH) 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, Business, Drama, Health and Physical Education, Individual and Family Living, Music and Technology.

ARTS COURSES:

ADA1O1 - 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.

AMI1O1 - 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.

AVI1O1 - 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.

BUSINESS COURSES:

BTT1O1 – Information and Communication Technology in Business, Grade 9, Open

This course introduces students to information and communications technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technological driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research, and communications skills, and current issues related to the impact of information and communication technology.

Skills Required to be successful: This course focuses on skill development in the areas of software, file organization, and using the keyboard efficiently. Students will use Office 365 as a tool to write reports on business issues, make and use spreadsheets, develop effective presentations and design

attractive desktop publications. Common Microsoft applications such as Word, Excel, PowerPoint, and Publisher will be used to produce common business communication documents such as letters, memos, reports, graphs, presentations, business cards, flyers, and newsletters. Cloud software will be examined and students will learn how to use Google Apps and Office 365 to produce cloud documents and organize files and folders in the cloud. Adobe software will be explored to produce integrated graphics for presentations or websites.

CANADIAN & WORLD STUDIES COURSES:

CGC1DH – Issues in Canadian Geography, Grade 9, Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

Skills required to be successful: Teachers will guide students through an in-depth study of the key ideas and issues in Canada's geography such as where earthquakes are most likely to occur in Canada, the impact of severe storms and natural disasters, trends in alternative energy in Ontario, and the ways cultural diversity can enrich the life of a community. An emphasis is placed on independent learning through reading and writing short pieces, as well as critical thinking activities such as simulations, re-enactments and problem-solving. Students will also practice and develop more advanced mapping, graphing, research, technology, and literacy skills.

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.

FSF1OH - Core French, Grade 9, Open

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

GUIDANCE & CAREER EDUCATION:

GLE101 - 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:

PPL101 – Co-ed Healthy Active Living Education, Grade 9, Open,

PPL10G – Female 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 8 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.

SOCIAL SCIENCE & HUMANITIES COURSES:

HIF101 – Exploring Family Studies, Grade 9, Open

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Teacher Description: This course encourages students to gain hands on life skills and experience through many engaging and interesting activities. Students will have opportunities to cook, sew, and practice parenting skills.

TECHNOLOGY COURSES:

TIJ101 - Exploring Technologies, Grade 9, Open

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

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 3.

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:

ADA2O1 - 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 ADA1O1 to participate in this course.

Prerequisite: None

AMI2O1 - 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:

BBI2O1 - Introduction to Business, Grade 10, Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production. Students will examine ethical and socially responsible ways of dealing with ethical questions through the use of case studies. This course builds a foundation for further studies in business and help students develop the business knowledge and skill they will need in their everyday lives.

Skills required to be successful: The course will cover common business functions such as accounting, marketing, business production, human resources, ethics, and technology. Students will prepare a business product idea and share the product idea with other classes in a bake sale or survey day. Each student will gather feedback and write a report on the activity. Each student should be comfortable with using Office 365 or Microsoft Office Suite 2016. Students will learn to collaborate using cloud technologies such as Office 365 or Google Apps.

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:

IDC2O1 - 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 ENG1D1 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: ENG1D1

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 ENG1P1. 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: ENG1D1

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 ENG1D1

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: FSF1D1

GUIDANCE & CAREER EDUCATION:

GLC2O5 - 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:

PAF2OG - 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: MTH1W1

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: MTH1W1

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 MTH1W1

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. SNC2D1 and SNC2DA lead to biology, chemistry and physics at the university or college levels in grade 11 and 12.

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

Prerequisite: SNC1W1

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. SNC2P1 leads to biology, chemistry and physics at the college level only.

Teacher Description: 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 SNC1W1.

Prerequisite: SNC1W1

SOCIAL SCIENCE & HUMANITIES COURSES:

HFN2O1 - 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.

TECHNOLOGICAL COURSES:

TCJ201 - Construction Technology, 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, 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, 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, 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, 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 3.

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:

ADC3M1 - Drama in the Community, Grade 11, University/College Preparation

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

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 (Sage50 Simply Accounting 2016, 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

Recommended: BTT1O1 or BBI2O1

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

Recommended: BTT1O1 or BBI2O1

CANADIAN & WORLD STUDIES COURSES:

CGG3O1 - 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.

Teacher Description: The tranquil beaches of the Caribbean, the wonders of the Australian outback, and the cultural variety of Europe are all regions of the world studied in this course. This is a particularly valuable class for students interested in working in the travel industry.

Prerequisite: CGC1D1

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:

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 selfgovernance, 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 ENG 2P1. 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, nooners, etc., as well as 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.

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.

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.

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.

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.

MATHEMATICS COURSES:

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. *This course must be taken to be eligible for MCT4C1.

Prerequisite: MPM2D1 or MFM2P1

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

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: MTH1W1 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

SVN3M1 - 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

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: SNC1W1, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

SOCIAL SCIENCE & HUMANITIES COURSES:

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

HPC3O1 – 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.

TECHNOLOGICAL COURSES:

TCJ3E2 - Construction Technology, Grade 11, Workplace Preparation

This double credit course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

Teacher Description: 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.

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.

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.

TMJ3E1- Manufacturing Technology, Grade 11, Workplace Preparation

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead 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.

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.

OR (students may not do both)

TTJ3C2 - Transportation Technology, Grade 11, College Preparation

This double 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 3.

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:

ADC4M1 - Drama in the Community, Grade 12, University/College Preparation

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Teacher Description: Students will collaborate in a variety of different stage techniques that will culminate in the run of a pre-written production that will be performed for the community in a variety of formats, classes in the school and for a paying audience. Audition may be required.

Prerequisite: ADC3M1

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 Sage 50 and 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

CANADIAN & WORLD STUDIES COURSES:

CGR4M1 - The Environment and Resource Management, Grade 12, University/College Preparation

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

Teacher Description: Through various case studies, students will assess the possible impacts that humans have on our environment and the steps needed to protect it through legislation and conservation practices. This provides an excellent background for students studying ecosystem and resource management, as well as conservation programs. If you like "hands-on", outdoor activities and hope to learn more about the environment, this course is for you! This course is one of the "Majors"

within the SHSM in The Environment.

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

CGW4U1 - 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.

Teacher Description: This course stresses up-to-date study of current world issues including human rights, global conflicts, pandemics, environmental disasters, food and famine, and major world economic and political events. If you want to know more about the world around you, this is the course for you!

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

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.

CHM4E1 - Adventures in World History, Workplace Preparation

This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.

Teacher Description: Come along on a true adventure as we explore a wide variety of experiences and events in world history. We will learn about the Origin of People, the History of Technology, the History of Transportation, and the History of War and Conflict. Films, interactive learning, and practical projects such as model building will combine with classroom activities to allow learners to become familiar with some of the key achievements in world history.

Prerequisite: CHC2D1 or CHC2P1 or CHC2L1

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:

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

EBT4O1 – Business and Technological Communication, Grade 12, Open

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

Please note: * This course will not count as a compulsory English credit. It is an elective.

Prerequisite: NBE3U1 or ENG3U1, NBE3C1 or ENG3C1, or NBE3E1 or ENG3E1

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

GUIDANCE AND CAREER EDUCATION:

GLN4O1 - Navigating the Workplace, Grade 12, Open

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination. Prerequisite: None

Dual Credit: This course will potentially be a dual credit course in Make-up Artistry in conjunction with Fleming College. It will be team taught. Upon completion, students will receive both a high school credit and a college credit.

HEALTH & PHYSICAL EDUCATION COURSES:

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.

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.

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

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.

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.

HPD4C1 – Working with School-Age Children and Adolescents, Grade 12, College Preparation

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

Teacher Description Students interested in early childhood education will benefit from this course. Students will focus on children from the age of two to adolescence and the challenges that face these age groups. Practical experiences with children are a component of the course.

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

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

TGJ4M1 - Communications Technology, 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: 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: 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.

TTJ4C2 - 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 or TTJ3C2

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 3.

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. Students are able to access nearly 70 Ontario secondary courses. Some are offered through our board and others are offered through the eLearning Consortium (other boards of education). 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. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement.

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.

What type of student is successful in an on-line course?

Students who are interested in pursuing a credit through an on-line course **must** possess the following attributes:

- self-motivated
- organized
- computer literate
- problem solver
- independent
- able to manage his/her time well
- critical thinker
- effective communicator

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 2023-24 school year.

VBAF3M	VBMI3C	VCLU3M	VEWC4U	VMDM4U	These course descriptions are listed in this calendar as they are also offered in our school.
VBAT4M	VCGG3O	VCLN4U	VHHS4U	VMCV4U	
VBBB4M	VCGW4U	VENG4U	VICS3U	VPSK4U	

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

VBDI3C - 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

VHLS30 – 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

VHSB4U - 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.

VHSE4M - 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

On-the-job training is not only a great learning experience, it's a chance for students to pursue their individual interests and begin building a career. They can "test drive" career options and build on their individual strengths and abilities. Students have the opportunity to gain valuable work experience while earning credits, including two compulsory credits towards their diploma. 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.

- Co-op students have usually completed 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.
- Students hoping to be placed in an apprenticeable trade can be registered as an apprentice under certain circumstances. Please contact the Co-op department for additional information.
- It is recommended that students wanting to do co-op in the trades take a four period co-op, and have access to regular transportation.

What is Cooperative Education?

- Cooperative education is a program that allows students to earn secondary school credits while completing a work placement in the community.
- 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), which shows how the student's related curriculum course is being applied at his or her co-op placement.
- 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.
- Cooperative education allows students to participate in authentic learning experiences that help prepare them for the next stage of their lives.
- 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.

How Does Cooperative Education Benefit Students?

Cooperative education gives students the opportunity to:

- make connections between school and work and to "try out" a career of interest before finalizing plans for postsecondary education, training, or employment;
- see the relevance of their classroom learning in a work setting;

- develop **the essential skills and work habits** required in the workplace and acquire a direct understanding of employer and workplace expectations;
- gain valuable work experience to help build their resume for postsecondary programs and future employment;
- experience authentic and purposeful experiential learning outside of a traditional classroom setting.

“It’s great to be able to take courses to find out what you’re really good at, before you have to decide where you’re going next. I firmly believe lessons learned beyond the classroom are equally, if not more important than the ones learned within.”

Cooperative Education student

How Does Cooperative Education Help Students Meet Diploma Requirements?

- Cooperative education credits may be used to meet up to two of the 18 compulsory credit requirements for the Ontario Secondary School Diploma (OSSD).
- Students must also earn 12 optional credits for the OSSD. There is no limit on the number of optional credits that may be earned through cooperative education courses.
- Under the ministry-approved framework for the new Specialist High Skills Major (SHSM) designation within the OSSD, students must earn a minimum of two cooperative education credits as one of the five required components of a SHSM. Cooperative education credits are also a required component of other specialized programs, such as school-to-work and school-to-apprenticeship (OYAP) programs.

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 two types of OYAP programs available to students:

The **first option** is a unique combination of **in-school trades training** and 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 qualification. 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.
- Students who return for a fifth year will only be allowed to participate with special permission.
- Student involvement hours must be completed and documented when the program commences.
- Candidates demonstrating success in the recommended 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 two or three 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.**
- 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: In some cases, OYAP Level 1 program students will receive Dual Credits along with their Cooperative Education credits. For further information about Dual Credits, speak to a Guidance Counsellor at your school.

Tentative Accelerated Programs for February 2024

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

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 based on training standards for their trade.

- Students can be registered as apprentices and apply any competencies achieved through their Cooperative Education placement toward their apprenticeship.
- An OYAP student in this program can participate in any of more than 144 recognized trades and earn potentially between two and four secondary credits.

For more information, contact your Guidance or Cooperative Education teacher or visit oyapkprdsb.ca

GUIDANCE & CAREER EDUCATION

The goals of the Guidance and Career Education program are outlined in the Ministry document entitled **Creating Pathways to Success, 2013**.

The goals of the program are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four step inquiry process;
- Provide opportunities for this learning both in and outside the classroom.

Program related learning is structured around four questions of inquiry: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? This inquiry framework is a starting point and provides a process for ongoing student learning. Students will continue to explore opportunities, make decisions and set goals and establish an electronic plan, through my Blueprint, to achieve their goals. This Individual Pathways Plan (IPP) is the primary planning tool for students as they move through the grades towards their initial postsecondary destination. The Guidance program will be delivered through various means including orientation and exit programs, transition planning, and education and career exploration activities through workshops, seminars, small groups and individual counselling.

SPECIAL EDUCATION

The Kawartha Pine Ridge District School Board provides a variety of support services, resources and assistance to students, families, staff and special programs through the Special Services and Special Education branch of the Teaching and Learning Department.

The Kawartha Pine Ridge District School Board educates all students to excel in learning, to succeed in life, and to enrich our communities. We develop strategies to help each student learn.

Our model for special education is rooted in inclusion. These guiding principles shape the delivery of Special Education in Kawartha Pine Ridge District School Board:

- valuing equity, diversity, inclusiveness and the dignity and humanity of each individual is evident in our practices, programs and interactions, a climate of high expectations that promote excellence is critical to the success of all learners,
- fairness is not sameness; students require differing amounts and types of support to work at a level appropriate to their abilities and needs,
- the use of assistive devices is encouraged and supported as a reflection of the Board's commitment to inclusion, accommodation and accessibility,
- the classroom teachers are the key educators for a student's literacy and numeracy development and require the support of the principal, special education support staff, other teachers and professionals in order to meet the learning needs of students in inclusive classrooms,
- parent(s)/guardian(s) support plays an integral role in the holistic nature of programming for students with exceptional needs both in the home and school settings, and therefore are valued partners in the development of students' programs and support plans,
- involvement of community partners is encouraged in support of programs for students with intensive needs, including those in Care, Treatment and Corrections programs,
- engagement of school board staff, principals, teachers and support staff in quality on-going professional development on evidence-based practice, universal design and differentiated instruction are essential elements in the successful delivery of Special Education programming,

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.

Students benefit from inclusion through the provision of a broad range of programs and services that support our primary goal of educating students in their home school community with their same age peers, whenever possible. Our philosophy of inclusion is also supported by the use of universal design for learning to support the creation of quality programs for all students using a differentiated instruction framework.

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, Programs, Special Education

ADULT/ALTERNATIVE/CONTINUING EDUCATION

Adult, Alternative and Continuing Education consists of programs in either secondary school credit courses or non-credit programs. Secondary school credit courses are offered at two Centres for Individual Studies (CIS) campuses (Clarington and Northumberland regions), and at Peterborough Alternative and Continuing Education (PACE). Non-credit classes are offered for adults in Literacy and Basic Skills through PACE and CIS.

Options for adults wishing to return to school include day school programs, correspondence courses, and PLAR.

For further information regarding the Kawartha Pine Ridge District School Board and its policies please visit www.kprschools.ca

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 AMI2O1 AVI2O1					
BUSINESS			BTT1O1	BBI2O1					
CANADIAN & WORLD STUDIES		CHC2L1		CHV2O5			CHC2P1	CGC1DH	CHC2D1
COMPUTER STUDIES				ICD2O1					
ENGLISH	ENG1L1	ENG2L1			ENL1WH		ENG2P1		ENG2D1
FRENCH & INTERNATIONAL LANGUAGES			FSF1OH					FSF1DH	FSF2D1
FRENCH IMMERSION			PPL1OF	CHV2OF GLC2OF				CGC1DF FIF1DF	CHC2DF FIF2DF
GUIDANCE & CAREER EDUCATION			GLE1O1	GLC2O5					
HEALTH & PHYSICAL EDUCATION			PPL1O1 PPL1OG	PAF2OG PPL2O1					
MATHEMATICS	MAT1L1	MAT2L1			MTH1WH		MFM2P1		MPM2D1
SCIENCE	SNC1L1				SNC1WH		SNC2P1		SNC2D1
SOCIAL SCIENCES & HUMANITIES			HIF1O1	HFN2O1					
TECHNOLOGY			TIJ1O1	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							ADC3M1 AMI3M1 AVI3M1 AWD3M1	ADC4M1 AMI4M1 AVI4M1 AWD4M1		
BUSINESS					BMI3C1		BAF3M1	BAT4M1 BBB4M1		
CANADIAN & WORLD STUDIES		CHM4E1	CGG3O1 CHT3O1			CHY4C1	CLU3M1	CGR4M1		CGW4U1 CHY4U1 CLN4U1
COMPUTER STUDIES					ICS3C1	ICS4C1	ICS3U1	ICS4U1		
COOPERATIVE EDUCATION	CO-OP	CO-OP OYAP	CO-OP	CO-OP OYAP	CO-OP	CO-OP	CO-OP	CO-OP		
ENGLISH	NBE3E1	ENG4E1		EBT4O1 OLC4OL	NBE3C1	ENG4C1			NBE3U1	ENG4U1
FRENCH									FSF3U1	FSF4U1
FRENCH IMMERSION			IDC3OF	IDC4OF	HSP3CF				FIF3UF HSP3UF	FIF4UF IDC4UF
GUIDANCE & CAREER EDUCATION			GPP3O1	GLN4O1						
HEALTH & PHYSICAL EDUCATION			PAD3O1 PAF3O1 PPL3O1	PPL4O1				PLF4M1		PSK4U1
MATHEMATICS	MEL3E1	MEL4E1			MBF3C1	MAP4C1	MCF3M1		MCR3U1	MCV4U1 MDM4U1 MHF4U1
SCIENCE	SVN3E1				SBI3C1	SCH4C1 SPH4C1	SVN3M1		SBI3U1 SCH3U1 SPH3U1	SBI4U1 SCH4U1 SPH4U1
SOCIAL SCIENCES & HUMANITIES			HPC3O1		HSP3C1	HFA4C1 HHS4C1 HPD4C1			HSP3U1	HFA4U1 HHS4U1
TECHNOLOGY	TCJ3E2 THJ3E1 TMJ3E1	TCJ4E2 TMJ4E1			TTJ3C1 TTJ3C2	TTJ4C2	TEJ3M1 TGV3M1	TEJ4M1 TGJ4M1		

Note: A credit(s) cannot be earned in both TTJ3C1 and TTJ3C2