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## **A Message from our Principal**

Welcome to planning your secondary school education at Courtice Secondary School. This course calendar is a tool for you to use in planning your years in high school, as well as planning for your post-secondary destinations. It contains the information you require to make informed decisions, establish goals, and explore areas of interest. Regardless of your destination, we are here to support you throughout your decision making process and throughout your high school years.

Use this course calendar to draft out a plan for your future. Choose a program pathway based on your interests, strengths, and to maximize your opportunities for post-secondary destinations. Explore all of our specialized programs such as our Specialist High Skills Majors in the Environment and Arts and Culture and our dual credit offerings to earn a high school credit and college credit at the same time. If you need assistance, discuss with your teachers and make an appointment with Guidance. Your time at Courtice Secondary School will prepare you well for continued success in whatever endeavor you choose to explore.

Courtice Secondary School is a very active school with a wide variety of co-curricular activities, excellent teachers, interesting programs and community partners. We are proud of our safe and inclusive culture which supports learning. You are encouraged to get involved in school life and build high school memories.

Sincerely,

Dr. Tracy McCarthy  
Principal

Because our calendar goes to print in December, it is advised that students view live changes on Career Cruising and on our website via the electronic version of the calendar.

***Thank you to Mackenzie McDonnell for designing the course calendar cover.***

## **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
- ✓ your past academic achievement (see *Recommended Mark/Level Range Chart* p. 17)

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 or 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 Guidance throughout the school year. Picture day occurs in September. Picture retakes take place in October.

#### **4. Athletic Fee**

Students participating in school sports will be charged a minimum of **\$40.00** per team.

***If you are unable to pay the athletic fee for extracurricular activities, please see a member of the Guidance Department. Financial support offered to students is kept confidential.***

5. Students registering after April 30 should be aware that their course selections may be limited by full classes and scheduling restrictions.
6. Any questions may be directed to the Guidance and Career Education Department.

### **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

\* 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
- ▶ the student's final result on the provincial literacy test
- ▶ an indication of any extraordinary circumstances

## **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	BTT1OF	CGC1DF	
Grade 10	FIF2DF	CHC2DF	CHV2OF (1/2 credit)	GLC2OF (1/2 credit)
Grade 11	FIF3UF	HSP3UF or HSP3CF		
Grade 12	FIF4UF	EWC4UF or EWC4CF		

### **BTT1OF – 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.

**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 and FIF1DF – Immersion Française.

### **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 BTT1OF - Information and Communication Technology in Business

### **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 BTT1OF - Information and Communication Technology in Business.

### **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 groups 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 Canadian identity, citizenship, and heritage. 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.

**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.

**Compétences nécessaires pour réussir:** Ce cours obligatoire niveau « open » et est conçu pour répondre aux besoins de tous les apprenants. L'accent est mis sur l'apprentissage par la lecture, l'écriture telles que des lettres et des résumés.

**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 teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**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.

**EW4UF - The Writer's Craft, Grade 12, University Preparation**

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



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

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

**Prerequisite:** ENG3U1

### **EWC4CF - The Writer's Craft, Grade 12, College Preparation**

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

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

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

**Prerequisite:** ENG3C1

### **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

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## **TECHNOLOGY FOOTWEAR STANDARDS**

Injury prevention is a high priority in Kawartha Pine Ridge District School Board. Over the past year we have added additional guarding on equipment in technology classrooms and continue to support staff and student training related to safe practices.

The next step toward promoting greater student safety is related to footwear. Kawartha Pine Ridge District School Board recommends that all students in Construction Technology, Manufacturing Technology and Transportation Technology classrooms wear CSA approved safety footwear. As of September 2016, CSA safety footwear will be mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms.

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.

## **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 31<sup>st</sup>.** The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and the important role they can play in supporting, strengthening, and serving their communities.

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

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

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

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

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

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

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

## **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 two sectors: the **Arts** and the **Environment**. 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 Contextualized Component (SPCC):** 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.

## **SPECIALIST HIGH SKILLS MAJOR: ARTS AND CULTURE**

### **(Design Specialization or Performance Specialization)**

The Specialist High Skills Major (SHSM) in Arts and Culture (specializing in Design or Performance) 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 Applied/Graphic Design or Drama/Music in performance education.

Courtice Secondary School currently offers Arts and Culture (Design or Performance specialization), making this a unique and specialized opportunity. Courtice SS was selected as a launch site based on evidence of an established program, strong community and post-secondary education partnerships, the delivery of sector-recognized certifications, and a cooperative education component.

Students in the Arts & Culture Design Specialization or Performance Specialization 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 such as working with Explore Design trade show, Visual Arts Centre of Clarington, McLaughlin Gallery, local design businesses, etc. The R.E.A.L. Program, the C.L.I.C.S. Program, etc. Learning can also include job shadowing, job twinning, 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 Contextualized Component (SPCC)** to track skills and work habits which will benefit students in the transition from school to post secondary destinations.

## 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	Choose 2: ADC3M1 AVI3O1 AWD3M1 TGJ3M1 TMJ3E1	Choose 2: ADC4M1 AVI4E1 AWD4E1 TGJ4M1 TMJ4E1	Choose 2: ADC3M1 AVI3M1 AVI3O1 AWD3M1 TGJ3M1	Choose 2: ADC4M1 AVI4M1 AWD4M1 TGJ4O1	Choose 2: ADC3M1 AVI3M1 AWD3M1 TGJ3M1	Choose 2: ADC4M1 AVI4M1 AWD4M1 TGJ4M1	Choose 2: AVI3O1 AWD3O1 TGJ3O1 TMJ3E1	Choose 2: AVI4E1 AWD4E1 TGJ4O1 TMJ4E1
English credit(s)	ENG3C1	ENG 4C1	ENG3C1 NBE3C1	ENG 4C1	ENG3U1 NBE3U1	ENG 4U1	ENG3E1	ENG 4E1 OLC4OL
Business or Canadian and World Studies (Either in grade 11 or grade 12)	Choose 1:  BDI 3C1 BMI 3C1		Choose 1:  BTA3O1 BDI3C1 BMI3C1 CGG3O1 CHW3M1 CLU3M1 CHY4C1 NBE3C1		Choose 1:  BAF3M1 BAT4M1 BBB4M1 CHW3M1 CLU3M1 CHY4U1 CLN4U1 NBE3U1		Choose 1:  BTA3O1 CGG3O1 CHM4E1	
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	



## **SPECIALIST HIGH SKILLS MAJOR (SHSM) IN THE ENVIRONMENT**

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?**

- Employment in the environment sector has boomed in recent years and there are actual *labour shortages* in this sector!
- 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.*
- 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 and mathematics
  - 2 co-operative education credits
- 7 certifications and training courses
  - 4 compulsory (First Aid, CPR, GPS, WHMIS)
  - 3 electives (such as Habitat Restoration, Paddling Techniques, Watershed Management, Map and Compass Use, Species Identification, Knots Technique, Hike Ontario, etc.)
- experiential learning activities (such as attending the Groundwater Festival, maintaining the Courtice Millennium Trail, 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 Contextualized Component (SPCC) 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: SBI 3C1 PAD 3O1	2 of: SCH 4C1 PAD 4O1	2 of: SVN 3M1 SBI 3C1 PAD3O1	2 of: CGR 4M1 SCH 4C1 PAD 4O1 PPL4O1	2 of: SVN 3M1 SBI 3U1 SCH 3U1	2 of: CGR 4M1 SBI 4U1 SCH 4U1	2 of: SVN 3E1 PAD 3O1 THJ 3E1	2 of: CGR 4E1 PAD 4O1 PPL4O1 TCJ4E2
English credit(s)	ENG 3C1	ENG 4C1	ENG 3C1	ENG 4C1	ENG 3U1	ENG 4U1	ENG 3E1	ENG 4E1 OLC 4OL
Math credit	MEL 3E1 or MBF 3C1		MEL 3E1 or MBF 3C1 or MCF 3M1		MCR 3U1 or MCF 3M1		MEL 3E1 or MBF 3C1	MEL 4E1
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	





## 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 and 10

Students in Grades 9 and 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, geography, history, mathematics, and science. All other grade 9 and 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 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.

**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.)*

**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 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.

### Transfer Courses

A transfer course is a partial credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. For example, a transfer course is required to move from grade 9 applied math to grade 10 academic math. **Note:** Although transfer courses may be offered through summer school, the availability of any given course will depend on the number of students who request the program.

### 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	Recommended Course Type	
		Grade 9/10	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 (page 18 - 19)

## **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://courtice.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 4<sup>th</sup> character the grade level, the 5<sup>th</sup> character the type of course. The 6<sup>th</sup> character is for local school use. At CSS we use the 6<sup>th</sup> character to indicate the credit value of the course.

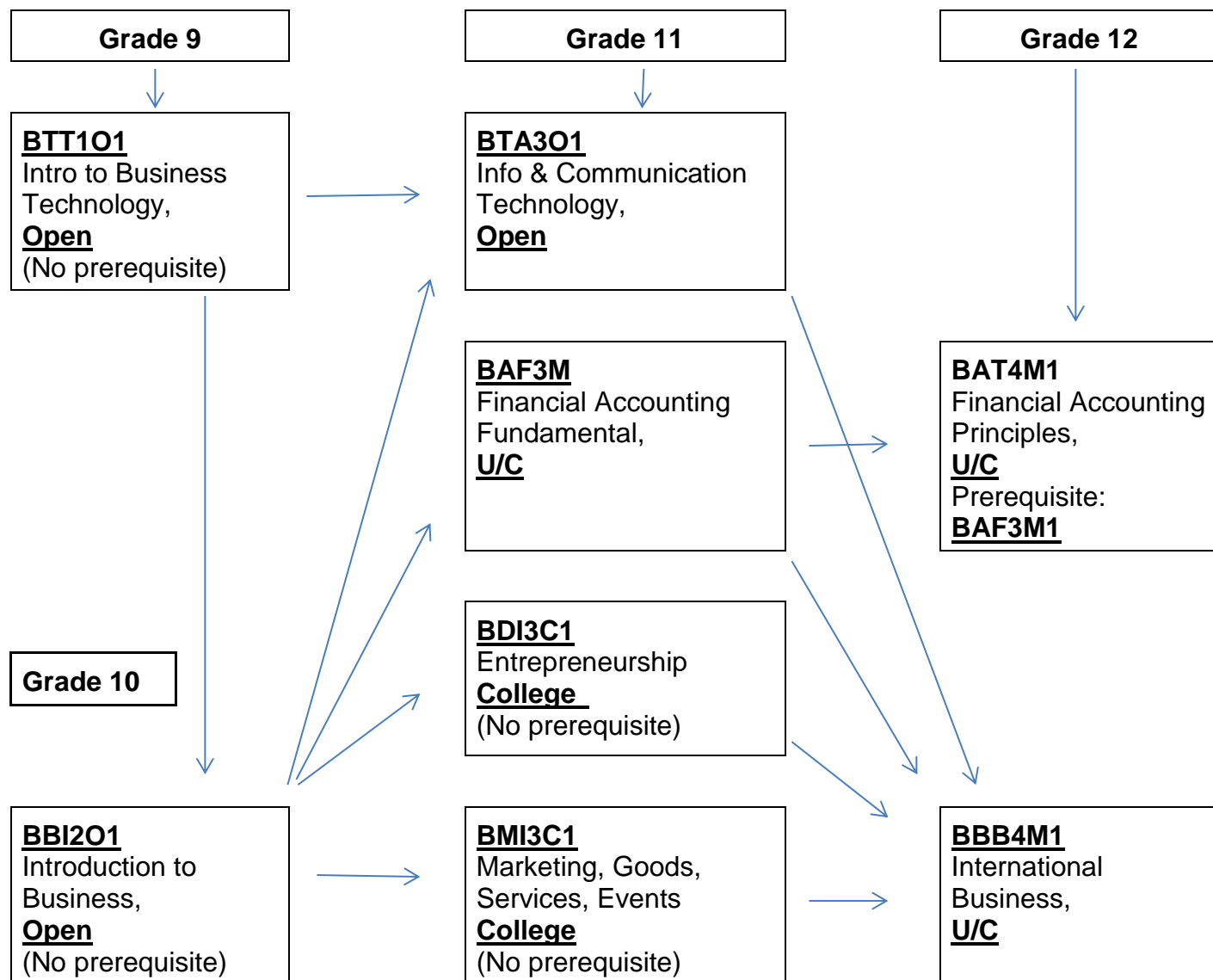
Below is an example ENG 3U1:

ENG	3	U	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 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](http://www.edu.gov.on.ca/eng/curriculum)

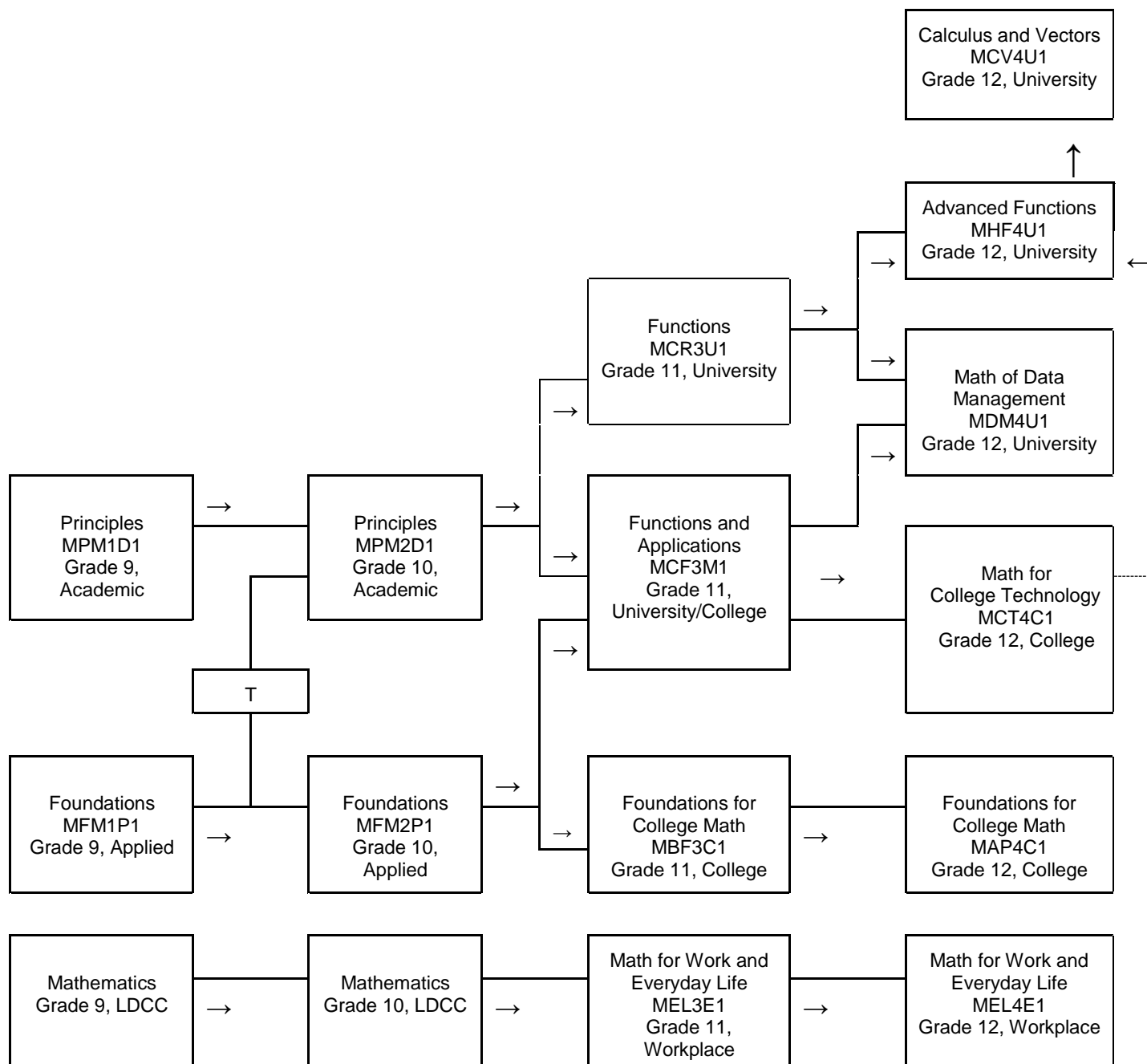
## **BUSINESS PATHWAY**

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.



## 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.

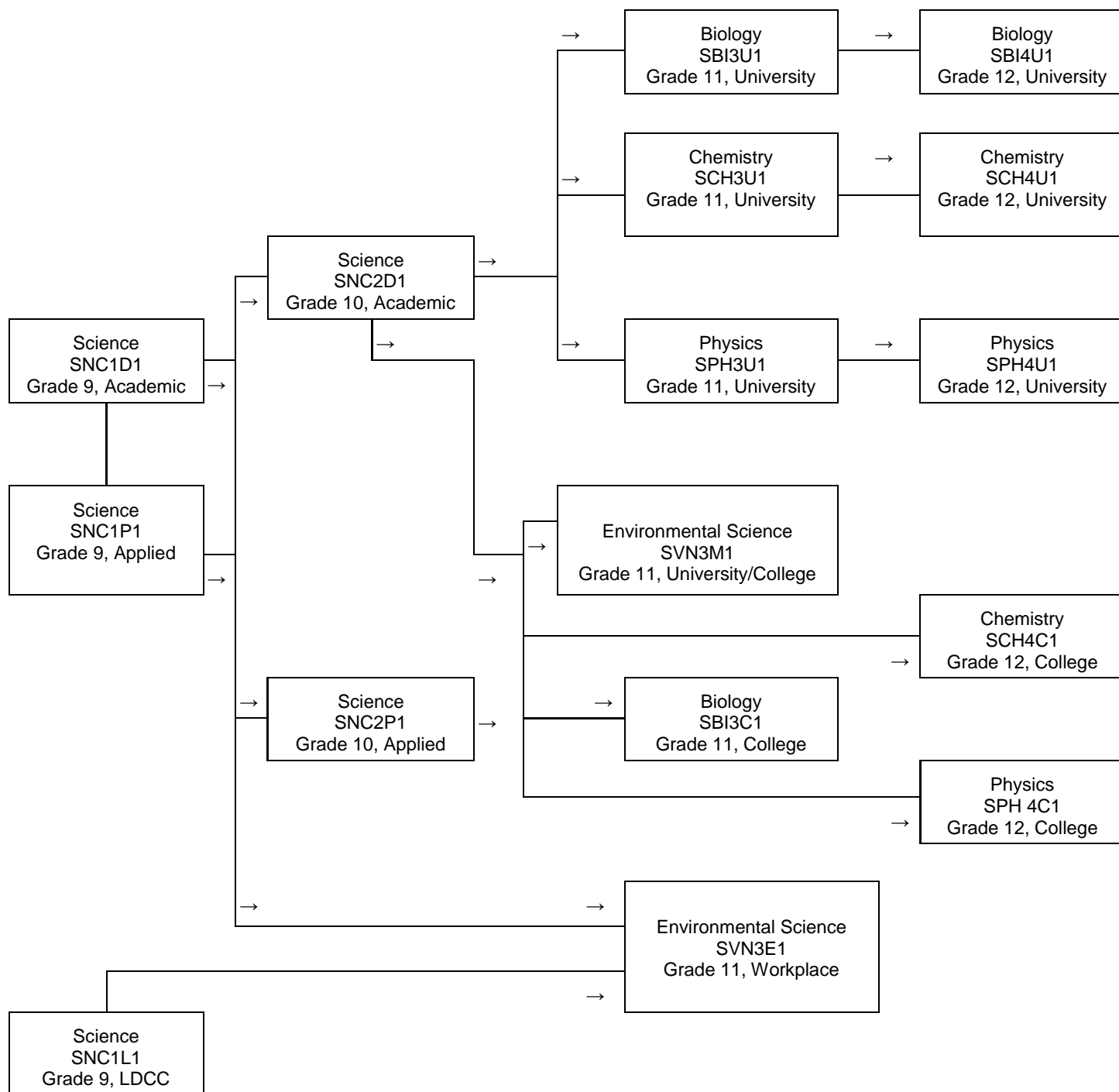


T - Transfer Course

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 (ENG1D1 or ENG1P1 or ENG1L1), Mathematics (MPM1D1 or MFM1P1 or MAT1L1), Geography (CGC1D1 or CGC1P1 or CGC1PL), French (FSF1D1 or FSF1P1) and Science (SNC1D1 or SNC1P1 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.

#### **NAC1O1 - Expressions of First Nations, Métis, and Inuit Cultures, Grade 9, Open**

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

**NOTE:** The credit earned for the course Expressing Aboriginal Cultures may be used to meet the compulsory credit requirement for the arts, as stated on page 72 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*.

## **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:**

### **CGC1D1 –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.

### **CGC1P1 – Issues in Canadian Geography, Grade 9, Applied**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

**Skills required to be successful:** Teachers will support 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 learning through reading, writing short paragraphs, and practical "hands-on" applications such as independent

research projects, model-building and simulations. Basic mapping, graphing, technology, and literacy skills are practiced and further developed, too.

### **CGC1PL - Geography of Canada, Grade 9, Applied/Locally Developed**

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic issues and communicate their findings.

**Skills required to be successful:** Teachers will direct 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 "hands-on" learning by using a wide variety of resources from movies and computer applications to short reading and small projects. Basic mapping, graphing, technology, and literacy skills are practiced and developed, too.

### **ENGLISH COURSES:**

#### **ENG1D1 - English, Grade 9, Academic**

#### **ENG1DA - English, Grade 9, Academic (Advanced Placement - see page 70)**

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

**Skills required to be successful:** This course is for students with strong work habits and a mark minimum of 70% in Grade 8 Language. 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.

#### **ENG1P1 - English, Grade 9, Applied**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

**Skills required to be successful:** To be successful in this course, a student must be comfortable with a hands-on, practical approach to learning. Many students who take applied English are typically visual learners and are less comfortable expressing ideas in oral and written form. This program would benefit from support in developing work habits and organizational skills. Clear guidelines and support are important components for this course.

### **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 he/she for the workplace and everyday life.

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

#### **FSF1D1 - 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.

#### **FSF1P1 - Core French, Grade 9, Applied**

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

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

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

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal-management skills, and interpersonal and teamwork skills to improve their learning and achievement in schools, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.



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

### **PPL10B - Male 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:**

### **MPM1D1 - Principles of Mathematics, Grade 9, Academic**

### **MPM1DA - Principles of Mathematics, Grade 9, Academic (Advanced Placement - see page 70)**

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Skills required to be successful:** To be successful in this course students should be highly capable with all numeracy skills including integer operations, order of operations, evaluating with fractions, percent and decimals. Students must be able to use logic and deductive reasoning to solve complex problems and to manipulate formulas. The ability to focus and follow lessons is a must for success at this level. Students must have confidence in existing mathematic abilities and be willing to learn new concepts. See page 17 for mark recommendations.

### **MFM1P1 - Foundations of Mathematics, Grade 9, Applied**

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Skills required to be successful:** To be successful in this course, students must have a solid grasp of Geometry including perimeter and area and are able to substitute into a formula. Students should be highly capable in basic numeracy (addition, subtraction, multiplication and division). A scientific calculator is required. See page 17 for mark recommendations.

### **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 17 for mark recommendations.

### **SCIENCE COURSES:**

#### **SNC1D1 - Science, Grade 9, Academic**

#### **SNC1DA - Science, Grade 9, Academic (Advanced Placement - see page 70)**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

#### **SNC1P1 - Science, Grade 9, Applied**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills relate to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space explorations and the components of the universe; and static and current electricity.

#### **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:**

#### **HIF1O1 – 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:** As of September 2016, CSA safety footwear will be mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms. See page 9.





## 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 that they write. 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

#### **AMG2O1 – Instrumental Music – Guitar, 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.

**Teacher Description:** Student learning will include reading, playing and understanding chords, traditional notations and some tablature notation. Additionally, students will use the creative process to perform, actively listen, analyse and understand music by engaging in composition, recording and publishing. It is recommended students have access to their own or borrowed acoustic guitar, as maintenance and care will also be covered.

**Note:** The completion of AMI1O1 is NOT essential for success in this course, but would be beneficial.

#### **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

**ASM2O1 - Media Arts, Grade 10, Open**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communication skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Skills required to be successful:** This course provides students with opportunities to study the arts in a variety of ways, with an emphasis on using technology to produce media art work. The course incorporates aspects of drama, music, and visual arts. We will look at areas of popular culture in art. The course is designed for students who are still in need of a credit to fulfil their Arts component or those interested in a multi-disciplinary approach to arts.

**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.

**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****CHC2DA - Canadian History Since World War I, Grade 10, Academic (Advanced Placement - see page 70)**

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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 since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students 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. An emphasis is placed on the development of literacy skills.

### **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:**

### **ICS2O1 - Introduction to Computer Studies, Grade 10, Open**

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

**Skills required to be successful:** An introductory course dealing with rudimentary programming concepts, computer architecture and simple webpage design.

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

## **ENGLISH COURSES:**

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

#### **ENG2DA - English, Grade 10, Academic (Advanced Placement - see page 70)**

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 or ENG1P1

### **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 or ENG1P1

### **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 ENG1P1 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.

**Skills required to be successful:** In this course students will continue to develop both oral and written skills, but the focus will be on oral communication. Students interested in pursuing post-secondary language courses are encouraged to take this course.

**Prerequisite:** FSF1P1 or FSF1D1

## **GUIDANCE & CAREER EDUCATION:**

### **GLC2O5 - Career Studies, Grade 10, Open (This is a compulsory, half-credit course)**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

### **GLE2O1 - Learning Strategies 1: Skills for Success in Secondary School, Grade 10, 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 school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite:** None

**Course Note:** This course is restricted to students with an I.E.P. You must receive permission from Guidance to sign up for this course if you do not have an I.E.P.

## **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 and personal safety.

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

### **PPL2O1- 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**

### **MPM2DA - Principles of Mathematics, Grade 10, Academic (Advanced Placement see page 70)**

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:** MPM1D1

### **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:** MFM1P1 or MPM1D1

### **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 MFM1P1 or MPM1D1

## **NATIVE STUDIES COURSES:**

### **NAC201 - First Nations, Métis, and Inuit Peoples in Canada, Grade 10, Open**

This course explores the histories of First Nations, Métis, and Inuit peoples in Canada from precontact to the present day. Students will examine the impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit communities and individuals. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit peoples, including those that continue to affect relations between Aboriginal peoples and other Canadians today.

**Prerequisite:** None

## **SCIENCE COURSES:**

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

### **SNC2DA - Science, Grade 10, Academic (Advanced Placement- see page 70)**

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. It is only recommended for students who completed SNC1D1 or SNC1DA with a 70% or higher grade.

**Prerequisite:** SNC1D1 or SNC1P1

### **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 SNC1D1.

**Prerequisite:** SNC1D1 or SNC1P1

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

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

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.



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

### **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 on both MAC and PC platforms 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:** As of September 2016, CSA safety footwear will be mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms. See page 9.



## Grade 11 Courses

In grade 11, students must take two compulsory courses which include: English (ENG3E1 or ENG3C1 or ENG3U1) 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 painting, drawing and sculpture and art history. The studio environment provides a relaxing and safe atmosphere for students to experiment and learn artistic techniques. Painting and drawing skills are enhanced to prepare students for future artistic backgrounds.

**Prerequisite:** AVI1O1 or AVI2O1

#### **AWD3M1 - Visual 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 or CGC1P1

### **CHW3M1 - World History to the End of the Fifteenth Century, Grade 11, University/College Preparation**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. 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 social, political, and economic structures and historical forces at work in various societies and in different historical eras.

**Teacher Description:** Who built the pyramids in Egypt and Mexico? Was Alexander really so great? Why did the mighty Roman Empire fall? What happened to the Japanese samurai? We'll find the answers to these and other questions regarding some of the world's civilizations from ancient to medieval times through independent research, re-enactments, model building, and a class trip to the Royal Ontario Museum.

**Prerequisite:** CHC2D1 or CHC2P1

### **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, or a cell phone application.

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

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

### **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 enroll in one, two, or four credit packages. See the Cooperative Education section for more details.

### **ENGLISH COURSES:**

#### **ENG3U1 - English, Grade 11, University Preparation**

#### **ENG3UA - English, Grade 11, University Preparation (Advanced Placement - see page 70)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Teacher Description:** Students taking this course should have achieved a minimum of 65% in ENG2D1 and have excellent work habits including the ability to work independently, plan and organize their time effectively.

**Prerequisite:** ENG2D1

#### **ENG3C1 - English, Grade 11, College Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, 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. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**Teacher Description:** Students taking this course should have achieved 65% in ENG2P1 and have solid work habits, with some ability to complete work with some assistance.

**Prerequisite:** ENG2P1

#### **ENG3E1 - English, Grade 11, Workplace Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on

using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

**Prerequisite:** ENG2L1 or ENG2P1

### **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.

**Teacher Description:** Students interested in pursuing post-secondary studies in Languages should take this course. Upon the successful completion of this course, students will begin to process and speak the language with ease.

**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.

**Prerequisite:** None

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

#### **PAF3O1 – 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.

## **MATHEMATICS COURSES:**

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

#### **MCR3UA - Functions, Grade 11, University Preparation (Advanced Placement - see page 70)**

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:** MPM1D1 or MFM1P1 or MAT2L1

**NATIVE STUDIES COURSES:****NBV3C1 - World Views and Aspirations of First Nations, Métis, and Inuit Peoples in Canada, Grade 11, College Preparation**

This course explores diverse world views and aspirations of First Nations, Métis, and Inuit peoples in Canada. Students will examine the traditional context for – and current economic, cultural, and social successes and challenges related to – those beliefs, values, and aspirations. Students will explore their own and others' world views, and the factors that shape world views, to develop an understanding of how traditional and contemporary values influence the aspirations of First Nations, Métis, and Inuit peoples. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of diversity and inclusion.

**Prerequisite:** Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History since World War I, Academic, or Applied

**NBV3E1 - World Views and Aspirations of First Nations, Métis, and Inuit Peoples in Canada Grade 11, Workplace Preparation**

This course explores diverse world views and aspirations of First Nations, Métis, and Inuit peoples in Canada. Students will examine issues of identity facing First Nations, Métis, and Inuit individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary values influence the aspirations of First Nations, Métis, and Inuit peoples.

**Prerequisite:** Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History since World War I, Academic, Applied, or Locally Developed Compulsory Credit (LDCC)

## **SCIENCE COURSES:**

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

#### **SBI3UA – Biology, Grade 11, University Preparation (Advanced Placement – see page 70)**

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:** SNC1D1 or SNC1P1, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

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

#### **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.

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

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

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

**Prerequisite:** ENG2D1 or CHC2D1

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

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

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

**Prerequisite:** None

### **TECHNOLOGICAL COURSES:**

#### **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 is a potential dual credit. Students can earn a high school credit and a college credit with Fleming College. The student is introduced to basic residential plumbing, terminology, systems and tools.



### **TGJ3M1 - Communications Technology, Multi-Media, Grade 11, University/College Preparation**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas 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 explore college and university programs and career opportunities in the various communications technology fields.

**Teacher Description:** The focus of this course will be photography, graphic design and video. Students will work on both MAC and PC platforms 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

**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.

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

### **TTJ3OG - Transportation Technology For Girls: Vehicle Ownership, Grade 11, Open**

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness

of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities 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.

### **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:** As of September 2016, CSA safety footwear will be mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms. See page 9.





## 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 exploration and creation of a variety of different media. The course also examines the historical changes of Visual Arts while exploring individual styles in art. Guided and independent lessons will allow for creative exploration of projects designed to include in a portfolio which can be used for workplace or post-secondary opportunities.

**Prerequisite:** AVI3M1

#### **AWD4M1 - Visual 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.

### **CGR4E1 – Living in a Sustainable World, Grade 12, Workplace Preparation**

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community.

**Teacher Description:** Through various case studies, students will study the impact that humans have on our environment and the steps needed to protect it. Students are expected to participate in a variety of projects within the school and the community. 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:** Geography of Canada, Grade 9 Academic or Applied.

### **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 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, or a cell phone application.

**Prerequisite:** ICS3C1

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

### **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 enroll 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 enroll in this course should have excellent work habits including being independent and motivated students and have achieved a minimum of 65% average in ENG3U1.

**Prerequisite:** 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 enroll in this course should have solid habits and have achieved a minimum of 65% in ENG3C1.

**Prerequisite:** 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:** ENG3E1

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

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

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

**Prerequisite:** ENG3U1

**Note:** French Immersion students taking EWC4UF may not take EWC4U1 (English stream)

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

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

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

**Prerequisite:** ENG3C1

**Note:** French Immersion students taking EWC4CF may not take EWC4C1 (English stream)

### **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.

**Teacher Description:** Students interested in pursuing postsecondary studies in Languages should take this course. Upon the successful completion of this course, students will begin to process and speak the language with ease.

**Prerequisite:** FSF3U1

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

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

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

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

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

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

**Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

## **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

### **MCT4C1 - Mathematics for College Technology, Grade 12, College Preparation**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent

functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

**Teacher Description:** This course is highly recommended for many college programs. This course prepares students for a variety of college technology programs. Students may use this course to strengthen essential math skills before attempting MHF4U1.

**Prerequisite:** MCF3M1

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

### **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. Upon completion, students will receive both a high school credit and a college credit.

### **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 is a potential dual credit. Students can earn a high school credit and a college credit with Fleming College. This course was developed for potential future electricians.

#### **TGJ4M1 - Communications Technology, Multi-Media, 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 on both MAC and PC platforms 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

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

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

This project-driven, hands-on course builds on students experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities



to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

**Prerequisite:** TMJ3E1

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

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

### **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:** As of September 2016, CSA safety footwear will be mandatory in all grade ten, eleven and twelve technology classrooms as well as some grade nine technology classrooms. See page 9.

## **eLearning**

Electronic learning or 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.

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

If you are missing any of the above attributes you may not be a good candidate for this type of learning environment and you will be advised to stay with our “regular” courses for improved chance of success.

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 one of the computers in the school that has been designated for eLearning.

Our board is **tentatively** offering the following eLearning courses for the 2019 -20 school year.

VBAF3M	VCGG3O	VCLN4U	VHHS4U	VICS4C	These course descriptions are listed in this calendar as <b>they are also offered in our school.</b>
VBAT4M	VCGR4M	VENG4U	VICS3U	VMDM4U	
VBBB4M	VCGW4U	VENG4C	VICS3C	VMCV4U	
VBMI3C	VCLU3M	VEWC4U	VICS4U	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

**VCIA4U - Economics: Analyzing Current Economic Issues, Grade 12, University Preparation**

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

**Prerequisite:** Any University or University/College preparation course in Canadian and World Studies, English, or social sciences and humanities.

**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

### **VHJT4U - Philosophy: Questions and Theories, Grade 12, University Preparation**

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

**Prerequisite:** Any University, University/College, or 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 enroll 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 along with the course selection sheet.
- All students placed in an apprenticeable trade can be registered as an apprentice and it is recommended that students have a valid Ontario Driver's License and Social Insurance Number.
- It is recommended that students registered in the construction trades take a four period co-op.

### **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 course, which is monitored by a cooperative education teacher, and the related curriculum course (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 and after 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 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 **community college trades training** and a high school **Cooperative Education Program**. Students are registered as apprentices and attend college one to three days a week to earn their Basic Level 1 of the trade qualifications. 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 OYAP program takes place during the second semester only.

- Positions in this program are only available to students in Grade 12 who are eligible to graduate.
- Student involvement hours must be completed and documented at the time of indenturing.
- Candidates demonstrating success in the recommended Math, Science, English and Technological Studies courses will be interviewed by a panel from both education and industry. To gain entrance into the program, students must complete an application package, attend the interview, and be selected into the program, as spaces are limited.
- Successful candidates will require registration in a two or three credit Cooperative Education Program and two Dual Credits during second semester. *A related Cooperative Education placement during Grade 11 is highly recommended.*
- A transportation allowance is available to subsidize the cost of attending the College Program.
- The cost of College training is absorbed by the Ministry of Training Colleges and Universities.

**Note: 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 2020**

Program Training Delivery Agent	Auto Service Tech	Welding	Hairstylist	Plumbing	General Carpenter	Industrial Mechanic Millwright	Cook	Electrical
Fleming College					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 an Apprenticeable Trade, who is at least 16 years of age and has 16 credits. These OYAP students do not complete their trade's Basic Level 1 course at a Community College. 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 150 recognized trades and earn potentially between two and four secondary credits.

**For more information, contact your Guidance, Tech or Cooperative Education teacher or visit [www.kprschoools.ca](http://www.kprschoools.ca)**

## **GUIDANCE & CAREER EDUCATION**

### **GOALS**

The goals of the Guidance and Career Education program are that students:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals
- apply this learning to their lives and work in the school and the community

The goals have been organized into three areas of knowledge and skills: student development, interpersonal development and career development.

#### **Student Development**

Students will learn to set and achieve learning goals, manage their own learning, and acquire the habits and skills necessary for success both inside and outside school. As students develop the ability to understand how they learn, recognize areas that need improvement, set goals for improvement, monitor their own learning, and become independent learners, they are acquiring the basic habits and skills they will require for lifelong learning.

#### **Interpersonal Development**

Students will learn to demonstrate self-discipline, take responsibility for their own behaviour, acquire the knowledge and skills required for getting along with others both within and beyond the school, and choose ways of interacting positively with others in a variety of situations. They will also learn about thoughtful and non-violent problem resolution, social responsibility, working cooperatively with others, and caring about others.

#### **Career Development**

Students will learn how to make informed and appropriate choices to ensure their successful transition from elementary to secondary school to further education, training, and work. This involves the acquisition of the knowledge and skills required to make informed and responsible decisions at key transition points throughout elementary and secondary school and in preparation for leaving secondary school. Students will also assess their interests, competencies, and achievements; explore and evaluate education and career opportunities; make appropriate choices from among those opportunities; collect and interpret information; set goals; and create and evaluate plans for the future. Teachers and guidance counsellors play an important role in monitoring and evaluating students' progress.



## **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](http://courticesecondary.kprdsb.ca/Programs/Special%20Education)

## **ADVANCED PLACEMENT (AP) PROGRAM**

Courtice believes in meeting the learning needs of all students. We are pleased to offer a gifted program including Advanced Placement (AP). These courses are appropriate for students identified as gifted as well as for students who have demonstrated high achievement and motivation, or students who would benefit from enrichment. These courses offer greater depth and breadth of subject, ultimately preparing students for the option of writing an Advanced Placement exam.

The Advanced Placement program is interwoven with the Ontario Curriculum in the Gifted/Enriched courses. Advanced Placement enrichment exposes students to university-level content and expectations. The Canadian AP website offers more in-depth information ([www.ap.ca](http://www.ap.ca)) with respect to the number and subject listing for universities. Students are also encouraged to ask universities about their AP policies. Students who are interested in Pre-Advanced Placement and Advanced Placement Programs should speak to a member of the Guidance Department to pick up an application form. Remember, not everyone who applies to enter the Pre-Advanced Placement and Advanced Placement courses, will be admitted to the program.

### **Pre-Advanced Placement Courses:**

CHC2DA - Canadian History Since World War I, Grade 10, Academic (see description on page 31)  
ENG1DA - English, Grade 9, Academic (see description on page 25)  
ENG2DA - English, Grade 10, Academic (see description on page 33)  
MPM1DA - Principles of Mathematics, Grade 9, Academic (see description on page 27)  
MPM2DA - Principles of Mathematics, Grade 10, Academic (see description on page 35)  
SNC1DA - Science, Grade 9, Academic (see description on page 28)  
SNC2DA - Science, Grade 10, Academic (see description on page 36)

### **Advanced Placement Courses:**

ENG3UA - English, Grade 11, University Preparation (see description on page 42)  
MCR3UA - Functions, Grade 11, University Preparation (see description on page 44)  
SBI3UA - Biology, Grade 11, University Preparation (see description on page 46)

## **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.kpr.edu.on.ca/](http://www.kpr.edu.on.ca/)

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

SUBJECT	LOCALLY DEVELOPED		OPEN		APPLIED		ACADEMIC		ADVANCED PLACEMENT
	GRADE 9	Grade 10	GRADE 9	Grade 10	GRADE 9	Grade 10	GRADE 9	Grade 10	
ART			ADA1O1 AMI1O1 AVI1O1 NAC1O1	ADA2O1 AMG2O1 AMI2O1 ASM2O1 AVI2O1					
BUSINESS			BTT1O1	BBI2O1					
CANADIAN & WORLD STUDIES	CGC1PL	CHC2L1		CHV2O5	CGC1P1	CHC2P1	CGC1D1	CHC2D1	CHC2DA
COMPUTER STUDIES				ICS2O1					
ENGLISH	ENG1L1	ENG2L1			ENG1P1	ENG2P1	ENG1D1	ENG2D1	ENG1DA ENG2DA
FRENCH & INTERNATIONAL LANGUAGES					FSF1P1		FSF1D1	FSF2D1	
FRENCH IMMERSION			BTT1OF	CHV2OF GLC2OF			CGC1DF FIF1DF	CHC2DF FIF2DF	
GUIDANCE & CAREER EDUCATION			GLE1O1	GLC2O5 GLE2O1					
HEALTH & PHYSICAL EDUCATION			PPL1OB PPL1OG	PAF2OG PPL2O1					
MATHEMATICS	MAT1L1	MAT2L1			MFM1P1	MFM2P1	MPM1D1	MPM2D1	MFM1DA MPM2DA
NATIVE STUDIES				NAC2O1					
SCIENCE	SNC1L1				SNC1P1	SNC2P1	SNC1D1	SNC2D1	SNC1DA SNC2DA
SOCIAL SCIENCES & HUMANITIES			HIF1O1	HFN2O1					
TECHNOLOGY			TIJ1O1	TCJ2O1 TGJ2O1 THJ2O1 TMJ2O1 TTJ2O1					

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

SUBJECT	WORKPLACE		OPEN		COLLEGE		UNIVERSITY/ COLLEGE		UNIVERSITY		ADVANCED PLACEMENT
	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11
ART							ADC3M AMI3M1 AVI3M1 AWD3M1	ADC4M1 AMI4M1 AVI4M1 AWD4M1			
BUSINESS					BMI3C1		BAF3M1	BAT4M1 BBB4M1			
CANADIAN & WORLD STUDIES		CGR4E1 CHM4E1	CGG3O1			CHY4C1	CHW3M1 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	ENG3E1	ENG4E1		OLC4OL	ENG3C1	ENG4C1 EWC4C1			ENG3U1	ENG4U1 EWC4U1	ENG3UA
FRENCH									FSF3U1	FSF4U1	
FRENCH IMMERSION					HSP3CF	EWC4CF			FIF3UF HSP3UF	EW4UF FIF4UF	
GUIDANCE & CAREER EDUCATION			GPP3O1								
HEALTH & PHYSICAL EDUCATION			PAD3O1 PAF3O1 PPL3O1	PPL4O1						PSK4U1	
MATHEMATICS	MEL3E1	MEL4E1			MBF3C1	MAP4C1 MCT4C1	MCF3M1		MCR3U1	MCV4U1 MDM4U1 MHF4U1	MCR3UA
NATIVE STUDIES	NBV3E1				NBV3C1						
SCIENCE	SVN3E1				SBI3C1	SCH4C1 SPH4C1	SVN3M1		SBI3U1 SCH3U1 SPH3U1	SBI4U1 SCH4U1 SPH4U1	SBI3UA
SOCIAL SCIENCES & HUMANITIES		HPD4E1	HPC3O1		HSP3C1	HFA4C1 HHS4C1 HPD4C1			HSP3U1	HFA4U1 HHS4U1	
TECHNOLOGY	TCJ3E2 THJ3E1 TMJ3E1	TCJ4E2 TMJ4E1	TTJ3OG		TTJ3C1 TTJ3C2	TTJ4C2	TGJ3M1	TGJ4M1			

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