

# 2023-24

## **DSBN Secondary** Course Calendar



# Message from The Director

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Dear students,

Welcome to high school at the DSBN – a place where you are valued for who you are, where you are free to be your authentic self, and where you can find your way to achieving excellence.

Our schools are ready to welcome you and support you as you develop as an individual, a learner, and a member of our community. We sincerely recognize the importance of providing you with the opportunities and experiences you need to be successful in school and in your life. This includes providing all students with individualize strategies that accommodate you, and support you as a unique learner. We offer a wide range of academic, athletic, and extra-curricular programs as well, which empower you to customize your education and school experience, develop new skills, build on your strengths and aspirations, and ultimately, pursue your interests and goals for your future.

And if you don't find something you're interested in, the beauty of the DSBN is that there is always opportunity to begin something new. Speak with your teachers with your ideas for a new club or initiative. You could create a club that others will want to join and grow wit you. Or you may have ideas that have potential to make your school a better place. Your voices are always welcome. Your contributions are not only valued and appreciated, they are critical to contributing to your school culture, and have the potential to impact many students, and many school experiences.

My best advice to you? Get involved. Push yourself to get involved in your school and immerse yourself in your high school experience. By trying new things, you'll develop a much better sense of where your strengths are, the causes you feel strongly about, and what path you might like to follow after your high school years. High school is only for a short time in your life – embrace it.

This guide represents an important starting point in planning your high school experience. I encourage you to carefully consider the opportunities available to you in this guide. Your teachers and guidance counselors would also be happy to meet with you, and your family if you'd like, to discuss school courses, opportunities, your aspirations, and offer you their expertise. At the DSBN, our shared goal is to help you learn and grow into the person you aspire to be.

## **Kelly Pisek**

Director of Education

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**Find the Secondary School Program and  
Course Calendar online at:  
[www.dsbn.org/secondary](http://www.dsbn.org/secondary)**

# GENERAL INFORMATION

District School Board of Niagara (DSBN) provides students with a quality public education that empowers them with the knowledge and desire to chase their dreams. We have over 40,000 students in 78 elementary schools, 17 secondary schools and approximately 5,000 teachers, principals, support staff and senior administration that have an unwavering focus on student learning.

Providing students with a quality public education that empowers them with the knowledge and desire to chase their dreams requires a continuous team effort. It demands that our teachers, principals, support staff, senior administration, and trustees maintain an unwavering focus on student learning, including success with academics and mental health and well-being.

## INTRODUCTION TO THE COURSE CALENDAR

Our secondary school programs are designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives. The programs we have developed are intended to prepare students for further education and work, and to assist them in becoming independent, productive, and responsible members of society. The school system of the District School Board of Niagara has been organized to provide as broad a scope of programs as possible to all students and, at the same time, to deal effectively with the special needs and interests of students.

In each geographic area of the DSBN (referred to as a program area), the schools and programs are organized to provide students with opportunities to pursue combinations of Academic, Business, and Technological Studies, as well as courses in the Arts, Social Sciences, Physical and Health Education and Guidance and Career Education. In addition we offer a wide range of Continuing Education programs available at sites throughout the Board.

The selection of the correct program and courses in secondary school depends on a partnership between students, families, school staff, and board central staff. This Course Calendar is designed to assist students and their families in making important course and program selections. It is important to emphasize that the Course

Calendar is not the only source of information. A secondary school's teachers, guidance counsellors, and administrators can provide valuable assistance in all matters related to course selection, program, and career/life planning. Students and their families are encouraged to seek advice and assistance from these professionals.

School course planners describe which courses are offered at each school. Students and their families should note that course offerings are subject to interest.

This Course Calendar describes the courses, programs and supports provided to all students in the DSBN. It describes the specific diploma requirements of the Ministry of Education. It also provides descriptors of all courses offered within the DSBN. More details can be found in *Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements 2016 (OS)*, copies of which are available from local secondary schools and on the Ministry website at: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

## SAFE SCHOOLS, STUDENT RESPONSIBILITIES AND THE CODE OF STUDENT BEHAVIOR

It is the policy of the District School Board of Niagara to foster and maintain a safe environment for our students, staff and community through the implementation of effective measures to ensure safety in schools and at school sponsored events. The DSBN supports and encourages the staff, students, and families to develop a school environment which is conducive to effective learning and to attitudes of mutual respect and trust. In accordance with the requirements of the Ministry of Education and in order to provide students and their families with a clear understanding of students' rights and responsibilities within the schools of the DSBN, the DSBN has developed a policy entitled, *Student Discipline*. It is important that all students have a safe, caring, accepting, and inclusive school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.

Each year, principals are required to notify all parents and all families, in writing, of the school's code of student conduct. The policy, *Code of Student Behaviour*, provides direction to Principals as they develop their school's Student Code of Conduct in consultation with

families, staff and students.

The School's Student Code of Conduct outlines the rights and responsibilities of the student at the school to which the student attends. It provides comprehensive guidelines for acceptable and unacceptable behavior for all members of the school community. A school's Student Code of Conduct is communicated to all members of the school community.

To meet the goal of creating a safe, caring, and accepting school environment, the DSBN supports the use of positive practices as well as consequences for inappropriate behavior, including progressive discipline. It is the goal of the DSBN that the discipline policy in each school will assist students in developing a sense of self-worth and self-control. Students have the responsibility to learn and observe the rules of conduct and discipline. Each student is expected to contribute to the development of a positive school community which supports self discipline and a mutual regard for each other and personal property.

In addition, each school will have a specific set of procedures for dealing with matters of attendance and student behaviour.

At the beginning of each school year, the Student Code of Conduct, Student Evaluation and Promotion Policy and various other procedures will be discussed with students, and, copies of the appropriate policies and procedures will be provided for families.

The DSBN's commitment to Student Success requires an equal commitment by students to regular attendance, as regular attendance is directly related to student achievement.

### **EVALUATION OF STUDENT ACHIEVEMENT**

Students will be evaluated in a variety of ways, in order to give an accurate picture of what they have learned, and how they have progressed. 70% of a final grade is representative of term work, while 30% comes from final summative assessments conducted near the end of a course. Assessment and evaluation will be based on the achievement of the overall curriculum expectations, as outlined in all courses of study, as well as the achievement chart categories and levels.

An evaluation outline for each course in which the

student is enrolled is provided at the beginning of the course and copies of these are available to parents/guardians upon request.

Parents/guardians will continue to be informed of their son's/daughter's progress through a regular schedule of report cards. For Grades 9 to 12, a Provincial Report Card will be used to provide information regarding academic progress and learning skills, separately reported in a consistent way throughout all schools. Parents/guardians are encouraged to call their school for information or advice on the progress of their son/daughter at any time during the school year.

## DIPLOMA REQUIREMENTS

### **THE CREDIT SYSTEM**

Students entering Grade 9 will proceed through school at a pace which is governed by their success in each subject. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Students accumulate credits each year towards the 30 credits they will require to obtain a diploma.

## Introduction

### ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

#### **Compulsory Credits (Total of 18)**

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

#### **4 credits in English (1 credit per grade)**

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

#### **3 credits in mathematics (at least 1 credit in Grade 11 or 12)**

#### **2 credits in science**

#### **1 credit in the arts**

- The Grade 9 Expressions of First Nations, Métis and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

#### **1 credit in Canadian geography (Grade 9)**

#### **1 credit in Canadian history (Grade 10)**

#### **1 credit in French as a second language**

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

#### **1 credit in health and physical education**

#### **0.5 credit in career studies**

#### **0.5 credit in civics**

**3 additional credits**, consisting of 1 credit from each of the following groups:

**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native

languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

**Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education

**Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

In addition to the compulsory credits, students must complete:

- 12 elective credits
- 40 hours of community involvement activities
- the provincial literacy requirement

#### **Optional or Elective Credits**

Students must complete a minimum of 12 elective credits selected from those available and those of specific interest to the student and their individual goals for career and future educational programs. These will be selected with the assistance of parents, guidance counsellors, teachers and administrators.

#### **Community Involvement**

All students entering Grade 9 must complete 40 hours of community involvement during their four years of secondary school in order to obtain an Ontario Secondary School Diploma (OSSD). These community involvement hours can commence as early as the first day of July prior to a student's start in Grade 9. This diploma requirement is designed to encourage civic responsibility, promote community values, support students' career explorations, develop their interests and skills, and reinforce the importance of volunteering. It will encourage students to develop an understanding of the various roles they can play in their communities, help them to develop a greater sense of belonging and recognize the positive effects they can have in their communities.

## Introduction

Students, in collaboration with their parent(s)/guardian(s), are responsible for selecting volunteer activities from the “Eligible Activity List”. The safety of students is paramount. Students with special education needs may have Individual Education Plans (IEP’s) that outline accommodations and/or modifications related to this component. Students must also avoid activities that are declared ineligible by the Ministry of Education.

Students and their parent(s)/guardian(s) have the responsibility for submitting and verifying a record of their volunteer hours through the on-line “Hour Republic” tool accessible through D2L. All students must ensure that the corresponding total number of hours is recorded correctly on their final report card.

An Information Manual is available for students, parents and community members/organizations wishing to sponsor a “Community Involvement” activity. This manual may be obtained from the Principal or Vice Principal of your secondary school.

### **On-Line Learning Graduation Requirement**

This requirement comes into effect with students who entered Grade 9 in the 2020-21 school year. The equivalent of at least two fully on-line credits is required to fulfill the graduation requirement.

Eligible Credits:

- Grade 9 - 12 courses that are delivered asynchronously
  - “Reach ahead” secondary school credits earned on-line by Grade 8 students earned in the summer prior to entering Grade 9
- A parent/guardian may complete the board’s Opt-Out Form to indicate that a student is seeking to opt out of the on-line graduation requirement.

### **Ontario Secondary School Literacy Graduation Requirement**

All students are required to obtain the literacy graduation requirement in order to earn the Ontario Secondary School Diploma. They may do so by one of the following means:

#### ***Ontario Secondary School Literacy Test***

Students who are working towards the OSSD will normally take the OSSLT when they are in Grade 10. This literacy test assesses the literacy skills of students

in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. Students not taking this literacy test in Grade 10 will require a deferral granted on the basis of Ministry policy as determined by the school. Students who do not successfully complete the literacy test will have opportunities to retake the test in Grade 11 and Grade 12, or may be eligible to take the OSSLC (Ontario Secondary School Literacy Course) to meet their graduation requirements.

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the Ontario Secondary School Literacy Course (OLC30/40).

For students with special education needs, accommodations specified in the student’s IEP must be available on the day of the test.

#### ***Ontario Secondary School Literacy Course***

Students qualify to enrol in the OSSLC when they have written the OSSLT test, and have been unsuccessful at least once. This means that students are eligible to enrol in the OSSLC **before** they have had their second opportunity to take the test. The reading and writing competencies required by the OSSLT form the instructional and assessment core of this course.

Students who pass the course are considered to have met the literacy graduation requirement. The OSSLC can be used to fulfil the compulsory English requirement for either Grade 11 or Grade 12, although it may not be accepted as the Grade 12 English entrance requirement for university or college programs.

If used to meet the Grade 11 requirement, the course is coded OLC30. If used to meet the Grade 12 requirement, the course is coded OLC40. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

#### ***Adjudication Process***

In rare cases, a student might have, through no fault of his/her own, not been able to take advantage of the normal opportunities to write the OSSLT and/or have



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not been able to enroll in or complete the OSSLC, owing to unforeseen circumstances. If such a student would otherwise be eligible to graduate in June, he/she would be granted this additional opportunity to meet the literacy graduation requirement. Similarly, students with an IEP who did not have access to the documented accommodations when taking the OSSLT are also eligible for the adjudication process. This process establishes a Board adjudication panel at the end of the school year to review samples of the student's work to determine if they provide evidence that the student has met the literacy requirements for graduation.

### ONTARIO SECONDARY SCHOOL CERTIFICATE REQUIREMENTS

The Ontario Secondary School Certificate will be 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 Mathematics
- **1 credit** in Science
- **1 credit** in Canadian History

#### **OR**

- **1 credit** in Canadian Geography
- **1 credit** in Health and Physical Education
- **1 credit** in the Arts, Computer Studies or Technological Education

#### **Elective Credits (total of 7)**

Students are required to successfully complete an additional 7 credits that match their interests or develop their skills.

- Students are not required to successfully complete 40 hours of community service or the provincial literacy requirement.

### 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 may be a useful means 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.

Students who complete their education in the Specialized School to Community program will be granted the Certificate of Accomplishment. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new Certificate of Accomplishment.

### SUBSTITUTION FOR COMPULSORY CREDITS

Substitution for compulsory credits may be possible. Information about substitution procedures may be obtained from the Guidance Department at the secondary school involved. Parental approval is required for students under the age of 18. Principals may substitute up to 3 compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. See Section 6.2 of *Ontario Schools (2011)* for more detail.

### CREDIT FOR EXTERNAL CREDENTIALS

Students are given credit for selected learning that they pursue outside their secondary school program. Certification from specific, recognized institutions such as conservatories of music, can count as **elective credits** toward a high school diploma. Beginning January, 2004, the external music credits accepted for credits towards the OSSD are:

#### **1. one Grade 11 university/college credit:**

Music-External (Conservatory) (AMX3M) for

- Grade VII Practical and Intermediate Rudiments (formerly Grade I Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade V Practical and Grade III Theory of Trinity College London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

#### **2. one Grade 12 university/college credit:**

Music-External (Conservatory) (AMX4M) for

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- Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VI Practical and Grade IV Theory of Trinity College London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

### ONTARIO SCHOOL RECORDS (OSR)

An Ontario School Record (OSR) is maintained for each student. The OSR is the record of a student's educational progress through schools in Ontario. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and assessed, they are recorded in the OSR. Other data recorded are: date of birth, Ministry of Education Number and/or the Ontario Education Number, schools attended, names of parents/guardians.

A student and his/her parents may have access to the student's OSR. It is not available to other students, parents or individuals. For more information about this, please call the Guidance Department of your High School.

### ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) is a record of courses successfully completed.

As students earn credits in Grades 9-12, their personal achievement for each course is recorded on this form as a percentage grade.

Transcripts for current students in day school programs are available through the Principal at each school. After the student leaves school, the Ontario Student Transcript will be kept on file in the **last secondary school attended for 5 years** and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case he/she ever needs an official report of marks, such as would

be required by any college, university or employer. Marks will not be released by the school without the permission of the student or of the parent/guardian if the student is under 18.

Students not enrolled in day schools but enrolled in Community Education classes can contact the Board Office at 905-641-2929 for report cards and transcripts. Former students whose records are inactive, and not at the former school site, can request transcripts and school records by calling 905-641-2929, extension 54157. Proof of identification and a nominal fee will be required to process requests.

### **Full Disclosure - Ontario Student Transcript**

The following procedures will be used upon withdrawal from a course and repetition of a course.

#### ***Withdrawal from a course***

##### ***Grades 9 and 10***

Withdrawals from grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST (Ontario Student Transcript).

##### ***Grades 11 and 12***

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card in a semestered or a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

#### ***Repetition of a course***

Students who repeat a Grade 11 or 12 course that they have previously completed successfully, can earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) along with the lower percentage grade.

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For more information regarding these policies, see the Guidance personnel in your school.

### PLAR CHALLENGE PROCESS

The Prior Learning Assessment and Recognition (PLAR) challenge process allows students who have acquired knowledge and skills outside an Ontario secondary school to have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. Grade 9 courses may not be challenged. Students may earn up to four credits through the challenge process, with a maximum of two credits in any given discipline. All credits granted through the PLAR process represent the same standards of achievement as granted to students who have taken the course.

Students may not challenge for credit for the following:

- a course for which a credit has already been granted or for which there is significant overlap with a course for which credit has been granted;
- a course in any subject if a credit has already been granted for a course in that subject at a later grade;
- a course a student has previously taken and failed;
- a transfer course, a locally developed course or a cooperative education course;
- a course in English as a Second Language (ESL) or English Literacy Development (ELD) if the student has already earned a credit from a course included in the English curriculum policy document;
- a course in French as a Second Language if a student has already earned a credit from a course included in the Français curriculum policy document.

Students who are interested in initiating the challenge process will be required to submit their application along with appropriate supporting documentation prior to being accepted. (Students under the age of 18 must have parental approval.) If it is determined that the student has presented reasonable evidence for success, the challenge may proceed to the next

step. Assessment and evaluation will include formal testing (balance between written work and practical demonstration) that will account for 70% of the final mark and a variety of other assessment strategies appropriate for the course that will account for 30% of the final mark. Specific details regarding the challenge process will be available through the guidance office or Principal.

### PLAR EQUIVALENCY PROCESS

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine, as equitably as possible, the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Principals will use OSS, Appendix 8 as their guide in this process. The guiding principle of this process is that all credits must represent the same standards of achievement as credits granted to students who have taken the Ministry approved courses for Ontario.

## STUDENT SUCCESS

### OVERVIEW OF SUPPORTS FOR STUDENT SUCCESS

The Ministry of Education Student Success Strategy helps students tailor their education to their individual strengths, goals and interests. The focus of the support is to improve the literacy and numeracy skills of all students; to ensure a smooth transition from Grade 8 to 9 and then from secondary school to a student's post-secondary destination; to develop opportunities within schools for all students to experience success and prepare for the vast variety of post-secondary destinations available. The District School Board of Niagara's 17 secondary schools are dedicated to fulfilling the Board's Mission Statement:

## Introduction

*“The DSBN is committed to student success by working together to inspire, empower, and support all learners to achieve their full potential”.*

### **Student Success Teams**

At each of our secondary schools, a dedicated team of a Principal or designate, Student Success teacher, Guidance Counsellor, Special Education teacher, and school Social Worker establishes an In School Student Success Team. This team works collaboratively with other school and board staff, parents, and the wider community to support students who are struggling, who need extra attention or who require additional assistance to achieve success. Students have the opportunity to benefit from individualized attention or seek help in solving problems they previously may have faced alone.

### **Student Success Programs**

#### ***Alternative Pathways***

Alternative Pathways programs are for students who have become disengaged from schools, are experiencing some barriers to success at school or have been out of school for a period of time. Please refer to page 15 for further information on our Alternative Pathways options.

#### ***Co-operative Education***

Students may earn up to 12 credits through co-operative education. Two of these can count as compulsory credits. For further information refer to page 9.

#### ***Credit Recovery***

All secondary schools offer a special credit recovery program which provides students who have not been successful the opportunity to complete the credits they may have missed.

#### ***Dual Credits***

In partnership with Niagara College, the District School Board of Niagara offers several dual credit programs. In a Dual Credit program, students participate in college courses and earn both a college and secondary school elective credit. Dual credit programs are designed for students who wish to enhance their education through a college experience or for students in need of learning opportunities outside of the secondary school. The program engages senior students through exposure to college courses and culture while supporting their

transition to post-secondary. Students can earn up to 4 elective credits that count both towards their OSSD and towards their post-secondary diploma, degree or apprenticeship certification. Dual Credit Programs for the DSBN include Niagara Link and Connecting to College and are available in Social Science, Health Science, Art and Technology. See your Guidance Counsellor or Student Success teacher for more information.

#### ***eLearning***

The District School Board of Niagara provides the opportunity for students to earn credits through e-learning. For more on our e-learning opportunities refer to page 12.

#### ***Experiential Learning***

Experiential Learning includes all planned learning experiences that take place outside of the classroom. These can include Cooperative Education, work experience, job twinning, job shadowing, and Take Our Kid to Work Day. This unique form of learning can assist all students in developing the knowledge, skills and attitude that are essential in today's society. Regardless of the post-secondary destination, experiential learning can help students make key decisions around potential career choices.

#### ***Specialist High Skills Majors***

Our secondary schools offer a wide range of Specialist High Skills Major (SHSM) programs. These programs are designed to connect the student's interest in a particular sector to the real-world environment through experiential learning activities and hands-on training. *See more on our SHSM offerings on page 11.*

#### ***Student Voice***

Student Voice opportunities allow the student to have a say in their own learning. We offer students the opportunity to participate in Student Voice Forums, Student Trustee Senate, Students as Researchers and the Minister's Student Advisory Council. Contact your Student Success teacher for more information.

## **EDUCATION AND CAREER/LIFE PLANNING**

The education and career/life planning program is a vital and integral part of the secondary school program. The goals of the program are outlined in the policy document entitled *“Creating Pathways to Success: an Education and*

## Introduction

*Career Life Planning Program for Ontario School K-12, 2013*". This document presents a comprehensive Kindergarten to grade 12 education and career life planning program designed to help students achieve their personal goals and become competent, successful and contributing members of society.

All students in the District School Board of Niagara will participate in activities, led by their guidance counsellors and their classroom teachers that will help them to discover who they are, explore their opportunities, pursue their passions and design personal pathways to success. Creating Pathways to Success puts students at the centre of their learning.

Students work with their guidance counsellors, teachers and parents in order to complete a four step inquiry process that is embedded in their subjects. Each step is built to help students answer the following questions:

*Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?*

### **Individual Pathways Plan**

Students in grade 7 through grade 12 in the District School Board of Niagara will document their learning in education and career/life planning by creating a web-based Individual Pathways Plan using the Career Cruising tool that is accessible through Desire to Learn (D2L). As a student progresses through secondary school they will revisit the guiding questions in order to learn more about themselves and their opportunities, set goals, make decisions regarding their choices, and investigate and record their research into the post-secondary opportunities that align with their skills, interests and passions. Students will be supported by their guidance counsellors in examining post-secondary destinations that are appropriate to their academic ability, interests, and values. The value of all destinations is the basis of all education and career/life planning.

### **Student Counselling**

At the District School Board of Niagara, group and individual career/life planning counselling is made available by our guidance counsellors. Students are encouraged to request an individual appointment with a Guidance Counsellor whenever they feel it will be helpful. Counsellors can assist with program choices, career and/or post-secondary planning as well as

with some personal issues. Guidance counsellors can also connect students with Public Health Nurses, our Youth Counsellors and our Social Workers as required. Guidance counsellors are also available to parents/guardians throughout the year through direct contact, interview nights, and other special programs.

### **Transition Programs**

As part of education and career/life planning program, schools in the District School Board of Niagara provide transition programs to help students make the move successfully from Grade 8 to Grade 9 and then from Grade 12 to their post-secondary destination. In addition, they support the transition of students from school to school. Please contact your Guidance or Student Success Teacher for more information on supports for transition.

## **COOPERATIVE EDUCATION**

Cooperative Education ("Co-op") is a planned learning experience, for which credits are earned. It integrates classroom theory with learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related course. Co-op placements are arranged for students by their school and must follow Ministry of Education policy and guidelines.

A Cooperative Education course consists of a classroom component and a community component. The classroom component includes pre-placement instruction on topics such as: self-assessment, résumé writing, interview skills, health and safety, etc. The community component requires students to be at a work site for approximately 3 hours per day (morning or afternoon) for a semester (i.e. September to January or February to June). Students may also participate in full-day or summer Co-op programs. Classroom integration sessions are held on a regular basis throughout the placement to provide opportunities for students to reflect on and reinforce their learning in the community component.

All forms of Cooperative Education will include the following:

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- Pre-placement instruction;
- Provision of Workplace Safety and Insurance Board coverage, as described in the Policy/ Program Memorandum No.76a, “Workers’ Compensation Coverage for Students in Work Education Programs”;
- A Student’s Personalized Safety Learning Plan to be completed with the placement employer outlining job-specific training and orientation to the work site and specific duties the student will perform;
- A Student’s Cooperative Education Learning Plan based on the curriculum expectations of courses in the provincial curriculum policy documents and on the expectations of participating employers;
- Assessment of a student’s progress through regular monitoring of their learning in the community setting;
- Opportunities for students to analyze their out-of-school experiences and to integrate them with their in-school learning;
- Evaluation of a student’s learning to determine whether course expectations have been met.

As Co-op requires a certain skill and maturity level, admission is generally offered to students in Grades 11 and 12. Special situations for students in Grades 9 and 10 to participate in Co-op require consultation among community employers and supervisors, parents and school personnel. Pre-course counseling and interviewing procedures are designed to assess student suitability and ensure that all students have fair access to the Co-op program. Parent/Guardian consent is required for students under 18 to participate.

A student may take up to 12 cooperative education credits of which two can count as compulsory credits.

Co-op credits may be used in the calculation of a student’s grade average but can’t be applied towards the Six U-level credits required for entrance to a university.

Co-op is the only way to become involved in the Ontario Youth Apprenticeship Program (OYAP).

Co-op is a required component of all Specialist High Skills Major programs.

To discuss Cooperative Education, OYAP and SHSM

options further, students are encouraged to contact their Cooperative Education Teacher or Guidance Counsellor.

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) enables students to earn Co-op credits toward their Ontario Secondary School Diploma (OSSD) while completing work experience in a skilled trade. Students have an opportunity to become registered apprentices and work towards becoming certified journey persons in a skilled trade while completing their secondary school diplomas. To be eligible for OYAP, a student must be a full-time high school student, have completed 16 credits and be at least 16 years old. OYAP can provide the student a head start on developing skills to work in one of over 150 different skilled trades.

Apprenticeship is a first choice post-secondary education opportunity. On-the-job training comprises about 90% of an apprenticeship. Employers use industry training standards to ensure that an apprentice becomes competent in the trade. As part of their training, all apprentices also attend post-secondary in-school sessions, usually offered at colleges or other approved delivery agents. Post-secondary apprentices are paid by employers during on-the-job training and may qualify for financial support during the in-school sessions. This means it is possible to become fully qualified to work in a skilled trade without accumulating significant student loans. Apprentices may also qualify for incentives such as grants, tax credits and loans, through the Government of Canada.

Students interested in pursuing apprenticeship should first explore Technological Education courses. To participate in OYAP, students must take Cooperative Education with a work placement in an apprenticeship skilled trade. Through their Co-op placement, OYAP participants may have the opportunity to be registered as an apprentice and receive a Training Agreement while still attending high school. OYAP apprentices can begin earning work experience, competencies and/or hours (depending on the trade) towards the completion of their apprenticeship training while continuing to earn the requirements for their high school diploma.

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The schools of the DSBN have established a wide variety of local partnerships with employers who can provide placements in apprenticeship occupations. All OYAP placements must provide appropriate training, supervision, and evaluation. A certified journey person provides the placement component – apprenticeship on-the-job training – according to the regulations of the trade.

To learn more about the Ontario Youth Apprenticeship Program (OYAP), students are encouraged to contact their Guidance, Technology and Co-op teachers. For more information visit: [oyap.com](http://oyap.com)

### **SPECIALIST HIGH SKILLS MAJOR PROGRAM**

The Specialist High Skills Major (SHSM) is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists them in their transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their post-secondary goals.

Specialist High Skills Major (SHSM) programs continue to experience tremendous growth within the DSBN. The DSBN has expanded from piloting the Ministry of Education’s first Construction SHSM fifteen years ago, to offering 58 SHSM programs throughout our secondary schools. DSBN students can focus on a career path that matches their skills and interests in the following 16 sectors:

- Agriculture
- Arts and Culture
- Business
- Construction
- Education - Non-Profit
- Energy
- Environment
- Food Processing
- Health and Wellness
- Horticulture and Landscaping
- Hospitality and Tourism

- Information and Communications Technology
- Justice, Community Safety & Emergency Services
- Manufacturing
- Sports
- Transportation

Our Regional programs invite students from across the board to spend their days outside the traditional classroom setting. The students in the SHSM Regional Construction program spend a semester building a house from the ground up working directly in the home building industry. The students in the SHSM Horticulture “Dig It” Program spend the semester in a working greenhouse which features Aquaponics and Vermaculture. Through this program they “Discover Innovative Green Industry Techniques”-“Dig It!”. Students then return to their individual schools to complete the remaining components of their SHSM.

### **Components of an SHSM**

Students who complete an SHSM program with all the requirements receive an Ontario Secondary School Diploma with a red seal. Their transcript will indicate the completion of an SHSM in the sector of specialization and they will have a record of the sector-recognized certificates and training completed.

Every SHSM must include the following five components:

#### ***Bundled Credits***

Each SHSM has a bundle of 8-10 required Grade 11 and Grade 12 credits depending on the sector and/or pathway for each of the four post-secondary destinations. This bundle includes 4 major credits that provide sector specific knowledge and skill, 2 to 4 other credits and 2 cooperative education credits. Courses can be selected to satisfy requirements for entry into the post-secondary education option of each student’s choice (Apprenticeship, College, University, Workplace).

#### ***Sector-Recognized Certifications and Training Programs***

Each SHSM requires that students complete sector-specific Certifications and Awareness Training Programs. In Construction, for example, students complete

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certification in Working at Heights, CPR, AED, Standard First Aid, Health and Safety, and may receive certification on scaffold safety, elevated work platforms and other sector-related certifications. These certifications provide SHSM students with an advantage when entering the workplace.

### **Experiential Learning Activities**

Experiential learning consists of planned learning experiences that take place outside of the traditional classroom setting. Credits in the Specialist High Skills Major (SHSM) framework must include Experiential Learning opportunities for students so they can connect their learning in school to work in the sector. Experiential Learning can include job shadowing, job twinning and work experiences.

### **Reach Ahead Experiences**

Students in the Specialist High Skills Major (SHSM) program have opportunities for learning experiences directly related to their desired post-secondary destination. Experiences can range from a few hours in length to the time necessary for a full course, and may include:

- job-shadowing someone for a day or more in a career the student is considering;
- attending a number of college or university classes in his/her area of interest and/or;
- attending a conference or workshop held by the economic sector in his/her SHSM.

### **Sector Partnered Experience (SPE)**

In addition to Bundled credits, Certification and Training, Experiential Learning and career exploration activities, and Reach ahead experiences, each SHSM will offer sector-partnered contextualized experiences. These are co-delivered by teachers and a sector-partner and involve activities related to Innovation, Creativity and Entrepreneurship (ICE), Coding or Math Literacy. One or more SPEs must be completed by time of graduation to be eligible for the SHSM Red Seal.

SPE activities will provide experiential opportunities for students to gain insight into the relationship between their sector program and how innovation, creativity and entrepreneurship, coding and math literacy are used within the sector. For example, in a Construction SHSM, the students may visit a construction site to observe and apply mathematical principles in the calculation of

the rise, run, and length of roof rafters co-delivered with the sector partner. In an Agriculture SHSM, the students may visit a dairy operation to understand and engage in the use of coding techniques in the operation of auto-milkers (Computer-controlled devices) and biometric tags. In an Environment SHSM, students are partnered with the local Conservation Authority and Municipal Water Treatment Facility in an ICE event related to “How might we reduce the negative impacts that stormwater has on our local lake?”

For more information please visit [www.dsbm.org/SHSM](http://www.dsbm.org/SHSM) or contact your Guidance Counsellor, or a member of the Technology / SHSM team.

## SPECIALIZED PROGRAMS

### **THE SPECIALIZED SCHOOL TO WORK PROGRAM**

Several schools in the DSBM offer the Specialized School to Work Program or Workplace Pathways program. This program has been designed for students who would benefit from:

- smaller class sizes;
- personalized instruction to assist with academic difficulties;
- working on English and Mathematics expectations that are more suited to the world of work;
- accommodations to the curriculum;
- a more hands-on learning experience.

For more information, please feel free to contact the Secondary Schools offering the Specialized School To Work program:

- Eastdale Secondary School
- Greater Fort Erie Secondary School
- Port Colborne High School
- Stamford Collegiate Secondary School
- St. Catharines Collegiate Secondary School
- West Niagara Secondary School



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### eLEARNING

The District School Board of Niagara eLearning Program offers online education in a secure environment. Using resources developed by eLearning Ontario, online teachers engage students using a variety of web based tools, while giving the learner the flexibility needed to succeed.

Online learning provides a number of unique experiences for students, including:

- allowing students to learn in a more independent, flexible environment;
- supporting inquiry and project-based learning;
- developing skills required for learning in the 21st Century.

The DSBN offers a number of eLearning courses each year. Additional eLearning courses are made available to students through the Ontario eLearning Consortium. If you would like to take an online course, please see your Guidance Counsellor. Your Guidance Counsellor will work with you to ensure you have the necessary program prerequisites, access to the required hardware and software, a course mentor, and in-school supports for you to succeed.

For more information, please go to the DSBN eLearning website: [www.dsbni.org/eLearning](http://www.dsbni.org/eLearning)

The following eLearning courses may be offered by the District School Board of Niagara.

BAF3M - Financial Accounting Fundamentals  
BAT4M - Financial Accounting Principles  
CGR4M - The Environment and Resources Management  
CGW4U - Geography: World Issues  
CLN4U - Canadian and International Law  
ENG4U - English, Grade 12, University  
ENG4C - English, Grade 12, College  
HHG4M - Human Development  
HHS4M - Families in Canada  
HSB4U - Challenge and Change in Society  
ICS3U - Introduction to Computer Science  
ICS4U - Computer Science  
IDC4U - Partners in Literacy and Numeracy  
LNMAO - Native Language - Mohawk

MCV4U - Calculus and Vectors  
MHF4U - Advanced Functions  
NBE3U - English - Contemporary First Nations, Métis and Inuit Voices  
NBE3C - English - Contemporary First Nations, Métis and Inuit Voices  
OLC4O - Ontario Secondary School Literacy Course  
SBI4U - Biology, Grade 12, University  
SES4U - Earth and Space Science  
SPH4C - Physics, Grade 12, College  
SPH4U - Physics, Grade 12, University  
SCH3U - Chemistry, Grade 11, University  
SCH4U - Chemistry, Grade 12, University

Students may be able to access the following additional eLearning courses offered by the Ontario eLearning Consortium.

ASM2O - Media Arts  
BBB4M - International Business Fundamentals  
BTA3O - Information and Communication Technology  
CGF3M - Forces of Nature: Physical Processes and Disasters  
CGG3O - Travel and Tourism  
CHA3U - American History  
CHI4U - Canada: History, Identity, and Culture  
CHY4U - World History since the Fifteenth Century  
CLU3E - Understanding Canadian Law in Everyday Life  
CLU3M - Understanding Canadian Law  
EMS3O - Media Studies  
ENG3U - English, Grade 11, University  
EWC4U - The Writer's Craft  
FSF4U - Core French  
GWL3O - Designing your Future  
HRT3M - World Religions and Belief Traditions: Perspectives, Issues, and Challenges  
MCT4C - Mathematics for College Technology  
MDM4U - Mathematics of Data Management  
MEL3E - Mathematics for Work and Everyday Life  
PPZ3C - Health for Life  
SPH3U - Physics, Grade 11, University

**Additional information regarding eLearning offerings can be obtained from the eLearning Consultant.**

### ENGLISH AS A SECOND LANGUAGE

Three secondary schools in the District Board offer student access to English as a Second Language (ESL) and English Literacy Development (ELD) support. Courses in these areas are meant to support students whose first language is other than English or is a variety of English that is significantly different from the variety used in Ontario's schools, and who may require educational interventions to assist them in attaining English language proficiency. Students may substitute up to 3 ESL/ELD credits for compulsory English credits. They must earn the fourth compulsory credit in English at the Grade 12 level.

English as a Second Language credit courses are available for adolescents at St. Catharines Collegiate in St. Catharines, Westlane Secondary School in Niagara Falls and Welland Centennial Secondary School in Welland.

Non-credit courses are available for adults in St. Catharines through the Niagara Folk Arts Multicultural Centre at 85 Church Street, St. Catharines, Tel: 905-685-6589. Individuals in Welland, Niagara Falls and Fort Erie can request information from the Welland Heritage Council office at 26 East Main Street, Welland, Tel: 905-732-5337.

### HERITAGE LANGUAGES

Heritage language non-credit courses are offered to elementary aged students in cooperation with the St. Catharines Folk Arts Council and its affiliated ethnic groups. Many different languages are offered. For more information, please email us at:

**CommunityEd@dsbn.org**

### FRENCH IMMERSION

Five schools offer the French Immersion Programs. Transportation is provided to eligible students. Students in Grades 9, 10, & 11 will study French Immersion Language Arts, Histoire, Géographie and Sciences. In Grade 12, students will study French Immersion Language Arts. Students will complete the remaining subjects according to the options available at their French Immersion site. In all of these subjects, French

is the language of instruction. Students study the remaining subjects in English. The following schools offer French Immersion Programs:

- A.N. Myer Secondary School, Niagara Falls
- Governor Simcoe Secondary School, St. Catharines
- Sir Winston Churchill Secondary School, St. Catharines
- Welland Centennial Secondary School, Welland
- West Niagara Secondary School, Beamsville

### PERFORMING ARTS

The District School Board of Niagara features special programs in the Performing Arts. The Academy for the Arts (DNA Arts), located at Laura Secord Secondary School, offers intensive programs for interested and talented arts students in the Niagara Region. These programs provide students with an opportunity to concentrate their studies in an arts discipline - Dance, Drama, Music, Visual Arts, Music Theatre for up to one third of the credits required for the Ontario Secondary School Diploma.

The Academy program is professionally oriented and academically rigorous. Realistic career planning in the arts at college or university is the next step for most DNA students.

Students enrolled in schools within the District School Board of Niagara may apply. Students are admitted by audition and interview, a process that places them in the right academy program and confirms their intention to study the arts. Essential requirements of the DNA Arts program are potential and commitment to perform. More information is available from each school's Guidance Department.

### FIRST NATIONS, MÉTIS AND INUIT STUDIES

The District School Board of Niagara offers a selection of courses in First Nations, Métis and Inuit Studies. These courses provide students with a broad range of knowledge related to First Nations, Métis and Inuit people to help them better understand Indigenous issues at the local, regional and national levels. Students

will develop the skills necessary to discuss issues and enhance their knowledge of Indigenous people. Through their involvement in First Nations, Métis and Inuit Studies, students will increase their awareness and understanding of the history, cultures, world views, and contributions of First Nations, Métis and Inuit people in Canada.

### **ROUTES - CULTIVATING OPPORTUNITIES FOR LOW GERMAN COMMUNITIES**

The District School Board of Niagara offers a flexible program for Low German students. Students are able to work towards their Ontario Secondary School Diploma through a combination of work placements and courses designed to support the unique needs of their community.

## SPECIAL EDUCATION

### **SPECIAL EDUCATION - PROGRAMS AND SERVICES**

In the DSBN, Special Education is a collaborative process that encompasses the supports, services, and strategies that provide the opportunities for each student to reach his/her potential. Each student is a unique individual with his/her own strengths and needs and some students may require special education supports and services to achieve optimal success.

When students struggle with some aspects of learning, there is a school based problem solving team, called the In School Student Success Team, that works together to monitor progress and plan for students that may be exceptional and/or at-risk.

Students with special education needs often have an Individual Education Plan (IEP) that outlines the accommodations, strategies and supports that are in place within the school and classroom.

Each secondary school has a Special Education Resource Teacher (SERT) available to support students with their special education needs. The SERT will ensure that the IEP in place supports your strengths and needs within the secondary setting.

In addition to the supports that the SERT provides, there are additional specialized programs that are in place to some students with complex intellectual, physical, communicational, and behavioural needs. Many sites offer Alternative Programming Non-Credit courses focusing on functional and vocational skill development. These courses are available to students that are part of the Specialized School to Community Program. They may include the following opportunities:

- KEN - Language and Communication Development
- KGL - Personal Life Skills
- KGW - Exploring the World of Work
- KHD - Social Skills Development
- KMM - Numeracy and Numbers
- KPH - Choice Making for Healthy Living
- KAL - Creative Arts for Enjoyment
- KBB - Money Management and Personal Banking
- KCC - Transit Training and Community
- KCW - Exploring Our World
- KHI - Culinary Skills
- KNA - First Canadians
- KPF - Personal Health and Fitness
- KPP - Self-help and Self Care
- KSN - Exploring Our Environment
- KTT - Computer Skills

The Special Education Teacher will collaborate with parents to determine the best course plan to help students achieve their goals.

Transition to the community is an integral part of the program, with a focus on building connections to community supports. Students in the SSTC Program will be offered an Integrated Transition Planning Process with the support of our community partners to ensure that students with intellectual disabilities have an achievable plan post-secondary.

The Special Education Programs and services of the Board are described in the board's special education report, accessible through:

**[www.dsbni.org/supportservices/SE/report.html](http://www.dsbni.org/supportservices/SE/report.html)**

# ALTERNATIVE PATHWAYS

1A Caroline Street  
St. Catharines, ON L2E 3E9  
Tel: 905-684-9259

[www.dsbn.org/supportservices/altprograms.html](http://www.dsbn.org/supportservices/altprograms.html)

## **ALTERNATIVE EDUCATION PROGRAMS (Grades 9-12)**

Alternative Education programs are for students who are experiencing some barriers to success at school, have become disengaged from school, or have been out of school for a period of time. Alternative programs provide learning support, encouragement and develop a student's capacity and motivation to learn. Programs focus on both academic and non-academic needs of students including school skills, social skills and employment skills. Referrals must be made by the home school Principal. Alternative programs are "transitional" in design, supporting the return of the student to his/her home school whenever possible. Programs are in place in Beamsville, Fort Erie, Grimsby, Niagara Falls, Port Colborne, St. Catharines, Thorold and Welland.

Full or part-time programs enable students:

- to earn credits towards a diploma;
- to develop employability skills;
- to build personal capacity and motivation to learn.

### **The PATHWAYS Program**

A program delivered throughout the region providing opportunities for Grade 9 - 12 students who are not experiencing success in the regular school environment. The program provides academic and social/school/life skills support to promote student success.

### **Niagara Link**

A program for students from ages 18 to 21 who need 8 or fewer credits to graduate from high school. It is designed for students who are not experiencing success in the regular high school setting and want to make a positive transition to college. Students receive a college credit at no cost as well as their high school credits.

### **Courage to Soar**

A program for students aged 16 or older who need an alternative to the regular high school setting. Indigenous and non-indigenous students are welcome. Cooperative education credits may be available.

### **Young Parent's Outreach Program**

This program in partnership with Strive Niagara provides opportunities for young parents to continue their high school education. The children of the young parents are provided with on-site daycare. Programs are currently available in St. Catharines and Welland.

**R.I.S.E.** (Reducing the Incidence of Suspensions and Expulsions) The R.I.S.E. program provides an opportunity for a suspended or expelled student or a student experiencing challenging circumstances to continue with the achievement of credits toward the attainment of the Ontario Secondary School Diploma.

### **First Nations, Métis and Inuit Studies Focused Program**

Our Indigenous Focused Pathways Program is a Secondary School program for students seeking emphasis on Indigenous Knowledge, culture and traditions. Students will learn through holistic learning experiences, participating in regular field trips into the community, welcoming community guest speakers, caring for the land, and developing their gifts through community collaboration. Students can be referred to the program by speaking to Student Services at their high school.

# ADULT AND COMMUNITY EDUCATION

535 Lake Street

St. Catharines, Ontario L2N 4H7

Tel: 905-687-7000 • Fax: 905-646-7042

[www.dsbns.org/community](http://www.dsbns.org/community)

### **Adult Dual Credits**

This is an evening program offered in partnership with Niagara College. Students in this program participate in a college course that can earn them both a college and secondary elective credit. The program is designed to provide exposure to college courses and culture while supporting and encouraging the students' transition to post-secondary. Students in this program are connected to a Niagara College advisor to explore college programs and career opportunities, and for assistance in completing a college application. Course materials, transportation and the college application are all provided free of charge. For more information please contact the Lifetime Learning Centre at 905-687-7000.

### **Night School for Credit**

Credit courses are offered Tuesday and Thursday evenings at the St. Catharines Collegiate. Registration information and specific dates will be posted on the DSBN website. Day school students wishing to enroll in a night school course must have approval from the day school Principal. Registration takes place through the home school Guidance Counsellor.

### **EdVance Program**

This is an alternative program for students 18 – 21 years of age who have left school prior to completion of the OSSD. This program centres around senior compulsory credits and employability skills. Applicants should call the Lifetime Learning Centre at 905-687-7000 or email us at [EDVANCE@dsbn.org](mailto:EDVANCE@dsbn.org).

### **Personal Support Worker Certificate Program**

There is a growth trend in the demand for Personal Support workers in long term care facilities, in community (home) care environments, and in hospitals. This program is accredited through the PSW Education Program Standards. All PSW programs run from September through June. Persons enrolled may earn up to 6 credits toward their OSSD. Recruitment begins annually in March. For more information email us at [psw@dsbn.org](mailto:psw@dsbn.org).

### **P.L.A.R. for Adult Learners**

Prior Learning Assessment and Recognition opportunities are available to students 18+ years old. These are provided through Community Education. For information, email us at [CommunityEd@dsbn.org](mailto:CommunityEd@dsbn.org).

### **Summer School**

Please visit [www.dsbns.org/Summer](http://www.dsbns.org/Summer) for more information on the various summer programs available. Minimum class sizes apply to all summer school programs. Students must apply through their home school with their Principal's approval; registration opens in May. A wide range of Secondary School credit courses are available through in-class and eLearning delivery options. New credits and remedial recovery options are available. Summer "Co-op Education" programs are available in a wide variety of work placements. "Reach Ahead" credit courses available to current Grade 7 & 8 students are designed to allow students to get a start at the High School in their community. The "GR8 in 8" program helps students develop stronger language skills, increased math skills and have more confidence which will help them succeed in Grade 8. The "High School Head Start" program helps students learn important organizational and time management skills, develop their language and math skills and have increased their confidence for a new start in high school.

### **EduTravel for Credit Program**

Earn a credit while travelling during March or Summer breaks. See [www.dsbns.org/travel](http://www.dsbns.org/travel) for more information.

## **NON-CREDIT PROGRAMS**

### **After Hours Literacy and Numeracy Instruction**

This program is offered to Gr. 7-12 students in need of enhanced literacy and numeracy instruction. It is offered through Community Education. School principals may apply to run the program at their schools.

### **General Interest Courses**

Special interest courses and Saturday workshops are made available in our schools throughout the year at modest costs. The Learn Explore Discover Guide is published in January and August.

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### **Adult Literacy Basic Skills**

Basic literacy and numeracy classes are available to individuals who have a disability and qualify for the program. Classes are held at various locations throughout Niagara. Assistance with costs associated with the program is available for eligible applicants. For further information, contact 905-988-1450 x.2 or email [LBS@dsbn.org](mailto:LBS@dsbn.org).

### **International Languages**

This program is for elementary aged students, in partnership with various organizations and affiliated groups. These programs are non-credit, tuition free or for a nominal fee, and are offered after school and on weekends. For further information go to [dsbn.org/programs-services/adult-and-community-education/GainASkill/InternationalLanguages](http://dsbn.org/programs-services/adult-and-community-education/GainASkill/InternationalLanguages)

### **Transition to Employment**

The TTE is a program that assists individuals 18+ years of age who have a disability to gain access to employment opportunities. It prepares applicants for employment during one-on-one sessions with an employment counsellor followed by a 1-5 week on-site trial period with an employer. For further information, contact 905-327-7642 or email [TTE@dsbn.org](mailto:TTE@dsbn.org).

## OTHER BOARD SUPPORTS

### **MATH HOMEWORK HELP GRADES 7-10**

Mathify is a FREE online math help resource for students in Grades 7-10. Mathify provides FREE, live one-on-one tutoring from Ontario teachers from Sunday to Thursday every week from 5:30 to 9:30 p.m. Students can register using their OEN at <https://www.tvomathify.com/students> or they can log into Homework Help through the Virtual Learning Environment (dsbn.elearningontario.ca), where their OEN will be provided for them.

### **MATH HOMEWORK HELP GRADES 11-12**

The DSBN offers free online math help for students in grades 11 and 12. One on One help is offered Sunday to Thursday from 7-10pm. The homework help site can also be used at all other times as a comprehensive resource for all things math including recordings of

previous live sessions. All of these resources are available through the Virtual Learning Environment

### **MENTAL HEALTH AND WELL-BEING**

All secondary schools have a youth counsellor or social worker. Youth counsellors help students build the skills they need to be successful in high school and beyond. These professionals are great resources when you need someone to talk to about issues like stress, relationships, self-esteem, anger management, academic motivation, and meeting basic needs like housing, food, and clothing. Social workers support students who are experiencing more complex difficulties, such as mental or physical illness, family issues, problematic substance use, or distress regarding identity (e.g., ethnicity, gender, sexual orientation). Social workers can help students and their families access community services and resources, such as mental health treatment. If you would like to meet with your school's youth counsellor or social worker, talk to your guidance counsellor, a teacher, or the school principal.

### **THE LEARNING COMMONS/LIBRARY**

In our information and knowledge-based society, the library plays a key role in supporting lifelong learning and student success. It provides access to student-centered resources, programs and integrated technologies that support all curriculum areas. Resources are selected to enhance the curriculum, support a love of reading for learning and for pleasure, and are used by staff to develop students' information and critical literacy skills. Discover what your school library learning commons has to offer at [destiny.dsbn.org](http://destiny.dsbn.org).

Students are given the opportunity to access a wide range of resources through the library/learning commons and they are supported by library staff in developing the skills and knowledge of information technologies. The library/learning commons, therefore, serves a vital role in supporting student achievement.

# COURSE SELECTION INFORMATION

## INTRODUCTION

The following information applies to all courses offered in the secondary schools of the DSBN:

- students under the age of eighteen (18) require parental approval for all decisions on course choices. Students who are eighteen years of age or older **MAY** accept responsibility for their own course choices;
- courses of study for each course offered in a school are maintained in the Principal's office and are available for examination by parents/guardians upon request;
- the courses offered by the secondary schools of the District School Board of Niagara have been developed according to the requirements of the Ontario Ministry of Education;
- a clear description of learning expectations is provided to students prior to instruction in each unit of study.

## SEMESTERED ORGANIZATION

The school year in Secondary Schools of the DSBN is organized into semesters for most courses. In this organization, students study half their subjects in the first semester (September to January) and the other half in the second semester (February to June).

## COURSE TRANSFER INFORMATION

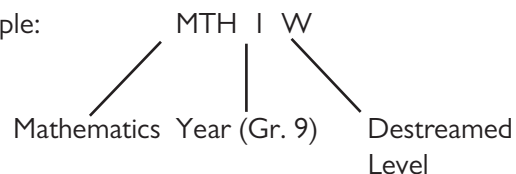
Students should select courses appropriate to their abilities and career plans. If students are having difficulties, they may discuss a change of course with their guidance counsellor. A change may be approved after consultation with parents/guardians if the following conditions are met:

- there is room in the class to which the student has requested a transfer;
- not more than half the time scheduled for the course has passed for level to level transfers in the same course;
- the course requested is appropriate for the student's educational and career plans.

## THE COURSE CODING SYSTEM

Courses are identified by 3 letters followed by a number and a letter.

For example:



The first three characters indicate the subject course code as prescribed by the Ministry of Education Common Course Codes.

The fourth character in the code indicates the level of the course:

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

For International Languages A, B, C, D, is used to represent the level. For ESL (English As A Second Language) A, B, C, D, E is used.

The fifth character indicates the nature of the course type or level of difficulty:

W	=	Destreamed
D	=	Academic
P	=	Applied
O	=	Open
L	=	Locally Developed
C	=	College Destination
M	=	College or University Destination
U	=	University Destination
E	=	Workplace Destination

A sixth character is sometimes added for school use.

## THE DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. It is possible that ½ credit courses will be available in selected areas of the curriculum to allow students to explore a wider variety of programs.

### GRADE 9 - DESTREAMED COURSES

As part of our commitment to removing systemic barriers for all students, DSBN made the decision to destream all Grade 9 courses in September 2021. Students in Grade 9 complete destreamed Math (MTH1W) and Science (SNC1W) in addition to the Academic pathway for English (ENG1D), French (FSF1D)/or French Immersion (FIF1D), and Geography (CGC1D) for their compulsory subjects. Students in Grade 9 destreamed courses may choose either the academic or applied course in the same subject in Grade 10.

### CHOOSING COURSES FOR GRADE 10

Students will make their choices primarily on the basis of their interests, needs, and achievement. The following is a brief description of the types of courses that are available in the different subjects.

#### **Academic Courses**

These courses develop students' knowledge and skills through the study of theory and abstract problems. While they focus on the essential concepts of a subject, exploration of related concepts is developed. Practical applications are incorporated as appropriate.

#### **Applied Courses**

These 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.

#### **Open Courses**

Open courses are designed to prepare students for further study in the subject, and to enrich their education generally. These courses comprise of a set of expectations that are appropriate for all students. They are offered in a variety of different disciplines.

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**The following additional course types are designed for specific purposes.**

#### **Locally Developed Compulsory Courses**

Students may be placed in these courses specially designed for students who have educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents. These are available only in English, Mathematics and Science, and in selected schools within the Board. More information is available through each school's Special Education or Guidance department.

#### **Alternative (Non-Credit) Courses**

Alternative (non-credit) courses are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations - that is, expectations not found in the Ontario Curriculum (see section 3.3.1). These courses are usually designed to prepare students for daily living, including employment (supported or independent) and/or community living. (Course codes for alternative (non-credit) courses begin with "K".) Students in the Specialized School to Community Program (SSTC) will take part in some of these courses.

### COURSES BEYOND GRADE 10

In Grades 11 and 12, courses offered to prepare students for their post-secondary destinations include: *college preparation courses*, developed in close collaboration with colleges; *university/college preparation courses*, developed in close collaboration with both universities and colleges; *university preparation courses*, developed in close collaboration with universities; and *workplace preparation courses*, developed in close collaboration with representatives from a variety of workplaces. *Open courses* are also offered in Grades 11 and 12.

#### **College Preparation Courses**

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.



## Introduction

### **Open Courses**

Open courses are designed to prepare students for further study in the subject, and to enrich their education generally. These courses comprise a set of expectations that are appropriate for all students. They are offered in a variety of different disciplines.

### **University Preparation Courses**

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers.

### **University/College Preparation Courses**

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

### **Workplace Preparation Courses**

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers.

## **MAGNET CONCEPT**

In order to offer a broader range of courses, some of which require specialized equipment and facilities, some schools will co-ordinate their timetables to enable students to access “magnet courses”. Students can travel to a nearby school for part of their program, usually a half-day, while still remaining a student at their home school. Magnet courses include offerings such as Hospitality Services, Culinary Arts, Auto Body, Horticulture, Hairstyling and Aesthetics, Health Care and Welding. This concept allows students to specialize in an area of interest to them. For more information contact your Guidance Department.

## ARTS

### ADA IO Drama - Open 1 credit

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.

### ALC IO Integrated Arts - Open 1 credit

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

### AMU IO Music - Open 1 credit

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.

#### Music Focus Courses:

- AMI IO - Instrumental Music - Band
- AMR IO - Repertoire
- AMS IO - Instrumental Music - Strings
- AMV IO - Music - Vocal/Choral

## ARTS

### ATC IO Dance - Open 1 credit

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

### AVI IO Visual Arts - Open 1 credit

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.

### NAC IO Expressions of First Nations, Métis and Inuit Cultures - Open 1 credit

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

### BUSINESS STUDIES

#### **BBI 1O Introduction to Business - Open 1 credit**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, production, personal finance, entrepreneurship and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

#### **BTT 1O Information and Communication Technology in Business - Open 1 credit**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically 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 communication skills, and current issues related to the impact of information and communication technology.

### CANADIAN AND WORLD STUDIES

#### **CGC 1D Issues in Canadian Geography - Academic 1 credit**

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 in which to live.

This course may be offered in French as part of the French Immersion program.

### ENGLISH

#### **ENG 1D English - Academic 1 credit**

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.

#### **ENG 1L English - Locally Developed 1 credit**

This course is designed to develop oral communication, reading, writing and media literacy skills that students require for success in their everyday life, in the workplace and in their secondary pathway. Students read a variety of literary forms, poetry and drama, and practice the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and, along with the ENG 2L course, specific skills to complete the literacy test successfully.

### ENGLISH AS A SECOND LANGUAGE

#### **ESL AO ESL Level I - Open 1 credit**

This course builds on students' previous education and language knowledge to introduce the English language and help adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

### ENGLISH AS A SECOND LANGUAGE

**ESL BO**                      **ESL Level 2 - Open**                      **1 credit**

This course expands students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations, in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students continuing their adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

**Prerequisite:** *English as a Second Language, Level 1, or equivalent*

**ESL CO**                      **ESL Level 3 - Open**                      **1 credit**

This course extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

**Prerequisite:** *English as a Second Language, Level 2, or equivalent*

**ESL DO**                      **ESL Level 4 - Open**                      **1 credit**

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

**Prerequisite:** *English as a Second Language, Level 3, or equivalent*

### ENGLISH AS A SECOND LANGUAGE

**ESL EO**                      **ESL Level 5 - Open**                      **1 credit**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

**Prerequisite:** *English as a Second Language, Level 4, or equivalent*

### ENGLISH LITERACY DEVELOPMENT

**ELD AO**                      **English Literacy Development, Level 1 - Open**                      **1 credit**

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

**ELD BO**                      **English Literacy Development, Level 2 - Open**                      **1 credit**

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school community resources and to build their knowledge of Canada and diversity.

**Prerequisite:** *English Literacy Development, Level 1, or equivalent*

### ENGLISH LITERACY DEVELOPMENT

#### ELD CO English Literacy Development, 1 credit Level 3 - Open

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; make brief oral presentations; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

**Prerequisite:** *English Literacy Development, Level 2, or equivalent*

#### ELD DO English Literacy Development, 1 credit Level 4 - Open

This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

**Prerequisite:** *English Literacy Development, Level 3, or equivalent*

#### ELD EO English Literacy Development, 1 credit Level 5 - Open

This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

**Prerequisite:** *English Literacy Development, Level 4, or equivalent*

### FIRST NATIONS, MÉTIS AND INUIT STUDIES

#### LNMAO Native Languages, Level I - 1 credit Open - Mohawk

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities.

#### NAC IO Expressions of First Nations, 1 credit Métis and Inuit Cultures - Open

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

**Prerequisite:** *None.*

**Note:** May be used to meet the Grade 9 compulsory credit in the Arts.

### FRENCH

#### FIF ID French Immersion - Academic 1 credit

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.

For more information regarding French Immersion, see page 14.

#### FSF ID Core French - Academic 1 credit

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.

### GUIDANCE AND CAREER EDUCATION

#### GLS IO/ GLE IO Learning Strategies I: Skills for Success in Secondary School - Open 1 credit

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.

\* This course is only available to students who have an IEP, with Principal recommendation. Students may receive only one credit for Grade 9 Learning Strategies I, either for GLSIO or GLEIO.

### HEALTH AND PHYSICAL EDUCATION

#### PPL IO Healthy Active Living Education - Open 1 credit

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.

**Note:** Courses for Grade 9 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.

The possible groupings for Grade 9 focus courses and their corresponding course codes are:

- Healthy Living and Personal and Fitness Activities - PAF IO
- Healthy Living and Large-Group Activities - PAL IO
- Healthy Living and Individual and Small-Group Activities - PAI IO
- Healthy Living and Outdoor Activities - PAD IO

### MATHEMATICS

#### MAT IL Mathematics - Locally Developed 1 credit

This course provides students an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

### MATHEMATICS

#### **MTH 1W      Grade 9 Mathematics      1 credit**

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

Successful completion of this course prepares students for both Principles of Mathematics, Grade 10, Academic (MPM2D) and Foundations of Mathematics, Grade 10, Applied (MFM2P).

### SCIENCE

#### **SNC 1D      Science - Academic      1 credit**

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.

This course may be offered in French as part of the French Immersion program.

#### **SNC 1L      Science - Locally Developed      1 credit**

This course is designed to reinforce and strengthen science-related knowledge and skills, that, along with the SNC 2L course, prepare students to be successful in their everyday life, in the workplace and in their secondary pathway. Students will have the opportunity to strengthen their knowledge in scientific inquiry, critical thinking and the relationship between science, society and the environment. Continued support with numeracy and literacy skills will also be provided through relevant and practical science activities.

### SOCIAL SCIENCES AND HUMANITIES

#### **HFN 1O      Food and Nutrition - Open      1 credit**

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.

#### **HIF 1O      Exploring Family Studies - Open      1 credit**

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.

### TECHNOLOGICAL EDUCATION

#### **TIJ 1O      Exploring Technologies - Open      1 credit**

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 post-secondary education and training pathways leading to careers in technology-related fields.

Emphasis Course:

- TEJ 1O - Exploring Computer Technologies
- TFJ 1O - Exploring Hospitality and Tourism
- TGJ 1O - Exploring Communications Technology
- THJ 1O - Exploring Green Industries
- TMJ 1O - Exploring Manufacturing Technology
- TXJ 1O - Exploring Hairstyling and Aesthetics

### ARTS

#### **ADA 20                      Drama - Open                      1 credit**

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.

#### **Drama Focus Course:**

ADD 20 - Drama - Production

#### **ALC 20                      Integrated Arts - Open                      1 credit**

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

#### **AMU 20                      Music - Open                      1 credit**

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.

#### **Music Focus Courses:**

- AMG 20 - Guitar Music
- AMH 20 - Stage - Band Music
- AMI 20 - Instrumental Music - Band
- AMK 20 - Keyboard Music
- AMP 20 - Instrumental Music - Percussion
- AMR 20 - Repertoire
- AMS 20 - Instrumental Music - Strings
- AMV 20 - Music - Vocal/Choral

### ARTS

#### **ASM 20                      Media Arts - Open                      1 credit**

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 communications 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.

#### **ATC 20                      Dance - Open                      1 credit**

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

#### **Dance Focus Course:**

ATD 20 - Dance - Composition

#### **AVI 20                      Visual Arts - Open                      1 credit**

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.

#### **Visual Arts Focus Courses:**

- AWM 20 - Visual Arts - Drawing and Painting
- AWR 20 - Visual Arts - Film/Video



### BUSINESS STUDIES

#### **BBI 20 Introduction to Business - Open 1 credit**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, production, personal finance, entrepreneurship and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

\* This course is not available to students who have completed BBI 10.

#### **BTT 20 Information and Communication Technology in Business - Open 1 credit**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically 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 communication skills, and current issues related to the impact of information and communication technology.

\* This course is not available to students who have completed BTT 10.

### CANADIAN AND WORLD STUDIES

#### **CHC 2D Canadian History Since World War I - Academic 1 credit**

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.

#### **CHC 2P Canadian History Since World War I - Applied 1 credit**

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.

#### **CHV 20 Civics and Citizenship - Open .5 credit**

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.

This course may be offered in French as part of the French Immersion program. See page 14 for more details.

## CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

**LVL BD Latin- Level I - Academic 1 credit**

This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading, and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life, and social practices, and will make connections across the curriculum between the classical world and the world around them.

### International Languages

LWG BD/LWG BO	German - Academic/Open	1 credit
LWI BD/LWI BO	Italian - Academic/Open	1 credit
LKJ BD	Japanese - Academic	1 credit
LWS BD	Spanish - Academic	1 credit
LYA BO	Arabic - Academic	1 credit

### Level I – Academic

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

**Prerequisite:**

**None**

### Level I – Open

This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

**Prerequisite: None**

## COMPUTER STUDIES

**ICS 20 Introduction to Computer Studies - Open 1 credit**

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 investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

### ENGLISH

**ENG 2D**      **English - Academic**      **1 credit**

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.

**ENG 2L**      **English - Locally Developed**      **1 credit**

This course emphasizes key skills in reading, writing, oral communication, and thinking that these students need for continuing success in their secondary school subjects, and to communicate with others in their lives outside of school. The units suggest instructional strategies and a developmental approach to teaching the expectations that are essential for these students' success. This course gives students a solid literacy skills foundation to enter Grade 11 English - Workplace, or NBE 3E - Workplace, and to prepare them for successful completion of the Grade 10 Literacy Test. Students read key information and literacy text forms, including novels, editorials, magazine feature articles and poetry, for personal and academic purposes. They use their knowledge of media to create media works. Students will produce clear, complete writing in a variety of narrative and non-narrative forms for real-life purposes including world of work, using appropriate and correct language. In particular, the course encourages students to develop and reflect upon the strategies that will improve their literacy competence and confidence.

**Prerequisite:** *Any Grade 9 English Credit*

**ENG 2P**      **English - Applied**      **1 credit**

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.

**Prerequisite:** *English, Grade 9, Academic*

### ENGLISH (OPTIONAL CREDITS)

**ELS 2O**      **Literacy Skills - Open**      **1 credit**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

### ENGLISH AS A SECOND LANGUAGE

**For English as a Second Language  
Course Descriptions, please see page 23.**

### ENGLISH LITERACY DEVELOPMENT

**For English Literacy Development  
Course Descriptions, please see page 24.**

### FIRST NATIONS, MÉTIS AND INUIT STUDIES

**NAC 2O**      **First Nations, Métis and Inuit  
Peoples in Canada - Open**      **1 credit**

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 Indigenous peoples and other Canadians today.

# GRADE 10

## Course Descriptions

### FRENCH

#### **FIF 2P French Immersion - Applied 1 credit**

This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** *Grade 9 French Immersion*

#### **FIF 2D French Immersion - Academic 1 credit**

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.

**Prerequisite:** *Grade 9 French Immersion*

#### **FSF 2D Core French - Academic 1 credit**

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

**Prerequisite:** *Grade 9 Core French, Academic*

### FRENCH

#### **FSF 2P Core French - Applied 1 credit**

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** *Grade 9 Core French*

### GUIDANCE AND CAREER EDUCATION

#### **GLC 20 Career Studies - Open .5 credit**

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 post-secondary 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. This course may be offered in French as part of the Extended French program. See page 14 for more details.

#### **GLD 20 Discovering the Workplace - Open 1 credit**

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

# GRADE 10

## GUIDANCE AND CAREER EDUCATION

### GLE 20\* Learning Strategies I: Skills for Success in Secondary School - Open 1 credit

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.

\* This course is only available to students who have an IEP, with Principal recommendation.

## HEALTH AND PHYSICAL EDUCATION

### PPL 20 Healthy Active Living Education - Open 1 credit

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.

Note: Courses for Grade 10 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.

The possible groupings for Grade 10 focus courses and their corresponding course codes are:

- Healthy Living and Personal and Fitness Activities - PAF 20
- Healthy Living and Large-Group Activities (ie. Canada Skills) - PAL 20
- Healthy Living and Individual and Small-Group Activities - PAI 20
- Healthy Living and Rhythm and Movement Activities - PAR 20
- Healthy Living and Outdoor Activities - PAD 20
- Rhythm and Movement - Dance - PAR 20

## MATHEMATICS

### MAT 2L Mathematics - Locally Developed 1 credit

This course provides students an opportunity to extend their background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

**Prerequisite:** Any Grade 9 Mathematics credit

### MFM 2P Foundations of Mathematics - Applied 1 credit

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-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Grade 9 Mathematics

### MPM 2D Principles of Mathematics - Academic 1 credit

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-angled triangles. Students will reason mathematically as they solve multistep problems and communicate their thinking.

**Prerequisite:** Grade 9 Mathematics, Academic

### SCIENCE

#### SNC 2D Science - Academic 1 credit

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, society, 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

**Prerequisite:** Grade 9 Science, Academic

This course may be offered in French as part of the Extended French program. See page 12 for more details.

#### SNC 2L Science - Locally Developed 1 credit

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics including science in media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. 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.

**Prerequisite:** Any Grade 9 Science credit

#### SNC 2P Science - Applied 1 credit

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 investigation. 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.

**Prerequisite:** Grade 9 Science

### SOCIAL SCIENCES HUMANITIES

#### HFN 2O Food and Nutrition - Open 1 credit

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.

\* This course is not available to students who have completed HFN 1O.

#### HIF 2O Exploring Family Studies - Open 1 credit

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.

\* This course is not available to students who have completed HIF 1O.

#### HNL 2O Clothing - Open 1 credit

This course introduces students to the world of clothing. Students will gain knowledge about clothing and will demonstrate basic skills associated with techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality and will develop shopping strategies and an understanding of various retail formats. Students will develop research skills as they investigate topics related to clothing.

### TECHNOLOGICAL EDUCATION

In certain cases, courses in Grade 10 may be planned for up to 330 hours of scheduled instructional time (for which the student may earn a maximum of 3 credits). This additional instructional time allows for the practice and refinement of skills. The skills students develop in multiple-credit courses should reflect current industry practices and standards. Instructional time may be increased by increments of 55 hours. For each additional 55 hours, students earn an additional half-credit, to a maximum of three credits. The number of additional credits and the nature of the skills to be practised and refined during the additional instructional time must be established before the start of the course.

#### COMMUNICATIONS TECHNOLOGY

##### **TGJ 20 Communications Technology - Open I credit**

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.

#### COMPUTER TECHNOLOGY

##### **TEJ 20 Computer Technology - Open I credit**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and post-secondary pathways to careers in computer technology.

### TECHNOLOGICAL EDUCATION

#### CONSTRUCTION TECHNOLOGY

##### **TCJ 20 Construction Technology - Open I credit**

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 post-secondary pathways leading to careers in the industry.

##### **Emphasis Courses**

TCJ 2OE - Construction Technology - Electrical/Network Cabling

TCJ 2OH - Construction Technology - Heating and Cooling

#### GREEN INDUSTRIES

##### **THJ 20 Green Industries - Open I credit**

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 post-secondary education and training pathways and career opportunities in the various industry sectors.

##### **Locally Developed Course:**

THJ 2OH - Green Industries - Horticulture

THJ 2OL - Green Industries - Landscaping Construction and Maintenance

### TECHNOLOGICAL EDUCATION

#### HAIRSTYLING AND AESTHETICS

##### **TXJ 20 Hairstyling & Aesthetics - Open 1 credit**

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, giving manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and post-secondary pathways leading to careers in the field of hairstyling and aesthetics.

#### HEALTH CARE

##### **TPJ 20 Health Care - Open 1 credit**

This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care and will explore secondary and post-secondary pathways leading to careers in the field.

#### HOSPITALITY AND TOURISM

##### **TFJ 20 Hospitality and Tourism Technology - Open 1 credit**

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

### TECHNOLOGICAL EDUCATION

#### MANUFACTURING TECHNOLOGY

##### **TMJ 20 Manufacturing Technology - Open 1 credit**

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 post-secondary pathways leading to careers in the industry.

##### **Emphasis Course:**

TMJ 20W - Manufacturing Technology - Welding

#### TECHNOLOGICAL DESIGN

##### **TDJ 20 Technological Design - Open 1 credit**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and post-secondary education and training leading to careers in the field.

#### TRANSPORTATION TECHNOLOGY

##### **TTJ 20 Transportation Technology - Open 1 credit**

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 post-secondary pathways leading to careers in the transportation industry.



### ARTS

**ADA 3M**                      **Drama -**                      **1 credit**  
**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:** *Grade 9 or 10 Drama, Open*

**Drama Focus Courses:**

ADB 3M - Drama - Music Theatre  
ADD 3M - Drama - Production

**ADA 3O**                      **Drama - Open**                      **1 credit**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

**Drama Focus Courses:**

ADD 3O - Drama - Production

### ARTS

**AMU 3M**                      **Music -**                      **1 credit**  
**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.

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

**Music Focus Courses:**

AMG 3M - Guitar Music  
AMH 3M - Stage - Band Music  
AMI 3M - Instrumental Music - Band  
AMK 3M - Keyboard Music  
AMR 3M - Repertoire  
AMS 3M - Instrumental Music -Strings  
AMV 3M - Music - Vocal/Choral

**AMU 3O**                      **Music - Open**                      **1 credit**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

**Music Focus Courses:**

AMG 3O - Guitar Music  
AMI 3O - Instrumental Music - Band  
AMK 3O - Keyboard Music  
AMP 3O - Instrumental Music - Percussion  
AMR 3O - Repertoire  
AMV 3O - Music - Vocal/Choral

### ARTS

#### **ASM 30                      Media Arts - Open                      1 credit**

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

#### **ASM 3M                      Media Arts -                      1 credit University/College Preparation**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

**Prerequisite:** *Grade 10, Media Arts, Open*

#### **ATC 3M                      Dance -                      1 credit University/College Preparation**

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

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

### ARTS

#### **ATC 30                      Dance - Open                      1 credit**

This course emphasizes the development of students' movement vocabulary relating to dance genres from around the world, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers. They will apply tools and techniques throughout the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity.

**Prerequisite:** *None*

#### **AVI 3M                      Visual Arts -                      1 credit 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 emerging 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).

**Prerequisite:** *Grade 9 or 10 Visual Arts, Open*

#### **Visual Arts focus courses:**

- AWD 3M - Visual Arts - Visual Design
- AWM 3M - Visual Arts - Drawing and Painting
- AWQ 3M - Visual Arts - Photography

### ARTS

**AVI 30 Visual Arts - Open 1 credit**

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

**Prerequisite: None**

#### Visual Arts Focus Courses:

- AWA 30 - Visual Arts - Crafts
- AWC 30 - Visual Arts - Ceramics
- AWD 30 - Visual Arts - Visual Design
- AWM 30 - Visual Arts - Drawing and Painting
- AWQ 30 - Visual Arts - Photography

#### Arts and Cooperative Education

Art courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in teaching, music, photography, graphic arts, advertising and animation.

### BUSINESS STUDIES

**BAF 3M Financial Accounting Fundamentals - University/College Preparation 1 credit**

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 current issues and ethics in accounting.

### BUSINESS STUDIES

**BAI 3E Accounting Essentials - Workplace Preparation 1 credit**

This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

**BDI 3C Entrepreneurship: The Venture - College Preparation 1 credit**

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 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.

**BDP 3O Entrepreneurship: The Enterprising Person - Open 1 credit**

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

**BMI 3C Marketing: Goods, Services, Events - College Preparation 1 credit**

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.

### BUSINESS STUDIES

#### **BMX 3E Marketing: Retail and Service - 1 credit Workplace Preparation**

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

#### **BTA 3O Information and Communication Technology: The Digital Environment - Open 1 credit**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace.

### **Business Studies and Cooperative Education**

Business courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in accounting, human resources, marketing, law and security, entrepreneurship and business administration.

### CANADIAN AND WORLD STUDIES

#### **CGF 3M Forces of Nature: Physical Processes and Disasters - 1 credit University/College Preparation**

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

**Prerequisite:** *Grade 9 Issues in Canadian Geography, Academic or Applied*

#### **CGG 3O Travel and Tourism: A Geographic Perspective - Open 1 credit**

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

**Prerequisite:** *Grade 9 Issues in Canadian Geography, Academic or Applied*

#### **CGT 3O Introduction to Spatial Technologies - Open 1 credit**

This course enables students to develop practical skills associated with spatial technologies and to investigate related career opportunities. Students will develop their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing technologies. They will apply the concepts of geographic thinking and the geographic inquiry process when conducting fieldwork, collecting and organizing data, and analysing spatial images such as maps and aerial photographs. Throughout the course, students' local context is emphasized.

**Prerequisite:** *Grade 9 Issues in Canadian Geography, Academic or Applied*

### CANADIAN AND WORLD STUDIES

#### **CHA 3U American History - University/College Preparation 1 credit**

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. 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 various forces that helped shape American history.

**Prerequisite:** *Grade 10 Canadian History Since World War I*

#### **CHT 3O World History Since 1900: Global and Regional Interactions - Open 1 credit**

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. 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 interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

**Prerequisite:** *Grade 10 Canadian History Since World War I*

### CANADIAN AND WORLD STUDIES

#### **CHW 3M World History to the End of the Fifteenth Century - University/College Preparation 1 credit**

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.

**Prerequisite:** *Grade 10 Canadian History Since World War I*

This course may be offered in French as part of the Extended French program. See page 14 for more details.

#### **CLU 3E Understanding Canadian Law in Everyday - Workplace Preparation 1 credit**

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today.

**Prerequisite:** *Grade 10 Canadian History Since World War I*

### CANADIAN AND WORLD STUDIES

#### **CLU 3M Understanding Canadian Law - 1 credit 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.

**Prerequisite:** *Grade 10 Canadian History Since World War I*

#### **CPC 30 Politics in Action: Making Change - Open 1 credit**

This course enables students to develop plans for change in the local, national, and/or global community. Students will explore various issues, investigating their causes as well as their impact, and determining where change is needed, and why. They will examine the effectiveness of various problemsolving strategies used by individuals and groups that have brought about and/or are attempting to bring about political change in democratic societies. In addition, students will analyse the role and perspectives of governments and other stakeholders in relation to issues of political importance and will consider factors affecting their own and others' political engagement. Students will apply the concepts of political thinking and the political inquiry process as they investigate various issues of political importance and develop a plan of action to address a selected issue.

**Prerequisite:** *Civics and Citizenship, Grade 10, Open*

### Canadian and World Studies and Cooperative Education

Canadian and World Studies courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in archeology, politics, travel and tourism, environmental studies, urban and regional planning, teaching, law and historical research.

### CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

#### **LVL CU Latin - Level 2 - 1 credit University Preparation**

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading, and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them.

**Prerequisite:** *Classical Languages, Level 1, Academic*

LWG CU	German - University	1 credit
LWI CU/LWI CO	Italian - University/Open	1 credit
LWS CU	Spanish - University	1 credit

#### **Level 2 – University Preparation**

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

**Prerequisite:** *International Languages, Level 1, Academic*

### CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

#### Level 2 – Open

This course provides opportunities for students to develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about matters of personal interest and everyday topics in interactive settings that emphasize real-life applications, and will read and write a variety of texts of increasing complexity in the language. Students will continue to develop their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also explore personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

**Prerequisite:** *International Languages, Level 1, Academic or Open*

#### International Languages and Cooperative Education

International Language courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in travel and tourism, international law, international business, teaching and politics.

### COOPERATIVE EDUCATION

#### Cooperative Education Linked to a Related Course (or Courses)

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite:** *None*

#### DCO 30 Creating Opportunities through Co-op - Open

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite:** *None*

### COMPUTER STUDIES

#### ICS 3C Introduction to Computer Programming - College Preparation 1 credit

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 post-secondary opportunities in computer-related fields.

#### ICS 3U Introduction to Computer Science - University Preparation 1 credit

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.

#### Computer Studies and Cooperative Education

Computer Studies courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in engineering, computer programming, information technology, software applications, system analyst, and telecommunications technology.

### ENGLISH

#### **ENG 3C English - College Preparation 1 credit**

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.

**Prerequisite:** *English, Grade 10, Academic or Applied*

#### **ENG 3E English - Workplace Preparation 1 credit**

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:** *English, Grade 10, Applied or Locally Developed*

#### **ENG 3U English - University Preparation 1 credit**

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.

**Prerequisite:** *English, Grade 10, Academic*

#### **English and Cooperative Education**

English courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in journalism, research, teaching, library studies and communications.

### ENGLISH

#### **NBE 3C English: Contemporary 1 credit First Nations, Métis, and Inuit Voices - College Preparation**

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis, and Inuit cultures in Canada. Students will study the use of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

**Prerequisite:** *English, Grade 10, Academic or Applied*

#### **NBE 3E English: Contemporary 1 credit First Nations, Métis, and Inuit Voices - Workplace Preparation**

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis, and Inuit cultures in Canada. Students will investigate the connections between texts and cultural and community aspects of identity, relationships, and sovereignty. Students will create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

**Prerequisite:** *English, Grade 10, Academic or Applied or Locally Developed Compulsory Credit (LDCC)*



### ENGLISH

**NBE 3U**      **English: Contemporary**      **1 credit**  
**First Nations, Métis, and Inuit Voices**  
**- University Preparation**

This course explores themes, forms, and stylistic elements of a range of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis, and Inuit cultures in Canada. Students will analyse the changing use of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

**Prerequisite:** *English, Grade 10, Academic*

**OLC 30**      **Ontario Secondary School**      **1 credit**  
**Literacy Course - 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 (OSSLT). 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 portfolio containing a record of their reading experiences and samples of their writing.

**Eligibility requirement:** Students who have been eligible to write the OSSLT at least once and who have been unsuccessful at least once are eligible to take the course. Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.

**Note:** *This course may be taken in either Grade 11 or Grade 12.*

### ENGLISH (OPTIONAL CREDITS)

**EMS 3O**      **Media Studies - Open**      **1 credit**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.  
**Prerequisite:** *English, Grade 10, Academic or Applied*

**ETC 3M**      **Canadian Literature -**      **1 credit**  
**University/College Preparation**

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.  
**Prerequisite:** *English, Grade 10, Academic or Applied*

### ENGLISH AS A SECOND LANGUAGE

**For English as a Second Language  
Course Descriptions, please see page 23.**

### ENGLISH LITERACY DEVELOPMENT

**For English Literacy Development  
Course Descriptions, please see page 23.**

### FIRST NATIONS, MÉTIS AND INUIT STUDIES

**NBE 3C**      **English: Contemporary**      **1 credit**  
**First Nations, Métis and Inuit Voices**  
**- College Preparation**

This course explores themes, forms, and styles of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis and Inuit cultures in Canada. Students will study the use of text forms by Indigenous authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

**Prerequisite:** *Grade 10 English, Academic or Applied*

**NBE 3E**      **English: Contemporary**      **1 credit**  
**First Nations, Métis and Inuit Voices**  
**- Workplace Preparation**

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis and Inuit cultures in Canada. Students will investigate the connections between texts and cultural and community aspects of identity, relationships, and sovereignty. Students will create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

**Prerequisite:** *Grade 10 English, Academic, Applied, or Locally Developed*

### French and Cooperative Education

French courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in teaching, international business, travel and tourism and politics.

### FIRST NATIONS, MÉTIS AND INUIT STUDIES

**NBE 3U**      **English: Contemporary**      **1 credit**  
**First Nations, Métis and Inuit Voices**  
**- University Preparation**

This course explores themes, forms, and stylistic elements of a range of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis, and Inuit cultures in Canada. Students will analyse the changing use of text forms by Indigenous authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

**Prerequisite:** *Grade 10 English, Academic*

### FRENCH AS A SECOND LANGUAGE

**FIF 3O**      **French Immersion - Open**      **1 credit**

This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** *French Immersion, Grade 10, Academic or Applied*

**FIF 3U**      **French Immersion -**      **1 credit**  
**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.

**Prerequisite:** *French Immersion, Grade 10, Academic*

### GUIDANCE AND CAREER EDUCATION

**GLE 30\* Advanced Learning Strategies: Skills for Success After Secondary School - Open** **1 credit**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** For GLE40 – None

**\*For GLE40 and GLE30 – Recommendation of principal**

**GPP 30 Leadership and Peer Support - Open** **1 credit**

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.

**GWL 30 Designing Your Future - Open** **1 credit**

This course prepares students to make successful transitions to post-secondary destinations as they investigate specific post-secondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

### Guidance and Career Studies and Cooperative Education

Guidance and Career Studies courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in any area.

### HEALTH AND PHYSICAL EDUCATION

**PPL 30 Healthy Active Living Education - Open** **1 credit**

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.

**Note:** Courses for Grade 11 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.

The possible groupings for Grade 11 focus courses and their corresponding course codes are:

- Healthy Living and Personal and Fitness Activities - PAF 30
- Healthy Living and Large-Group Activities - PAL 30
- Healthy Living and Individual and Small-Group Activities - PAI 30
- Healthy Living and Rhythm and Movement Activities - PAR 30
- Healthy Living and Outdoor Activities - PAD 30

**PPZ 3C Health for Life - College Preparation** **1 credit**

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being - physical, cognitive, emotional, spiritual, and social - and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

### HEALTH AND PHYSICAL EDUCATION

#### Health and Physical Education and Cooperative Education

Health and Physical Education courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in fitness training, sports management, kinesiology, sports medicine, nursing and recreation therapy.

### INTERDISCIPLINARY STUDIES

#### IDC 30 History of Sport - Open 1 credit

This course will help students combine the skills required or and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

### MATHEMATICS

#### MBF 3C Foundations for College Mathematics - College Preparation 1 credit

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 with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** *Foundations of Mathematics, Grade 10, Applied*

### MATHEMATICS

#### MCF 3M Functions and Applications - University/College Preparation 1 credit

This course introduces basic features of the function by extending students' experiences with quadratic relations. 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 applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** *Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied*

#### MCR 3U Functions - University Preparation 1 credit

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; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** *Grade 10 Principles of Mathematics, Academic*

#### MEL 3E Mathematics for Work and Everyday Life - Workplace Preparation 1 credit

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.

**Prerequisite:** *Grade 9 Foundations of Mathematics, Applied, or Essential Mathematics, Grade 10, Locally Developed*

### MATHEMATICS

#### Mathematics Cooperative Education Program

Mathematics courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in business management, accounting, financial planning, banking, teaching, and engineering.

### SCIENCE

#### SBI 3C Biology - College Preparation 1 credit

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.

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

#### SBI 3U Biology - University Preparation 1 credit

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.

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

#### SCH 3U Chemistry - University Preparation 1 credit

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 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.

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

### SCIENCE

#### SPH 3U Physics - University Preparation 1 credit

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.

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

#### SVN 3E Environmental Science - Workplace Preparation 1 credit

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 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.

**Prerequisite:** *Grade 9 Science or Grade 10 Science, Applied or Locally Developed*

#### SVN 3M Environmental Science - University/College Preparation 1 credit

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.

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

### SCIENCE

#### Science and Cooperative Education

Science courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in medicine, chemistry, biology, physics, environmental sciences and engineering.

### SOCIAL SCIENCES AND HUMANITIES

#### HFC 3M Food & Culture - University/College Preparation 1 credit

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

#### HHD 30 Dynamics of Human Relationships - Open 1 credit

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

#### HLS 30 Housing and Home Design - Open 1 credit

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfills; 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.

### SOCIAL SCIENCES AND HUMANITIES

#### HNC 3C Understanding Fashion - College Preparation 1 credit

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

#### HPC 30 Raising Healthy Children - Open 1 credit

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.

#### HPW 3C Working with Infants and Young Children - College Preparation 1 credit

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

### SOCIAL SCIENCES AND HUMANITIES

#### HRF 3O World Religions and Belief Traditions in Daily Life - Open 1 credit

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

#### HRT 3M World Religions and Belief Traditions: Perspectives, Issues, and Challenges - University/College Preparation 1 credit

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

#### HSG 3M Gender Studies - University/College Preparation 1 credit

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

#### Social Sciences and Humanities and Cooperative Education

Social Science & Humanities courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in social work, law enforcement, teaching, journalism, and anthropology.

### SOCIAL SCIENCES AND HUMANITIES

#### HSP 3C Introduction to Anthropology, Psychology, and Sociology - College Preparation 1 credit

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.

#### HSP 3U Introduction to Anthropology, Psychology, and Sociology - University Preparation 1 credit

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 research, and to become familiar with current thinking on a range of issues within the three disciplines.

**Prerequisite:** *Grade 10 Academic English, or Grade 10 Academic History ( Canadian and World Studies)*

This course may be offered in French as part of the French Immersion program. See page 14 for more details.

#### HZB 3M Philosophy: The Big Questions - University/College Preparation 1 credit

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own response to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

### TECHNOLOGICAL EDUCATION

A destination-related broad-based technology course in Grade 11 or 12 may be planned for up to 330 hours of scheduled instructional time (for which the student may earn a maximum of three credits) if the course is part of a Specialist High Skills Major program or school-work transition program, if it leads to an apprenticeship or certification program, or if it supports an articulation agreement for advanced standing or preferred entrance into a specialized program. The additional instructional time allows for the practice and refinement of skills needed to raise the quality of the student's performance to the level required for entry into a subsequent program or the workplace. The skills students develop in multiple-credit courses should reflect current industry practices and standards. Instructional time may be increased by increments of 55 hours. For each additional 55 hours, students earn an additional half-credit, to a maximum of three credits. The number of additional credits and the nature of the knowledge and skills to be practised and refined during the additional instructional time must be established before the start of the course. Any destination-related course, including emphasis courses, may be delivered as a multiple credit course. In Grades 11 and 12, open courses may not be offered as multiple-credit courses.

### COMMUNICATIONS TECHNOLOGY

#### **TGJ 3M      Communications Technology -      1 credit** **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.

#### **Emphasis Courses:**

TGG 3M - Print and Graphic Communications  
TGI 3M - Interactive New Media and Animation  
TGP 3M - Photography and Digital Imaging  
TGV 3M - TV, Video and Movie Production  
TGR 3M - Radio, Audio and Sound Production

### TECHNOLOGICAL EDUCATION

#### **TGJ 3O      Communications Technology:      1 credit** **Broadcast and Print Production - Open**

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

### COMPUTER TECHNOLOGY

#### **TEJ 3E      Computer Technology -      1 credit** **Workplace Preparation**

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software, and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

#### **TEJ 3M      Computer Engineering      1 credit** **Technology -** **University/College Preparation**

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

#### **Emphasis Courses:**

TER 3M - Robotics and Control Systems



### TECHNOLOGICAL EDUCATION

#### CONSTRUCTION TECHNOLOGY

##### **TCJ 3C      Construction Engineering      1 credit** **Technology - College Preparation**

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

##### **TCJ 3E      Construction Technology -      1 credit** **Workplace Preparation**

This 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 post-secondary and career opportunities in the field.

##### **Emphasis Courses:**

TCE 3E - Electrical/Network Cabling  
TCH 3E - Heating and Cooling

##### **TWJ 3E      Custom Woodworking -      1 credit** **Workplace Preparation**

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, post-secondary training, and career opportunities in the field that may be pursued directly after graduation.

### TECHNOLOGICAL EDUCATION

#### GREEN INDUSTRIES

##### **THJ 3E      Green Industries -      1 credit** **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 post-secondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.

##### **Emphasis Courses:**

THL 3E - Landscaping Construction and Maintenance

#### HAIRSTYLING AND AESTHETICS

##### **TXJ 3E      Hairstyling & Aesthetics -      1 credit** **Workplace Preparation**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students will identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students will also consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions.

##### **Emphasis Courses:**

TXH 3E - Hairstyling

### TECHNOLOGICAL EDUCATION

#### HEALTH CARE

**TPJ 3C**                      **Health Care -**                      **1 credit**  
**College Preparation**

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including health care terminology and the anatomical features and physiology of some major body systems. Students will develop an awareness of health and safety issues in the health care field, environmental and societal issues related to health care, professional practice standards, and career opportunities in the field.

**TPJ 3M**                      **Health Care -**                      **1 credit**  
**University/College Preparation**

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

#### HOSPITALITY AND TOURISM

**TFJ 3C**                      **Hospitality & Tourism -**                      **1 credit**  
**College Preparation**

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

#### **Emphasis Courses:**

TFT 3C - Tourism and Travel Planning

### TECHNOLOGICAL EDUCATION

**TFJ 3E**                      **Hospitality & Tourism -**                      **1 credit**  
**Workplace Preparation**

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

#### **Emphasis Courses:**

TFB 3E - Baking

#### MANUFACTURING TECHNOLOGY

**TMJ 3C**                      **Manufacturing Technology -**                      **1 credit**  
**College Preparation**

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

**TMJ 3E**                      **Manufacturing Technology -**                      **1 credit**  
**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.

#### **Emphasis Courses:**

TMW 3E - Welding

### TECHNOLOGICAL EDUCATION

#### **TMJ 3M      Manufacturing Engineering      1 credit** **Technology - University/College Preparation**

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

### TECHNOLOGICAL DESIGN

#### **TDJ 3M      Technological Design -      1 credit** **University/College Preparation**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

#### **Emphasis Courses:**

TDA 3M - Architectural Design  
TDV 3M - Interior Design

#### **TDJ 3O      Technological Design and the      1 credit** **Environment - Open**

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and post-secondary pathways leading to careers in the field.

### TECHNOLOGICAL EDUCATION

#### TRANSPORTATION TECHNOLOGY

#### **TTJ 3C      Transportation Technology -      1 credit** **College Preparation**

This 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.

#### **Emphasis Courses:**

TTB 3C - Auto Body  
TTS 3C - Small Engine/Recreational Equipment

#### **TTJ 3O      Transportation Technology:      1 credit** **Vehicle Ownership - 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.

#### **Technological and Cooperative Education**

Technology courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in a automotive, electricity, plumbing, manufacturing, construction and manufacturing. A student may have the opportunity to begin an apprenticeship while earning high school credits. Refer to the OYAP section for additional information.

## ARTS

### ADA 4E                      Drama -                      1 credit Workplace Preparation

This course requires students to create, present, and analyse a variety of dramatic works relevant to the workplace. Students will build trust and collaborative skills and develop self-confidence through hands-on experience and project-based learning in drama activities. Students will also explore skills related to the study of drama that can be applied in the workplace.

**Prerequisite:** *Grade 11 Drama, Open*

**Drama Focus Courses:**

ADD 4E - Drama - Production

### ADA 4M                      Drama -                      1 credit 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 text 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.

**Prerequisite:** *Grade 11 Drama, University/College*

**Drama Focus Courses:**

ADB 4M - Drama - Music Theatre  
ADD 4M - Drama - Production

### AMU 4E                      Music -                      1 credit Workplace Preparation

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music.

**Prerequisite:** *Grade 11 Music, Open*

## ARTS

### AMU 4M                      Music -                      1 credit 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:** *Grade 11 Music, University/College*

**Music Focus Courses:**

AMG 4M - Guitar Music  
AMH 4M - Stage - Band Music  
AMI 4M - Instrumental Music - Band  
AMK 4M - Keyboard Music  
AMR 4M - Repertoire  
AMS 4M - Instrumental Music - Strings  
AMV 4M - Music - Vocal/Choral

### ASM 4E                      Media Arts - Workplace                      1 credit

This course focuses on a practical approach to a variety of media arts challenges related to the interests of the student and provides students with opportunities to examine media arts in relation to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in post-secondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.

**Prerequisite:** *Grade 11 Media Arts, Open*

### ARTS

**ASM 4M**                      **Media Arts -**                      **I credit**  
**University/College Preparation**

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or post-secondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite:** *Grade 11 Media Arts, University/College*

**ATC 4E**                      **Dance -**                      **I credit**  
**Workplace Preparation**

This course enables students to develop performance and interpersonal skills through the study of dance. Students will apply the elements of dance and the tools of composition to develop a physical vocabulary that can be used to create and communicate through dance. Students will research and explain how physical, intellectual, and artistic skills developed in the dance arts are transferable to a wide range of careers and workplace environments. They will develop an understanding of practices associated with healthy living, the benefits of self-discipline, and the importance of continuing engagement in the arts.

**Prerequisite:** *Grade 11 Dance, Open*

**ATC 4M**                      **Dance -**                      **I credit**  
**University/College Preparation**

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world, and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.

**Prerequisite:** *Grade 11 Dance, University/College*

### ARTS

**AVI 4E**                      **Visual Arts -**                      **I credit**  
**Workplace Preparation**

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.

**Prerequisite:** *Grade 11 Visual Arts, Open*

**AVI 4M**                      **Visual Arts -**                      **I credit**  
**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.

**Prerequisite:** *Grade 11 Visual Arts, University/College*

**Visual Arts Focus Courses:**

- AWD 4M - Visual Arts - Visual Design
- AWM 4M - Visual Arts - Drawing and Painting
- AWQ 4M - Visual Arts - Photography

### Arts and Cooperative Education

Art courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in teaching, music, photography, graphic arts, advertising and animation.

### BUSINESS STUDIES

**BAN 4E      Accounting for a Small      1 credit**  
**Business - Workplace Preparation**

This course further develops students' understanding of the fundamentals of accounting by having them examine each component of the accounting cycle, with an emphasis on the merchandising business. Students will use computer applications software to learn how accounting is practised in the workplace. Students will acquire an understanding of payroll systems, inventory, specialized journals, subsidiary ledgers, income tax reporting, and budgeting.

**Prerequisite:** *Grade 11 Accounting Essentials, Workplace Preparation*

**BAT 4M      Financial Accounting Principles - 1 credit**  
**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.

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

**BBB 4E      International Business      1 credit**  
**Essentials - Workplace Preparation**

This course provides an introduction to international business. Students will explore the economic relationships that Canada has developed with other nations, and the impact of these relationships on productivity, prices, and variety of goods. This course also introduces students to a variety of career opportunities in international business.

**BBB 4M      International Business      1 credit**  
**Fundamentals -**  
**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 post-secondary programs in business, including international business, marketing, and management.

### BUSINESS STUDIES

**BDV 4C      Entrepreneurship: Venture      1 credit**  
**Planning in an Electronic Age-**  
**College Preparation**

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

**BOG 4E      Business Leadership:      1 credit**  
**Becoming a Manager -**  
**Workplace Preparation**

This course helps students prepare for managerial positions in their future careers. Students will focus on the development of core skills required to become a successful manager, including operations management, inventory control, marketing, financial planning, scheduling, and communication. Students will also explore the management challenges of hiring, training, and motivating employees, and complying with legal requirements.

**BOH 4M      Business Leadership:      1 credit**  
**Management Fundamentals -**  
**Workplace Preparation**

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

**BTX 4C      Information and Communication      1 credit**  
**Technology: Multimedia Solutions -**  
**College Preparation**

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in post-secondary studies and in their future careers.

**Prerequisite:** *Grade 11 Information and Communication Technology: The Digital Environment, Open*

### BUSINESS STUDIES

#### **BTX 4E Information and Communication Technology in the Workplace - Workplace Preparation 1 credit**

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of e-business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

**Prerequisite:** *Grade 11 Information and Communication Technology: The Digital Environment, Open*

#### **Business Studies and Cooperative Education**

Business courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in accounting, human resources, marketing, law and security, entrepreneurship and business administration.

### CANADIAN AND WORLD STUDIES

#### **CGU 4M Spatial Technologies in Action - University/College Preparation 1 credit**

This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.

**Prerequisite:** *Any University, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

### CANADIAN AND WORLD STUDIES

#### **CGR 4E Living in a Suitable World - Workplace Preparation 1 credit**

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.

**Prerequisite:** *Grade 9 Issues in Canadian Geography,*

#### **CGR 4M The Environment and Resource Management - University /College Preparation 1 credit**

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.

**Prerequisite:** *Any University, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

### CANADIAN AND WORLD STUDIES

**CGU 4M World Geography: Urban Patterns and Population Issues - University/College Preparation** **1 credit**

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

**Prerequisite:** *Any University, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

**CGW4C World Issues: A Geographic Analysis - College Preparation** **1 credit**

This course explores many difficult challenges facing Canada and the world today - challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

**Prerequisite:** *Grade 9 Issues in Canadian Geography, Academic or Applied*

**CGW4U World Issues: A Geographic Analysis - University Preparation** **1 credit**

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

**Prerequisite:** *Any University, University/College, preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

### CANADIAN AND WORLD STUDIES

**CHI 4U Canada: History, Identity, and Culture - University Preparation** **1 credit**

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. 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 the people, events, and forces that have shaped Canada.

**Prerequisite:** *Any University, University/College, preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

**CHM 4E Adventures in World History - Workplace Preparation** **1 credit**

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.

**Prerequisite:** *Any Grade 10 Canadian History Since World War I.*



### CANADIAN AND WORLD STUDIES

**CHY 4C World History Since the Fifteenth Century - College Preparation 1 credit**

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.

**Prerequisite:** Any University, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

**CHY 4U World History Since the Fifteenth Century - University Preparation 1 credit**

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.

**Prerequisite:** Any University, University/College, preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

**CIA 4U Analysing Current Economic Issues - University Preparation 1 credit**

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, University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

### CANADIAN AND WORLD STUDIES

**CLN 4C Legal Studies - College Preparation 1 credit**

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.

**Prerequisite:** Civics and Citizenship, Grade 10, Open.

**CLN 4U Canadian and International Law - University Preparation 1 credit**

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.

**Prerequisite:** Any University, University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

**CPW 4U Canadian and World Politics - University Preparation 1 credit**

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

**Prerequisite:** Any University, University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

### Canadian and World Studies and Cooperative Education

Canadian and World Studies courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in archeology, politics, travel and tourism, environmental studies, urban and regional planning, teaching, law and historical research.

### CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

**LVV 4U**      **Classical Civilization - University Preparation**      **1 credit**

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

**Prerequisite:** English, Grade 10, Academic, or Classical Languages, Level 2, University Preparation

#### Level 3 – University Preparation

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

**Prerequisite:** International languages, Level 2, University Preparation

### CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

#### International Languages and Cooperative Education

International Language courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in travel and tourism, international law, international business, teaching and politics.

### COMPUTER STUDIES

**ICS 4C**      **Computer Programming - College Preparation**      **1 credit**

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.

**Prerequisite:** Grade 11 Introduction to Computer Programming, College Preparation

**ICS 4U**      **Computer Science - University Preparation**      **1 credit**

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

### COMPUTER STUDIES

#### Computer Studies and Cooperative Education

Computer Studies courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in engineering, computer programming, information technology, software applications, system analyst, and telecommunications technology.

### COOPERATIVE EDUCATION

#### Cooperative Education Linked to a Related Course (or Courses)

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite: None**

#### DCO 40      **Creating Opportunities Through Co-op - Open**      **1 credit**

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite: None**

### ENGLISH

#### ENG 4C      **English - College Preparation**      **1 credit**

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.

**Prerequisite: English, Grade 11, College Preparation, or English: Contemporary First Nations, Métis and Inuit Voices, College Preparation.**

#### ENG 4E      **English - Workplace Preparation**      **1 credit**

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: English, Grade 11, Workplace Preparation, or English: Contemporary First Nations, Métis and Inuit Voices, Workplace Preparation.**

#### ENG 4U      **English - University Preparation**      **1 credit**

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.

**Prerequisite: English, Grade 11, University Preparation, or English: Contemporary First Nations, Métis and Inuit Voices, University Preparation.**

### ENGLISH

#### **OLC 40 Ontario Secondary School Literacy Course - Open 1 credit**

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.

Eligibility requirement: Students who have been unsuccessful at least once on the Ontario Secondary School Literacy Test are eligible to take the course.

### ENGLISH - OPTIONAL CREDITS

#### **EBT 40 Communication in the World of Business and Technology - Open 1 credit**

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.  
**Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation**

#### **ETS 4C Studies in Literature - College Preparation 1 credit**

This course is for students with a special interest in literature. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations and complete an independent study project.  
**Prerequisite: English, Grade 11, College Preparation**

### ENGLISH - OPTIONAL CREDITS

#### **ETS 4U Studies in Literature - University Preparation 1 credit**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

**Prerequisite: English, Grade 11, University Preparation**

#### **EWC 4C The Writer's Craft - College Preparation 1 credit**

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.

**Prerequisite: English, Grade 11, College Preparation**

#### **EWC 4U The Writer's Craft - University Preparation 1 credit**

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.

**Prerequisite: English, Grade 11, University Preparation**

#### **English and Cooperative Education**

English courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in journalism, research, teaching, library studies and communications.

#### **French and Cooperative Education**

French courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in teaching, international business, travel and tourism and politics.

### ENGLISH AS A SECOND LANGUAGE

For English as a Second Language Course Descriptions, please see page 24.

### ENGLISH LITERACY DEVELOPMENT

For English Literacy Development Course Descriptions, please see page 24.

### FIRST NATIONS, MÉTIS AND INUIT STUDIES

#### **NDG 4M First Nations, Métis, and Inuit Governance in Canada - University/College Preparation** **1 credit**

This course explores aspects of First Nations, Métis, and Inuit governance in Canada as well as laws, policies, and judicial decisions that have affected and continue to affect the lives of Indigenous peoples in this country. Students will investigate historical and contemporary relations between First Nations, Métis, and Inuit communities and colonial, federal, and provincial/territorial governments and will develop their understanding of Indigenous rights in Canada. Students will examine how traditional values and cultural practices inform models of Indigenous governance and leadership as they explore strategies being used to revitalize and strengthen First Nations, Métis, and Inuit sovereignty, self-governance, and self-determination in Canada.

**Prerequisite:** *Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities*

#### **NDW 4M Contemporary Indigenous Issues and Perspectives in a Global Context - University/College Preparation** **1 credit**

This course examines global issues from the perspectives of indigenous peoples. Students will explore the depth and diversity of indigenous cultures, traditions, and knowledge. Students will consider how diverse indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights and abuses, spirituality, resistance, and advocacy for change.

**Prerequisite:** *Any Grade 11 University, University/College, or College Preparation course in either First Nations, Métis and Inuit Studies, Canadian and World Studies or Social Science and Humanities*

### FRENCH AS A SECOND LANGUAGE

#### **FEF 4U French Immersion - University Preparation** **1 credit**

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.

**Prerequisite:** *French Immersion, Grade 11, University Preparation*

#### **FSF 4U Core French - University Preparation** **1 credit**

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

**Prerequisite:** *Grade 11 Core French, University Preparation*

### GUIDANCE AND CAREER EDUCATION

**GLE 40\***    **Advanced Learning Strategies:**    **1 credit**  
**/GLS 40**    **Skills for Success After**  
                  **Secondary School - Open**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

\* This course is only available to students who have an IEP, with Principal recommendation. Students may receive only one credit for Grade 12 Advanced Learning Strategies, either for GLS40 or for GLE40.

**GLN 40**    **Navigating the Workplace**    **1 credit**

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their post-secondary destination.

### Guidance and Career Studies and Cooperative Education

Guidance and Career Studies courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in any area.

### HEALTH AND PHYSICAL EDUCATION

**PPL 40**    **Healthy Active Living**    **1 credit**  
                  **Education - 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.

**Note:** Courses for Grade 12 Healthy Active Living Education must address all of the expectations in the curriculum. However, focus courses centred around a particular group of physical activities may be used as the vehicle through which students will attain the expectations.

The possible groupings for Grade 12 focus courses and their corresponding course codes are:

- Healthy Living and Personal and Fitness Activities - PAF 40
- Healthy Living and Large-Group Activities - PAL 40
- Healthy Living and Individual and Small-Group Activities - PAI 40
- Healthy Living and Rhythm and Movement Activities - PAR 40
- Healthy Living and Aquatic Activities - PAQ 40
- Healthy Living and Outdoor Activities - PAD 40
- Recreation and Healthy Active Living - Leadership - PLF 4M

### HEALTH AND PHYSICAL EDUCATION

#### **PLF 4M Recreation and Healthy Active Living - University/College Prep** **1 credit**

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

**Prerequisite:** *Any Health and Physical Education course*

#### **PSK 4U Introductory Kinesiology - University Preparation** **1 credit**

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*

### Health and Physical Education and Cooperative Education

Health and Physical Education courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in fitness training, sports management, kinesiology, sports medicine, nursing and recreation therapy.

### INTERDISCIPLINARY STUDIES

#### **IDC 4O Sports & Entertainment Marketing - Open** **1 credit**

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning and present findings to the growing Sports and Entertainment Marketing industry. Students will develop skills in the areas of ethics, consumer research, advertising, public relations/publicity, event marketing, endorsement, sponsorship, product distribution, and career opportunities in Sports and Entertainment Marketing. Students will apply the principles and skills derived from the study of Physical Education, Media Studies, Business Marketing and the Social Sciences.

#### **IDC 4U Partners in Literacy Studies - University Preparation** **1 credit**

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

#### **IDC 4US Health and Leadership Through Sport - University Preparation** **1 credit**

This course combines the expectations for Interdisciplinary Studies, Grade 12 University Preparation with selected expectations from two or more courses. (e.g., Exercise Science, Grade 12, University Preparation; Mathematics of Data Management, Grade 12, University Preparation; Recreation and Fitness Leadership, Grade 12, College Preparation).

This course develops information-based knowledge and skills that prepare students for leadership in society. Students will focus on the use of technological resources and applications to plan, implement, communicate, and assess appropriate activities and programs in the local community, such as recreational and fitness events, health exhibitions and promotion. They will also explore the importance of personal fitness and healthy living, the relationship between amateur and professional sports, and local and provincial opportunities and careers in sports, outdoor education, and physical activity.

### MATHEMATICS

**MAP 4C**      **Foundations for College Mathematics - College Preparation**      **1 credit**

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 accommodation; 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.

**Prerequisite:** *Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College*

**MCT 4C**      **Mathematics for College Technology - College Preparation**      **1 credit**

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.

**Prerequisite:** *Functions and Applications, Grade 11, University/College, or Functions, Grade 11, University Preparation*

### MATHEMATICS

**MCV 4U**      **Calculus and Vectors - University Preparation**      **1 credit**

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.

**Note:** *Advanced Functions (MHF4U) should be taken prior to Calculus and Vectors (MCV4U) or must be taken concurrently.*

**MDM 4U**      **Mathematics of Data Management - University Preparation**      **1 credit**

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 investigation 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.

**Prerequisite:** *Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College*



### MATHEMATICS

**MEL 4E Mathematics for Work and Everyday Life - Workplace Preparation 1 credit**

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.

**Prerequisite:** *Mathematics for Work and Everyday Life, Grade 11, Workplace*

**MHF 4U Advanced Functions - University Preparation 1 credit**

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.

**Prerequisite:** *Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation*

#### Mathematics Cooperative Education Program

Mathematics courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in business management, accounting, financial planning, banking, teaching, and engineering.

### SCIENCE

**SBI 4U Biology - University Preparation 1 credit**

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.

**Prerequisite:** *Grade 11 Biology, University*

**SCH 4C Chemistry - College Preparation 1 credit**

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.

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

**SCH 4U Chemistry - University Preparation 1 credit**

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.

**Prerequisite:** *Grade 11 Chemistry, University*

### SCIENCE

**SES 4U Earth and Space Science - University Preparation 1 credit**

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

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

**SNC 4E Science - Workplace Preparation 1 credit**

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

**Prerequisite:** *Grade 10 Science, Applied or Locally Developed*

**SNC 4M Science - University/ College Preparation 1 credit**

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

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

### SCIENCE

**SPH 4C Physics - College Preparation 1 credit**

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.

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

**SPH 4U Physics - University Preparation 1 credit**

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 analyse, 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.

**Prerequisite:** *Grade 11 Physics, University*

#### Science and Cooperative Education

Science courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in medicine, chemistry, biology, physics, environmental sciences and engineering.

### SOCIAL SCIENCES AND HUMANITIES

**HFA 4C Nutrition and Health - College Preparation I credit**

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.

**Prerequisite:** Any University, College, or University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

**HFA 4U Nutrition and Health - University Preparation I credit**

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.

**Prerequisite:** Any University, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

**HHG 4M Human Development Throughout the Lifespan - University/College Preparation I credit**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

**Prerequisite:** Any University, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

### SOCIAL SCIENCES AND HUMANITIES

**HHS 4C Families in Canada - College Preparation I credit**

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.

**Prerequisite:** Any University, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

**HHS 4U Families in Canada - University Preparation I credit**

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.

**Prerequisite:** Any University, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

**HIP 4O Personal Life Management - Open I credit**

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

# GRADE 12

## Course Descriptions

### SOCIAL SCIENCES AND HUMANITIES

**HNB 4M      The World of Fashion      1 credit**  
**- University/College**  
**Preparation**

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

**Prerequisite:** *Any University, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

**HPD 4C      Working with School-Age      1 credit**  
**Children and Adolescents -**  
**College Preparation**

This course prepares students for occupations involving school-aged 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.

**Prerequisite:** *Any University, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

### SOCIAL SCIENCES AND HUMANITIES

**HSB 4U      Challenge and Change      1 credit**  
**in Society - University**  
**Preparation**

This course focuses on the use of social science theories, perspectives 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, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

This course may be offered in French as part of the French Immersion program. See page 14 for more details.

**HSC 4M      World Cultures - University/      1 credit**  
**College Preparation**

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

**Prerequisite:** *Any University, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

**HSE 4M      Equity and Social Justice: From      1 credit**  
**Theory to Practice -**  
**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.*

### SOCIAL SCIENCE AND THE HUMANITIES

#### **HZT 4U      Philosophy: Questions and Theories - University Preparation      1 credit**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

**Prerequisite:** *Any University, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

#### **Social Sciences and Humanities and Cooperative Education**

Social Science & Humanities courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in social work, law enforcement, teaching, journalism, and anthropology.

### TECHNOLOGICAL EDUCATION

A destination-related broad-based technology course in Grade 11 or 12 may be planned for up to 330 hours of scheduled instructional time (for which the student may earn a maximum of three credits) if the course is part of a Specialist High Skills Major program or school-work transition program, if it leads to an apprenticeship or certification program, or if it supports an articulation agreement for advanced standing or preferred entrance into a specialized program. The additional instructional time allows for the practice and refinement of skills needed to raise the quality of the student's performance to the level required for entry into a subsequent program or the workplace. The skills students develop in multiple-credit courses should reflect current industry practices and standards. Instructional time may be increased by increments of 55 hours. For each additional 55 hours, students earn an additional half-credit, to a maximum of three credits. The number of additional credits and the nature of the knowledge and skills to be practised and refined during the additional instructional time must be established before the start of the course. Any destination-related course, including emphasis courses, may be delivered as a multiple credit course. In Grades 11 and 12, open courses may not be offered as multiple-credit courses.

### TECHNOLOGICAL EDUCATION

#### **COMMUNICATIONS TECHNOLOGY**

#### **TGJ 4M      Communications Technology - University/College Preparation      1 credit**

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.

**Prerequisite:** *Grade 11 Communications Technology, College/University*

#### **Emphasis Courses:**

TGG 4M - Print and Graphic Communications

TGI 4M - Interactive New Media and Animation

TGP 4M - Photography and Digital Imaging

TGV 4M - TV, Video and Movie Production

TGR 4M - Radio, Audio and Sound Production

#### **TGJ 4O      Communications Technology: Digital Imagery and Web Design - Open      1 credit**

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore post-secondary education, training, and career opportunities.

### TECHNOLOGICAL EDUCATION

#### COMPUTER TECHNOLOGY

**TEJ 4E      Computer Technology -      1 credit**  
**Workplace Preparation**

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop marketable skills and assess career opportunities in the field.

**Prerequisite:** *Grade 11 Computer Technology, Workplace*

**TEJ 4M      Computer Engineering      1 credit**  
**Technology -**  
**University/College Preparation**

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

**Prerequisite:** *Grade 11 Computer Engineering Technology, University/College*

**Emphasis Courses:**

TEL 4M - Electronics

TER 4M - Robotics and Control System

### TECHNOLOGICAL EDUCATION

#### CONSTRUCTION TECHNOLOGY

**TCJ 4C      Construction Engineering      1 credit**  
**Technology - College**  
**Preparation**

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

**Prerequisite:** *Grade 11 Construction Engineering Technology, College*

**TCJ 4E      Construction Technology -      1 credit**  
**Workplace Preparation**

This 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 will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite:** *Grade 11 Construction Technology, Workplace*

**Emphasis Courses:**

TCE 4E - Electrical/Network Cabling

TCH 4E - Heating and Cooling

### TECHNOLOGICAL EDUCATION

#### HEALTH CARE

##### **TPJ 4E Health Care: Support Services - Workplace Preparation 1 credit**

This course enables students to develop the basic skills needed for careers in a range of health care support services. Students will practice and apply a variety of clinical procedures and infection control skills as they learn about principles of infection control, service excellence, and the nature of the health care industry. Students will also investigate workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

##### **TPJ 4M Health Care - University / College Preparation 1 credit**

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and post-secondary destinations in the field.

**Prerequisite:** *Grade 11 Health Care, University/College*

##### **TOJ 4C Child Development and Gerontology - College Preparation 1 credit**

This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to child care and gerontology.

### TECHNOLOGICAL EDUCATION

#### HOSPITALITY AND TOURISM

##### **TFJ 4C Hospitality and Tourism - College Preparation 1 credit**

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

**Prerequisite:** *Grade 11 Hospitality and Tourism, College*

##### **Emphasis Courses:**

TFT 4C - Tourism and Travel Planning

##### **TFJ 4E Hospitality and Tourism - Workplace Preparation 1 credit**

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

**Prerequisite:** *Grade 11 Hospitality and Tourism, Workplace*

##### **Emphasis Courses:**

TFB 4E - Baking

### TECHNOLOGICAL EDUCATION

#### MANUFACTURING TECHNOLOGY

##### **TMJ 4C      Manufacturing Technology -      1 credit** **College Preparation**

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

**Prerequisite:** *Grade 11 Manufacturing Technology, College*

##### **TMJ 4E      Manufacturing Technology -      1 credit** **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 also 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:** *Grade 11 Manufacturing Technology, Workplace*

### TECHNOLOGICAL EDUCATION

##### **TMJ 4M      Manufacturing Engineering      1 credit** **Technology - University/ College Preparation**

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

**Prerequisite:** *Grade 11 Manufacturing Engineering Technology, University/College*

**Emphasis Courses:**

TMR 4M – Robotics and Control Systems

#### TECHNOLOGICAL DESIGN

##### **TDJ 4M      Technological Design -      1 credit** **University/College Preparation**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the post-secondary education and training requirements for them.

**Prerequisite:** *Grade 11 Technological Design, University/College*

**Emphasis Courses:**

TDA 4M - Architectural Design



### TECHNOLOGICAL EDUCATION

#### **TDJ 40      Technological Design in the      1 credit** **Twenty-first Century - Open**

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research post-secondary pathways leading to careers related to technological design.

### TRANSPORTATION TECHNOLOGY

#### **TTJ 4C      Transportation Technology -      1 credit** **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:** *Grade 11 Transportation Technology, College*

#### **Emphasis Courses:**

TTB 4C - Auto Body

### TECHNOLOGICAL EDUCATION

#### **TTJ 4E      Transportation Technology:      1 credit** **Vehicle Maintenance -** **Workplace Preparation**

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them.

#### **Technological and Cooperative Education**

Technology courses can be linked to Cooperative Education credits. This is designed for students who wish to explore careers in a automotive, electricity, plumbing, manufacturing, construction and manufacturing. A student may have the opportunity to begin an apprenticeship while earning high school credits. Refer to the OYAP section for additional information.



# SCHOOL DIRECTORY

## FORT ERIE, PORT COLBORNE & RIDGEWAY

### GREATER FORT ERIE SECONDARY SCHOOL

1640 Garrison Rd., Fort Erie  
905.991.1132 • [greaterforterie.dsb.org](http://greaterforterie.dsb.org)

### PORT COLBORNE HIGH SCHOOL

211 Elgin St., Port Colborne  
905.835.1186 • [porthigh.dsb.org](http://porthigh.dsb.org)

## GRIMSBY & LINCOLN

### WEST NIAGARA SECONDARY SCHOOL

5699 King St, Lincoln,  
905.945.5416 • [westniagara.dsb.org](http://westniagara.dsb.org)

## NIAGARA FALLS

### A.N. MYER SECONDARY SCHOOL

6338 O'Neil St., Niagara Falls  
905.358.5753 • [anmyer.dsb.org](http://anmyer.dsb.org)

### STAMFORD COLLEGIATE SECONDARY SCHOOL

5775 Drummond Rd., Niagara Falls  
905.354.7409 • [stamford.dsb.org](http://stamford.dsb.org)

### WESTLANE SECONDARY SCHOOL

5960 Pitton Rd., Niagara Falls  
905.356.2401 • [westlane.dsb.org](http://westlane.dsb.org)

## NIAGARA REGION

### DSBN ACADEMY

130 Louth St., St. Catharines  
905.684.8708 • [academy.dsb.org](http://academy.dsb.org)

## WELLAND, FONTHILL & THOROLD

### EASTDALE SECONDARY SCHOOL

170 Wellington St., Welland  
905.734.7458 • [eastdale.dsb.org](http://eastdale.dsb.org)

### E.L. CROSSLEY SECONDARY SCHOOL

350 Hwy #20, Fonthill  
905.892.2635 • [elcrossley.dsb.org](http://elcrossley.dsb.org)

### THOROLD SECONDARY SCHOOL

50 Ormond St. N., Thorold  
905.227.1188 • [tss.dsb.org](http://tss.dsb.org)

### WELLAND CENTENNIAL SECONDARY SCHOOL

240 Thorold Road West, Welland  
905.735.0700 • [centennial.dsb.org](http://centennial.dsb.org)

## ST. CATHARINES

### EDEN HIGH SCHOOL

535 Lake St., St. Catharines  
905.646.9884 • [eden.dsb.org](http://eden.dsb.org)

### GOVERNOR SIMCOE SECONDARY SCHOOL

15 Glenview Ave., St. Catharines  
905.934.4006 • [govsimcoe.dsb.org](http://govsimcoe.dsb.org)

### LAURA SECORD SECONDARY SCHOOL

349 Niagara St., St. Catharines  
905.934.8501 • [laurasecord.dsb.org](http://laurasecord.dsb.org)

### SIR WINSTON CHURCHILL SECONDARY SCHOOL

101 Glen Morris Dr., St. Catharines  
905.684.6349 • [sirwinston.dsb.org](http://sirwinston.dsb.org)

### ST. CATHARINES COLLEGIATE SECONDARY SCHOOL

34 Catherine St., St. Catharines  
905.687.7301 • [collegiate.dsb.org](http://collegiate.dsb.org)