

# INNISDALE SS - CONDENSED CALENDAR

95 Little Ave.,  
Barrie, ON  
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## Website

<http://iss.scdsb.on.ca/>

## Principal

Dawn Stephens

## Vice-Principals

David Brooks  
Mark Keating  
Hailey McLean

## Superintendent

Paula Murphy

## Family of Schools

Algonquin Ridge  
Allandale Heights  
Assikinack  
Hewitt's Creek  
Hillcrest  
Hyde Park  
Mapleview Heights  
Warnica  
Willow Landing

## Student Population

1,600

## School Colours

Orange, Blue

## Sports Team

Invaders

## Course Calendar

### About Us

Innisdale Secondary School is an active and vibrant school located in the south end of Barrie. We offer a diversity of courses and provide unique opportunities for students to enhance their learning. Innisdale has a very wide-range of extra-curricular clubs for students, such as; Anime Club, Band, Outbound, Social Justice and Students' Council. Home of the Invaders, Innisdale participates in the Simcoe County Athletic Association and is proud to offer an excellent and extensive sports program ranging from Basketball to Ultimate Frisbee.

### Important Sections

[Message to Parents](#)  
[Message from Guidance](#)  
[Diploma and Certificate Requirements](#)  
[Types of Courses Offered in Secondary School](#)  
[Specialized Programs](#)  
[Course Charts and Descriptions](#)

### Program Highlights

#### Extended French

A 7 credit program designed for those students who have successfully completed the elementary school extended French Program offered in Simcoe County

#### School Within a School

A unique learning environment created to meet the needs of a body of students that would benefit from an alternate learning environment.

#### Global Perspectives

A fully integrated, five credit program focusing on international studies. Available to students in grade 11.

#### Integrated Arts

A four credit integrated arts program allowing students to explore connections between dance, drama, media arts, music, and/or visual arts.

#### Outdoor Education

A two credit package designed to offer students the opportunity to experience various activities and organized learning in a natural outdoor setting.

#### Yearbook

A two credit package which teaches the skills of journalism, photography, layout and design all while working on the award winning school yearbook.

#### SHSM Construction

A two year focus allowing a student, interested in construction, to immerse themselves in the field while earning numerous certifications along the way.



### Course Selection Information – Timelines and Dates

Grade 8: Parent Information Night (Wed., January 6th, 2016), Course Selections: Week of Feb. 23, 2016  
Grades 9-12: Course Selections begin February 15th.



# INNISDALE SS - CONDENSED CALENDAR

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Dance	<a href="#">ATC1O1</a>	<a href="#">ATC2O1</a>		
Dance (University/College)			<a href="#">ATC3M1</a>	<a href="#">ATC4M1</a>
Drama	<a href="#">ADA1O1</a>	<a href="#">ADA2O1</a>		
Drama (University/College)			<a href="#">ADA3M1</a>	<a href="#">ADA4M1</a>
Drama - Production (University/College)				
These courses run in Alternate Years <b>Scheduled to run in the 2016-2017 Year</b>			<a href="#">ADD3M1</a>	<a href="#">ADD4M1</a>
Drama, Acting/Improvisation			<a href="#">ADG3O1</a>	
Exploring the Arts				<a href="#">AEA4O1</a>
Visual Arts - Computer	<a href="#">AWS1O1</a>			
Media Arts		<a href="#">ASM2O1</a>		
Media Arts (University/College)			<a href="#">ASM3M1</a>	<a href="#">ASM4M1</a>
Music – Instrumental	<a href="#">AMI1O1</a>	<a href="#">AMI2O1</a>		
Music – Instrumental (University/College)			<a href="#">AMI3M1</a>	<a href="#">AMI4M1</a>
Music – Vocal	<a href="#">AMV1O1</a>	<a href="#">AMV2O1</a>	<a href="#">AMV3O1</a>	
Music – Vocal (University/College)			<a href="#">AMV3M1</a>	<a href="#">AMV4M1</a>
Music – Creating			<a href="#">AMC3O1</a>	
Music – Creating (University/College)				<a href="#">AMC4M1</a>
Music – Guitar		<a href="#">AMG2O1</a>	<a href="#">AMG3O1</a>	
Music – Guitar (University/College)				<a href="#">AMG4M1</a>
Music – Keyboard		<a href="#">AMK2O1</a>		
Music – Repertoire		<a href="#">AMR2O1</a>		
Music – Repertoire (University/College)			<a href="#">AMR3M1</a>	<a href="#">AMR4M1</a>
Visual Arts	<a href="#">AVI1O1</a>	<a href="#">AVI2O1</a>	<a href="#">AVI3O1</a>	
Visual Arts (University/College)			<a href="#">AVI3M1</a>	<a href="#">AVI4M1</a>
Visual Arts – Film/Video			<a href="#">AWR3O1</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>BUSINESS</b>				
Information and Communication Technology (grade 9 <b>OR</b> grade 10)	<a href="#">BTT1O1</a>	<a href="#">BTT2O1</a>		
Introduction to Business (grade 9 <b>OR</b> grade 10)	<a href="#">BBI1O1</a>	<a href="#">BBI2O1</a>		
Information and Communication Technology: The Digital Environment			<a href="#">BTA3O1</a>	
Entrepreneurial Studies: Venture Planning (College)			<a href="#">BDI3C1</a>	
Financial Accounting Fundamentals (University/College)			<a href="#">BAF3M1</a>	
Financial Accounting Principles (University/College)				<a href="#">BAT4M1</a>
Marketing: Goods, Services, and Events (College)			<a href="#">BMI3C1</a>	
Business Leadership: Management Fundamentals (University/College)				<a href="#">BOH4M1</a>
International Business Fundamentals <b>eLEARN</b> (University/College)				<a href="#">BBB4MV*</a>

\*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
Issues in Canadian Geography (Modified Applied)	<a href="#">CGC1PB</a>			
Issues in Canadian Geography (Applied)	<a href="#">CGC1P1</a>			
Issues in Canadian Geography (Academic)	<a href="#">CGC1D1</a>			
Géographie Française (Academic - Extended French)	<a href="#">CGC1DE</a>			
Travel and Tourism: A Geographic Perspective			<a href="#">CGG3O1</a>	
Forces of Nature: Physical Processes and Disasters (University/College)			<a href="#">CGF3M1</a>	
The Environment and Resource Management (University/College)				<a href="#">CGR4M1</a>
Living in a Sustainable World (Workplace)				<a href="#">CGR4E1</a>
Canadian History since World War I (Locally developed)		<a href="#">CHC2LL</a>		
Canadian History since World War I (Applied)		<a href="#">CHC2P1</a>		
Canadian History since World War I (Academic)		<a href="#">CHC2D1</a>		
Histoire du Canada Depuis la Première Guerre Mondiale (Academic - Ext. French)		<a href="#">CHC2DE</a>		
Civics and Citizenship (half credit taken with a half Careers)		<a href="#">CHV2OH</a>		
American History (University)			<a href="#">CHA3U1</a>	
World History to the End of the Fifteenth Century (University/College)			<a href="#">CHW3M1</a>	
World History since the Fifteenth Century (College)				<a href="#">CHY4C1</a>
World History since the Fifteenth Century (University)				<a href="#">CHY4U1</a>
World History since the Fifteenth Century <b>Advanced Placement</b> (University)				<a href="#">CHY4UP*</a>
Understanding Everyday Law in Canada (Workplace)			<a href="#">CLU3E1</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
Understanding Law (University/College)			<a href="#">CLU3M1</a>	
Canadian and International Law (University)				<a href="#">CLN4U1</a>
Canadian and International Law <a href="#">eLEARN</a> (University)				<a href="#">CLN4UV*</a>
Analyzing Current Economic Issues (University)				<a href="#">CIA4U1</a>
Analyzing Current Economic Issues <a href="#">eLEARN</a> (University)				<a href="#">CIA4UV*</a>
Canadian and International Politics (University)				<a href="#">CPW4U1</a>

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\*The Advanced Placement (AP) World History (CHY4UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>COMPUTER STUDIES</b>				
Introduction to Computer Studies		<a href="#">ICS2O1</a>		
Introduction to Computer Programming (College)			<a href="#">ICS3C1</a>	
Introduction to Computer Science (University)			<a href="#">ICS3U1</a>	
Computer Science (University)				<a href="#">ICS4U1</a>
Computer Science - <a href="#">Advanced Placement</a> (University)				<a href="#">ICS4UP*</a>

\*The Advanced Placement (AP) Computer Science (ICS4UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CO-OPERATIVE EDUCATION</b>				
Designing Your Future (2 credits)			<a href="#">GWL3O2</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>				
English (Locally Developed)	<a href="#">ENG1LL</a>	<a href="#">ENG2LL</a>		
English (Applied)	<a href="#">ENG1P1</a>	<a href="#">ENG2P1</a>		
English (Academic )	<a href="#">ENG1D1</a>	<a href="#">ENG2D1</a>		
English (Workplace)			<a href="#">ENG3E1</a>	<a href="#">ENG4E1</a>
English (College)			<a href="#">ENG3C1</a>	<a href="#">ENG4C1</a>
English (University)			<a href="#">ENG3U1</a>	<a href="#">ENG4U1</a>
Literacy Course			<a href="#">OLC3O1</a>	<a href="#">OLC4O1</a>
Media Studies			<a href="#">EMS3O1</a>	
Writers Craft (College)				<a href="#">EWC4C1</a>
Writers Craft (University)				<a href="#">EWC4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>FRENCH , INTERNATIONAL and CLASSICAL LANGUAGES</b>				
French , (Locally Developed)	<a href="#">FSF14L</a>			
Core French (Applied )	<a href="#">FSF1P1</a>	<a href="#">FSF2P1</a>		
Core French (Academic)	<a href="#">FSF1D1</a>	<a href="#">FSF2D1</a>		
Core French (Open)			<a href="#">FSF3O1</a>	
Core French (University)			<a href="#">FSF3U1</a>	<a href="#">FSF4U1</a>
Extended French (Academic)	<a href="#">FEF1DE</a>	<a href="#">FEF2DE</a>		
Extended French (University)			<a href="#">FEF3UE</a>	<a href="#">FEF4UE</a>
Italian (Academic and University)		<a href="#">LWIBD1</a>	<a href="#">LWICU1</a>	<a href="#">LWIDU1</a>
Latin (Academic and University)		<a href="#">LVLBD1</a>	<a href="#">LVLCU1</a>	<a href="#">LVLDU1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>GUIDANCE &amp; CAREER EDUCATION &amp; SPECIAL EDUCATION (* Only for students with an Individual Education Plan)</b>				
Learning Strategies: Skills for Success In Secondary School	<a href="#">GLE1O1*</a>	<a href="#">GLE2O1*</a>		
Learning Strategies: Skills for Success After Secondary School			<a href="#">GLE3O1</a>	<a href="#">GLE4O1</a>
Career Studies (half credit taken with a half Civics and Citizenship)		<a href="#">GLC2OH</a>		
Leadership and Peer Support (Open)			<a href="#">GPP3OA/1</a>	
Leadership (University)				<a href="#">IDC4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>HEALTHY ACTIVE LIVING EDUCATION</b>				
Health Active Living Education (F=female, M=male)	<a href="#">PPL1OF</a> <a href="#">PPL1OM</a>	<a href="#">PPL2OF</a> <a href="#">PPL2OM</a>	<a href="#">PPL3O1</a>	<a href="#">PPL4O1</a>
Healthy Living and Personal Fitness Activities			<a href="#">PAF3O1</a>	<a href="#">PAF4O1</a>
Large Group Activities: Hockey Fitness			<a href="#">PAL3O1</a>	
Large Group Activities: Football and Rugby				<a href="#">PAL4O1</a>
Small Group Activities: Yoga/Pilates Focus			<a href="#">PAI3O1</a>	<a href="#">PAI4O1</a>
Éducation en Plein Air (Open), (Extended French)			<a href="#">PAD3OE</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>HEALTHY ACTIVE LIVING EDUCATION</b>				
Introductory Kinesiology (University)				<a href="#">PSK4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>MATHEMATICS</b>				
Mathematics (Locally Developed)	<a href="#">MAT1LL</a>	<a href="#">MAT2LL</a>		
Foundations of Mathematics (Applied)	<a href="#">MFM1P1</a>	<a href="#">MFM2P1</a>		
Principles of Mathematics (Academic)	<a href="#">MPM1D1</a>	<a href="#">MPM2D1</a>		
Mathematics for Work and Everyday Life (Workplace)			<a href="#">MEL3E1</a>	<a href="#">MEL4E1</a>
Foundations for College Mathematics (College)			<a href="#">MBF3C1</a>	<a href="#">MAP4C1</a>
Functions and Applications (University/College)			<a href="#">MCF3M1</a>	
Functions (University)			<a href="#">MCR3U1</a>	
Mathematics for College Technology (College)				<a href="#">MCT4C1</a>
Mathematics for College Technology <b>eLEARN</b> (College)				<a href="#">MCT4CV*</a>
Advance Functions (University)				<a href="#">MHF4U1</a>
Calculus and Vectors (University)				<a href="#">MCV4U1</a>
Mathematics of Data Management (University)				<a href="#">MDM4U1</a>

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Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Science (Locally Developed or Workplace)	<a href="#">SNC1LL</a>	<a href="#">SNC2LL</a>		
Science (Applied)	<a href="#">SNC1P1</a>	<a href="#">SNC2P1</a>		
Science (Academic)	<a href="#">SNC1D1</a>	<a href="#">SNC2D1</a>		
Biology (College)			<a href="#">SBI3C1</a>	
Biology (University)			<a href="#">SBI3U1</a>	<a href="#">SBI4U1</a>
Chemistry (College)				<a href="#">SCH4C1</a>
Chemistry (University)			<a href="#">SCH3U1</a>	<a href="#">SCH4U1</a>
Physics (College)				<a href="#">SPH4C1</a>
Physics (University)			<a href="#">SPH3U1</a>	<a href="#">SPH4U1</a>
Astronomy (Open)			<a href="#">IDC3O1</a>	
Environmental Science (Workplace)			<a href="#">SVN3E1</a>	
Environmental Science (University/College)			<a href="#">SVN3M1</a>	
Earth and Space Science (University)				<a href="#">SES4U1</a>
Science (University/College)				<a href="#">SNC4M1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCE AND THE HUMANITIES</b>				
Exploring Family Studies (grade 9 <b>OR</b> grade 10)	<a href="#">HIF1O1</a>	<a href="#">HIF2O1</a>		
Food and Nutrition (grade 9 <b>OR</b> grade 10)	<a href="#">HFN1O1</a>	<a href="#">HFN2O1</a>		
Food and Culture (Workplace)			<a href="#">HFC3E1</a>	
Introduction to Anthropology (College)			<a href="#">HSP3C1</a>	
Introduction to Anthropology (University)			<a href="#">HSP3U1</a>	
Working with Infants and Young Children (College)			<a href="#">HPW3C1</a>	
World Religions: Beliefs, Issues and Religious Traditions (University/College)			<a href="#">HRT3M1</a>	
Personal Life Management				<a href="#">HIP4O1</a>
Equity and Social Justice: From Theory to Practice (University/College)				<a href="#">HSE4M1</a>
Challenge and Change in Society (University)				<a href="#">HSB4U1</a>
Families in Canada (University)				<a href="#">HHS4U1</a>
Philosophy: The Big Questions (University/College)			<a href="#">HQB3M1</a>	
Philosophy: Questions and Theories (University)				<a href="#">HQT4U1</a>
Philosophy: Questions and Theories <b>eLEARN</b> (University)				<a href="#">HQT4UV*</a>
Understanding Fashion (College)			<a href="#">HNC3C1</a>	
World Cultures <b>eLEARN</b> (University/College)				<a href="#">HSC4CV*</a>

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Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>FIRST NATIONS, METIS and INUIT STUDIES</b>				
Contemporary First Nations, Metis, and Inuit Issues and Perspectives (Univ./College)			<a href="#">NDA3M1</a>	
Contemporary Indigenous Issues and Perspectives in a Global Context (Univ./Coll.)				<a href="#">NDW4M1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION</b>				
Exploring Technologies	<a href="#">TIJ1OA/B/1</a>			
Communications Technology		<a href="#">TGJ2O1</a>		
Communications Technology (University/College)			<a href="#">TGJ3M1</a>	



Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION</b>				
Communication Technology: Interactive New Media and Animation (Univ./College)			<a href="#">TGI3M1</a>	
Communication Technology: TV, Video and Movie Production (Univ./College)				<a href="#">TGV4M1</a>
Computer Engineering Technology (University/College)			<a href="#">TEJ3M1</a>	
Construction Technology		<a href="#">TCJ2O1</a>	<a href="#">TCJ3E1</a>	<a href="#">TCJ4E1</a>
Custom Woodworking			<a href="#">TWJ3E1</a>	<a href="#">TWJ4E1</a>
Hospitality and Tourism		<a href="#">TFJ2O1</a>	<a href="#">TFJ3E1</a>	<a href="#">TFJ4E1</a>
Hospitality and Tourism (College)			<a href="#">TFJ3C1</a>	<a href="#">TFJ4C1</a>
Manufacturing Technology		<a href="#">TMJ2O1</a>	<a href="#">TMJ3E1</a>	<a href="#">TMJ4E1</a>
Technological Design		<a href="#">TDJ2O1</a>		
Architectural Design (University/College)			<a href="#">TDA3M1</a>	<a href="#">TDA4M1</a>
Interior Design (University/College)			<a href="#">TDV3M1</a>	<a href="#">TDV4M1</a>
Transportation Technology		<a href="#">TTJ2O1</a>		
Transportation Technology (College)			<a href="#">TTJ3C1</a>	<a href="#">TTJ4C1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SPECIAL COURSE PACKAGES</b>				
<a href="#">Integrated Arts</a> – BLOCK4A - 4 Credit Package (University/College) <ul style="list-style-type: none"> <li>Visual Arts - Visual Design (University/College)</li> <li>Writer's Craft (College or University)</li> <li>2 Individual Arts Study Credits (to be determined in conference with the integrated arts teacher)</li> </ul>				AWD4M EWC4C/U Individual study credit
<a href="#">Global Perspectives</a> – BLOCK 4C - 5 Credit Package <ul style="list-style-type: none"> <li>Art – non-traditional (Univ./College)</li> <li>Politics in Action: Making Change (Open)</li> <li>English (University)</li> <li>World Religions: Beliefs, Issues and Religious Traditions (Univ./College)</li> <li>World Issues: A Geographic Analysis (University)</li> </ul>			<a href="#">AWT3M1</a> <a href="#">CPC3O1</a> <a href="#">ENG3U1</a> <a href="#">HRT3M1</a>	<a href="#">CGW4U1</a>
<a href="#">Outdoor Education</a> – BLOCK2C - 2 Credit Package (Open and Univ./College) <ul style="list-style-type: none"> <li>Outdoor Activities</li> <li>Spatial Technologies in Action (University/College)</li> </ul>			<a href="#">PAD4O1</a>	<a href="#">CGO4M1</a>
<a href="#">Year Book</a> – BLOCK 2A - 2 credit Package: grade 10 open or grade 11 or 12 -mixed <ul style="list-style-type: none"> <li>Information and Computer Design</li> <li>Photography</li> </ul>		<a href="#">AWE2O1</a> <a href="#">AWQ2O1</a>	<a href="#">AWE3M1</a> <a href="#">AWQ3M1</a>	<a href="#">AWE4M1</a> <a href="#">AWQ4M1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>eLEARNING SCDSB</b>				
Sem. 1	Analyzing Current Economic Issues (University) Canadian and International Law World Cultures (University/College)			<a href="#">CIA4UV*</a> <a href="#">CLN4UV*</a> <a href="#">HSC4MV*</a>
Sem. 2	International Business Fundamentals (University/College) Philosophy: Questions and Theories (University) Mathematics for College Technology (College)			<a href="#">BBB4MV*</a> <a href="#">HZZ4UV*</a> <a href="#">MCT4CV*</a>

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Course Titles		Grade 11		Grade 12	
SHSM CONSTRUCTION					
Major Credits • 4 Required • At least 1 from each Grade level	Technological Education	TCJ3E TDA3M TDV3M	TMJ3E TTJ3C TWJ3E	TCJ4E TDA4M TDV4M	TMJ4E TTJ4C TWJ4E
English • 1 or 2 Required • 1 or 2 CLAs Required+	English	ENG3C ENG3E	ENG3U	ENG4C ENG4E	ENG4U OLC4O
Mathematics • 1 or 2 Required • 1 or 2 CLAs Required++	Mathematics	MBF3C MCR3U	MCF3M MEL3E	MAP4C MCT4C MEL4E	MHF4U MCV4U MDM4U
Other • 1 Required • CLA Required	Business Studies	BAI3E BAF3M BDI3C	BMI3C BMX3E BTA3O		
	Science	SPH3U SVN3E	SVN3M	SCH4C SNC4M	SPH4C SPH4U
Co-op • 2 Credits Required	Cooperative Education • Placement related to SHSM program	GWL3O2 (2 credit)		GWL3O2 (2 credit)	

+ Workplace pathway students must complete two (2) Contextualized Learning Activities (CLAs)

++ Apprenticeship, College, and University pathway students must complete two (2) Contextualized Learning Activities (CLAs)

## WORKING PARTNERSHIP

### School Goals and Philosophy

Innisdale believes in the importance and value of completing a secondary school education. We are dedicated to reaching every student to help them achieve a successful outcome from their secondary school experience. The Student Success Team is committed to offering every student the opportunity to learn in a safe and supportive environment. We promote positive transitions from elementary to secondary school through to post-secondary destinations, while providing opportunities for positive adult mentorship. To ensure high quality learning and a program customized to student skills and interests, Innisdale, offers a variety of courses designed under the Ontario Secondary School guidelines to meet the graduation needs of all students along with support for their goals of employment and post-secondary education. Our goal is improved achievement for all students with a focus on literacy, numeracy and mental health.

### Students

Students have many responsibilities with regard to their learning. Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement. Mastering the concepts and skills connected with secondary school curriculum requires work, study, and the development of cooperative skills. Students who are experiencing difficulties are encouraged to first speak with their classroom teacher to discuss opportunities for additional support. Further support is offered from our student success team and community agencies that work closely with the school. It has also been found that students who actively pursue opportunities outside the classroom will extend and enrich their education. Students who fail courses or choose to withdraw from a course may jeopardize their attainment of an OSSD. Regular attendance at school is critical for the student's learning and achievement of course expectations.

### Parents

Parents are partners in the education of Innisdale Secondary School students. In order for your child to have a successful experience at Innisdale, we encourage a positive relationship between home and school. Studies show that students perform better in school if their parents are involved in their education. Increasing awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. You can further help your child be successful by:

- Encouraging your child to pursue his/her interest and think for himself/herself as he/she chooses courses.
- Communicating with your child's teacher if you have questions about a course and marking your calendar to attend the parent/teacher interview night.
- Encouraging your child to get involved in co-curricular activities.
- Insisting upon excellent attendance for your child.
- Supervising homework and checking that it is complete.



Parents can stay informed about the calendar of events by visiting the [School Website](#) and selecting "calendar" on the main page.

### Attendance

The Ministry of education requires that students remain in secondary school until the student has reached the age of 18, or obtained an Ontario Secondary School Diploma (OSSD). Regular attendance leads to success in school and prepares students for the expectations they will meet at work. Parents can assist by ensuring that students are absent only for medical or emergency reasons and informing the school by calling the attendance office at 705-725-2552 (press 1), sending in a note, or emailing [issattendance@scdsb.on.ca](mailto:issattendance@scdsb.on.ca).

### Code of Conduct

Innisdale's Code of Conduct outlines expected standards of behaviour and student discipline procedures and can be found on the Innisdale website or by [clicking here](#). For the SCDSB [Code of contact](#), [click here](#).

### Safe School's Policy

The Simcoe County District School Board (SCDSB) recognizes that all members of the school community have the right to be safe and to feel safe in their school community. With this right comes the responsibility to contribute to a positive school climate. To learn more about the SCDSB Safe and Healthy Schools Policy, [click here](#).

## MESSAGE FROM GUIDANCE

Innisdale is committed to reach every student to help him or her complete a secondary education and achieve a successful outcome from the secondary school experience. Guidance counsellors provide students with information and support in areas related to career, education and personal issues. There are many resources in the guidance office, including community resource materials, career and vocational information, post-secondary pathways planning, and scholarship information. Students and parents are encouraged to use myBlueprint ([www.myblueprint.ca/simcoe](http://www.myblueprint.ca/simcoe)) when researching and planning courses and post-secondary destinations. Both students and parents/guardians are invited to make appointments with the counsellors to discuss issues of importance.

### School Timetable and Procedures Related to Course Changes:

Innisdale is a semestered school. Semester 1 runs from September until January during which students typically have four courses. Semester 2 begins in February and runs through until the end of June. Students will receive a progress report and a midterm report during the semester. Final reports are issued at the end of the semester.

- Students are encouraged to maintain 8 credits in grades 9, 10 and 11
- Students in grade 12, with a minimum of 24 credits, may be allowed to maintain 6 credits
- Students are encouraged to complete any course changes in June of each school year for the following year. Minimal changes may be made in the first two weeks of each semester to accommodate level changes, openings in classes and pre-requisite problems. Changes will be made with proper paperwork completed and submitted to the Guidance department.

### Full Disclosure for Grade 11 and 12 Courses

The Ministry of Education has a policy of full disclosure. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in Grades 9 or 10 or for ESL/ESD courses. Any Grade 11 or Grade 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. If a student repeats a course previously attempted successfully, both courses will appear on the transcript. Credits are earned only on the first successful attempt. Full disclosure will take effect five instructional days following the distribution of the November and April mid-semester report cards.

# DIPLOMA AND CERTIFICATE REQUIREMENTS

## 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. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Credits are granted to students by the principal of a secondary school on behalf of the Minister of Education.

## Requirements for the Ontario Secondary School Diploma (OSSD)

Students earn an OSSD when they:

1. successfully complete 30 credits: 18 compulsory and 12 optional credits
2. complete 40 hours of community involvement activities
3. successfully complete the literacy requirement through the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course

### 1. Compulsory Credits (18)

- 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.
  - 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 Math (at least one in credit in grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in Health and Physical Education
- 1 credit in French as a second language
- 0.5 credit in Career studies
- 0.5 credit in Civics
- Plus 1 credit from each of the following groups:
  - Group 1\*: One additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
  - Group 2\*: One additional credit in health and physical education, or the arts, or business studies or French as a second language, or cooperative education
  - Group 3\*: One additional credit in science (Grade 11 or 12) or technological education (Grade 9-12) or French as a second language, or computer studies, or cooperative education.

#### \*Note:

- A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
- In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
- A maximum of 2 credits in cooperative education can count as compulsory credits.
- The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

### 2. Community Service Hours

Students must complete 40 hours of community involvement. Effective July 1, 2011, students will be able to start accumulating community involvement hours in the summer before they enter grade 9. This requirement is to encourage students to develop awareness and understanding of civic responsibility and the role they can play in their communities. Students, in collaboration with their parent(s)/guardian(s), are responsible for selecting volunteer activities from the *Eligible Activity List*. Students and their parent(s)/guardian(s) have the responsibility for completing the [Completion of Community Involvement Activities form](#) and handing it in to the school as required. They are also to ensure that the corresponding, total number of hours is recorded correctly on the report card. Information on a list of eligible and ineligible activities can be found on the board website by clicking [Community Involvement](#).

### 3. Ontario Secondary School Literacy Test (OSSLT)

#### Ontario Secondary School Literacy Requirement

All students must successfully complete the Ontario Secondary School Literacy Requirement in order to earn a secondary school diploma. The Ontario Secondary School Literacy Test will be administered in Grade 10. The requirement may be earned by successful completion of the Literacy test, or the Literacy Course or through the Adjudication Process.

#### Ontario Secondary School Literacy Test (OSSLT)

The OSSLT is based on the expectations for reading and writing across subjects in the Ontario Curriculum up to the end of Grade 9. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance following the test for students who require it. The literacy test may not be retaken once it has been successfully completed. More information on the OSSLT, can be found on the Ministry of Education's website under [Student Resources](#) or [Parent Resources](#).

#### Ontario Secondary School Literacy Course (OSSLC)

The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the OSSLT with intensive support and an alternative means of demonstrating the required reading and writing competencies. Students who have had the opportunity to write the OSSLT at least once and who have been unsuccessful are eligible to take the OSSLC.

Successful completion of this course at either the Grade 11 level (OLC 30) or Grade 12 level (OLC 40) will enable students to satisfy the literacy requirement for graduation and may be used to meet the compulsory requirement for English at that grade level (as well as the Group 1 requirement). Course expectations cannot be modified but accommodations may be made for students who have an IEP to strengthen students' reading and writing skills. Students who are receiving special education programs or services, and have an IEP documenting required accommodations when taking the OSSLT, may be eligible to enroll directly in the OSSLC without having failed the OSSLT at least once if, owing to unforeseen circumstances, these accommodations were not available on the day the OSSLT is administered. In such cases, the student must have been present to take the test, but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

## Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 credits, seven of which satisfy the compulsory credit requirements.

Compulsory Credits (total of 7)	Optional Credits (total of 7)
<ul style="list-style-type: none"><li>2 credits in English</li><li>1 credit in Canadian Geography <u>or</u> history</li><li>1 credit in mathematics</li><li>1 credit in science</li><li>1 credit in health and physical education</li><li>1 credit in the arts, technological education or computer studies</li></ul>	7 credits selected by the student from available courses
Note: Students are not required to complete Community Involvement Hours or pass the OSSLT.	

## Ontario Secondary School Certificate of Accomplishment (OCA)

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. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. 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.

## COURSES OFFERED IN SECONDARY SCHOOL

### Types of Courses: Grades 9 and 10

Four types of courses are offered in Grade 9 and 10:

- Academic* courses lead to university/college and university courses in senior grades.
- Applied* courses lead to college and workplace courses.
- Locally Developed* courses may be offered for students who are working below grade level. These courses are intended to enable students to gain the necessary skills required to be successful in applied and workplace level courses. Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. Students who need additional support in academic core subjects (English, mathematics, science and history) may count up to 6 Locally Developed courses as compulsory courses in grades 9 and 10.
- Open* courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

### Types of Courses: Grades 11 and 12

In Grade 11 and 12, courses are offered to prepare students for their post-secondary destinations:

- University preparation courses are designed to equip students with the knowledge and skills they need for entrance to university.
- University/College preparation courses are designed to equip students for entrance to university and college programs
- College preparation courses prepare students for college programs and related careers. Many apprenticeships require College level courses as a minimum.
- Workplace courses prepare students for direct entry into the workplace or admission to some apprenticeship programs and other training programs.
- Open courses are appropriate for all students and are not linked to any specific postsecondary destination.

**Note:** Students must complete ENG4U plus 5 other '4U' or '4M' courses to be eligible to apply for university. Many university programs require specific 'M' or 'U' courses. Students are advised to carefully check university calendars (available online) for entrance requirements before grade 12 course selection. To be eligible for most college programs, students must be successful in ENG4C or ENG4U along with any other prerequisites identified by the specific institution.

## SPECIALIZED PROGRAMS

Secondary schools in the SCDSB offer Student Success programs which include, but are not limited to: credit recovery, expanded cooperative education, dual credits, specialist high skills majors, education and career planning, as well as transition programs for students as they enter and graduate from secondary school. Incorporating differentiated instructional methods, as well as responding to the student voice are all key success initiatives that are helping our schools improve educational outcomes for all students. More information about specialized programs can be found on the [SCDSB Common Calendar](#).

### Specialist High Skills Major (SHSM)

A Specialist High Skills Major (SHSM) is a specialized program approved by the Ministry of Education that provides students with courses and activities that focus on a specific work-related sector. A Specialist High Skills Major enables students to customize their high school experience to suit their interests and talents and prepare for a successful postsecondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD). The major enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning environment more engaging for students, focuses them on graduation and prepares them to pursue their career goals. A student may exit the SHSM before completion without jeopardizing progress towards the OSSD, retaining credits and certifications earned up to that point. For more information on SHSM, as well as the programs being offered in the Board, go to [myshsm.com](http://myshsm.com).

#### Construction High Skills Major at Innisdale Secondary School

Students interested in the Construction trades will enjoy this major. This program enables students to earn their Specialist High Skills Major (SHSM) through residential construction. Included within the construction course is the opportunity for students to practice their building skills through construction of decks, sheds, renovations, foundations and other real construction jobs built on site. Students complete their cooperative education credits by working with local contractors in the school community. Students will be required to complete a minimum of seven industry recognized certifications such as WHMIS propane safety, CPR, first aid, fall arrest, scaffold and fork lift operator.

### Dual Credit Programs

Dual credits give selected students the opportunity to sample post-secondary education, work in college labs, experience a new environment and build self-confidence. Students take a college level credit delivered by college faculty. If successful, they are granted both a college credit and a secondary school credit. For more information, contact your school's Guidance or Student Success Department or go to [Student Success Programs](#) on the SCDSB website.



## **Ontario Youth Apprenticeship Program**

The Ontario Youth Apprenticeship Program (OYAP) provides students with an opportunity to gain apprenticeship training while completing the credits required for their high school diploma. OYAP students will spend a portion of their senior years in the workplace, through cooperative education, learning the skills of a particular trade and may become registered as apprentices to their employer. Students begin accumulating hours required for their apprenticeship and will also be put on the waiting list for trade school once they are registered into the program. There are over 150 trades involved in apprenticeship in Ontario.

OYAP is available to full-time students who have a minimum of 16 credits and are at least 16 years of age. Specific programs may have additional academic requirements. For more information, please visit [www.oyap.com](http://www.oyap.com) or contact: Sarah Kekewich, OYAP Coordinator, Simcoe County District School Board, 705-817-1418 or [skekewich@scdsb.on.ca](mailto:skekewich@scdsb.on.ca). To view a 30-second video about OYAP's opportunities for students, please visit the SCDSB YouTube channel at <http://youtu.be/dcarOAehX9k>.

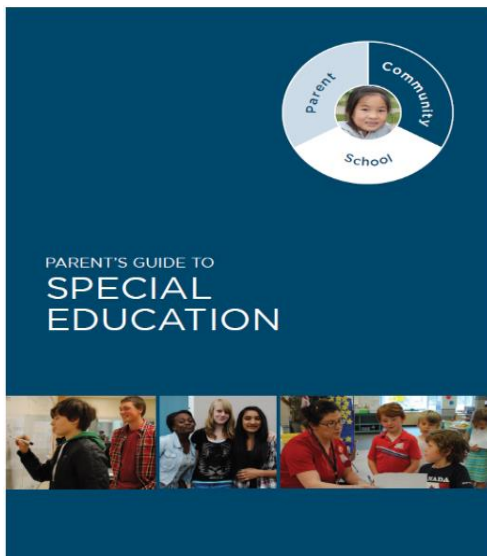
## **SPECIALIZED EDUCATION**

Programs Available to Students with Special Education Needs

"Every student can learn, just not on the same day, or the same way." George Evans

The SCDSB is committed to working with parents/guardians and communities to support all SCDSB students reach their full potential. The SCDSB provides special education supports and services to students with special needs. There are special education teachers at every school. In addition, there are some specialized county classes for students who require significant changes to curriculum to meet their needs. Students who are identified as requiring this level of specialized support are transported to a school which has the county class.

The Parent's Guide to Special Education provides information about special education programs that support students in meeting their personal education pathway goals.



Information on the topics below are provided within the Parent's Guide to Special Education or can be found on the SCDSB website under Programs and [Special Education](#). For further information contact the Special Education Department at your secondary school.

[Strengths and Needs Committee](#)

[The Individual Education Plan \(IEP\)](#)

[Safety Plans](#)

[Identification, Placement and Review Committee \(IPRC\)](#)

[Categories of Exceptionalities and Descriptions](#)

[Placement Options](#)

[Special Equipment Amount](#)

[Special Education Supports](#)

[Transition Planning](#)

[Glossary of Acronyms](#)

## **SCDSB Common Calendar**

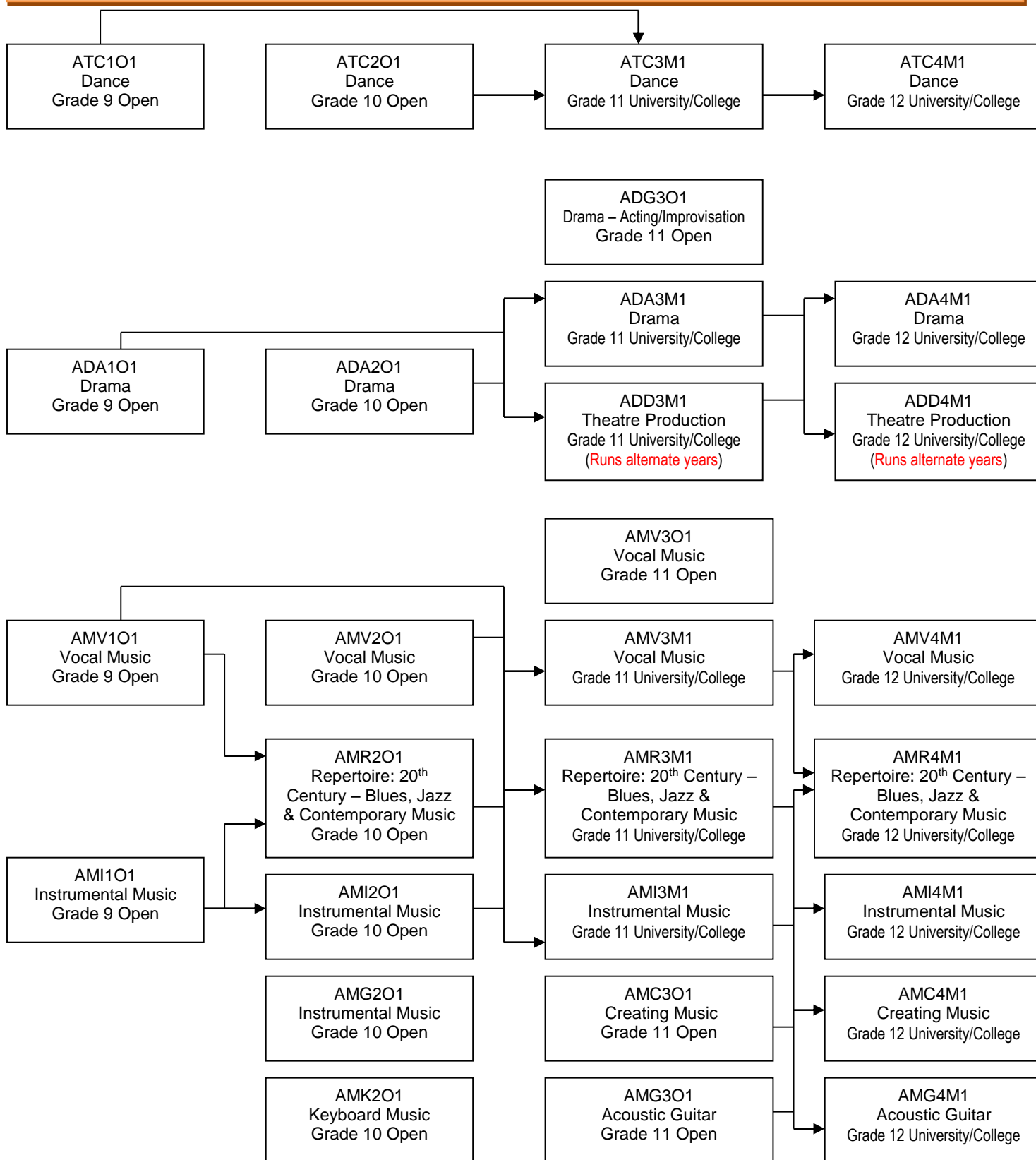
The Simcoe County District School Board (SCDSB) mission is to inspire and empower learning for life, and our vision is a community of learners achieving full potential. We believe in the importance and value of regular and ongoing planning in collaboration with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society.

The SCDSB's Secondary School Common Calendar provides parents and students with detailed, accurate and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. Additionally, the calendar provides information on county wide programs, Specialist High Skills Majors, school-based supports and Student Success initiatives. To access the 2016-2017 SCDSB Common Calendar [click here](#).

# COURSE CHARTS and DESCRIPTIONS

All course descriptions are taken from the ministry of education curriculum documents. Please note, however, that if there is a **red** sentence following the ministry description, it is specific to Innisdale to provide further understanding of the course curriculum.

## THE ARTS (Visual Arts on Separate Chart)



## DANCE

[Click here to return to the ARTS summary](#)

### ATC101: Dance, Grade 9, Open

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. *Note: Dancewear is required and may be provided on loan or may be purchased by the student.*

**Prerequisite:** None

### ATC201: Dance, Grade 10, Open

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.

*Note: Dancewear is required and may be provided on loan or may be purchased by the student.*

**Prerequisite:** None

### ATC3M1: Dance, Grade 11, University/College

[Click here to return to the ARTS summary](#)

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in global dance genres. 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. *Note: Dancewear is required and may be provided on loan or may be purchased by the student.*

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

### ATC4M1: Dance, Grade 12, University/College

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in global dance genres, and understanding of the dance sciences. 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.

*Note: Dancewear is required and may be provided on loan or may be purchased by the student.*

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

## DRAMA

[Click here to return to the ARTS summary](#)

### ADA101: Drama, Grade 9, Open

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

**Prerequisite:** None

### ADA201: Drama, Grade 10, Open

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

**Prerequisite:** None

### ADA3M1: Drama, Grade 11, University/College

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

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

### ADG3O1: Drama, Acting/Improvisation, Grade 11, Open

[Click here to return to the ARTS summary](#)

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 analyze the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works. This course provides an in-depth exploration of improvisation as a vehicle for drama development, theatrical presentation and actor training. Students apply their skills in the development of comic and serious improvised scenes. They analyze scene structures and the historical use of improvisation in the development of theatre for socio-political and entertainment purposes. Students experiment with long forms of improvisation to develop a final presentation.

**Prerequisite:** None

### ADA4M1: Drama, Grade 12, University/College

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 analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

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

*Note:* Experienced and highly motivated visual art students with no drama background are encouraged to apply for permission to take the course directly through their visual art teacher.

### ADD3M1: Theatre Production, Grade 11, University/College Preparation (Running in the 2016-2017 School Year)

### ADD4M1: Theatre Production, Grade 12, University/College Preparation (Running in the 2016-2017 School Year)

These courses require students to create, rehearse and perform a major theatrical production (musical or non-musical) for the public. A substantial out-of-class time commitment is a major requirement for success. Expectations: All students must complete written and practical theory work based on the acquisition and development of techniques needed for their main role in the play, and additionally, the exploration of a secondary role from the following areas: set design and scenery painting, stage management, props and costume creation, publicity, lighting and sound production. Dedication and professionalism must be demonstrated by attending all out of school rehearsals and performances so that appropriate adjustments can be made to other commitments such as work and team/club schedules.

**ADD3M1 Prerequisite:** Dramatic Arts, Grade 9 and/or Grade 10.

**ADD4M1 Prerequisite:** ADD3M1 or ADA3M1.

**Preparatory Courses:** Additional Drama, Vocal Music, Dance or Visual Art courses

*Note:* Experienced or highly motivated visual art students with no drama background are encouraged to apply for permission to take the course directly through their visual art teacher

## **MEDIA ARTS**

[Click here to return to the ARTS summary](#)

**Grade 9 Media Arts** can be found under [AWS101: Visual Arts – Digital Media, Open](#)

### **ASM201: Media Arts, Grade 10, Open**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire 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.

**Prerequisite:** None

### **ASM3M1: Media Arts, Grade 11, University/College**

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 analyze the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

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

### **ASM4M1: Media Arts, Grade 12, University/College**

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 analyze the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

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

## **MUSIC - GRADE 9**

[Click here to return to the ARTS summary](#)

These courses emphasize the creation and performance of music at a level consistent with previous experience and are 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.

### **AMV1O1: Music, Vocal/Choral, Grade 9, Open**

Students will sample various forms of performance and creation. Focus will be on vocal and choral work, with an introduction to keyboard and percussion.

### **AMI1O1: Instrumental - Band, Grade 9, Open**

Students will develop performance skills on a woodwind, brass or percussion instrument. There will be opportunities to perform outside of class when reasonable ability has been achieved. Students who have previously studied on a woodwind or brass instrument should take AMI2O.

## **MUSIC – GRADE 10**

[Click here to return to the ARTS summary](#)

These courses emphasize 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.

### **AMV2O1: Music, Vocal/Choral, Grade 10, Open**

Students will continue to develop their vocal performance skills as well as other means of performance. Creating skills will be developed with the use of computer technology.

### **AMI2O1: Music, Instrumental, Grade 10, Open**

Students will continue their study of a woodwind, brass or percussion instrument with opportunities to create and record using computer technology.

Preparatory Course: AMI1O

### **AMK2O1: Music, Keyboard, Grade 10, Open**

Students work on individual programs at their own level and pace on the keyboard. Music selections include many popular pieces.

### **AMG2O1: Music, Acoustic Guitar, Grade 10, Open**

Students will learn basic guitar techniques in this course including melody picking, providing chordal accompaniments and reading notated music.

### **AMR2O1: Music Repertoire: 20th Century – Blues, Jazz & Contemporary Music, Grade 10, Open**

This performance-based course provides ensemble instruction for guitar, piano, vocal and instrumental music students with improvisation work.

Preparatory Course: AMI1O

## **MUSIC – GRADE 11 OPEN**

[Click here to the return to ARTS summary](#)

These courses develop 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 play, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. Strongly recommended: Grade 9 or 10 Music, Open

### **AMV3O1: Music, Vocal/Choral, Grade 11, Open**

Students will continue to develop their singing skills by performing jazz, popular and Broadway selections with opportunities to record in the studio.

### **AMC3O1: Music, Creating, Grade 11, Open**

Students will choose voice or any instrument to continue their music study as they learn to arrange and compose music. There will be opportunities to work individually and in small groups. By the end of the course students will demonstrate ability to record digitally and on MIDI.

### **AMG3O1: Music, Acoustic Guitar, Grade 11, Open**

Students will have an opportunity to develop their guitar performance skills by performing Blues, Jazz and popular music. By the end of the course, students will demonstrate the ability to read tab and staff notation.



## **MUSIC - Grade 11 University/College (M)**

[Click here to return to the ARTS summary](#)

These courses provide 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 analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers.

**Prerequisite:** to all grade 11 Music: Grade 9 or 10 Music, Open

### **AMV3M1: Music, Vocal/Choral, Grade 11, University/College**

Students will perform in solo and small ensemble settings. Technical and theory skills will also be developed for the serious vocal performer.

### **AMI3M1: Music, Instrumental, Grade 11, University/College**

Students will continue their study on a brass, woodwind or percussion instrument while performing a variety of music. Performance settings include large group, small ensemble and solo work.

### **AMR3M1: Music Repertoire: 20th Century – Blues, Jazz & Contemporary Music, Grade 11, University/College**

This performance-based course provides ensemble instruction for guitar, piano, vocal and instrumental music students with improvisation work.

## **MUSIC – GRADE 12**

[Click here to return to the ARTS summary](#)

These courses enable 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 analyze how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 11, University/College or Open

### **AMV4M1: Vocal/Choral, Grade 12, Music, University/College**

Students will concentrate on developing their vocal performances in solo and small ensemble work through a repertoire spanning many genres of music.

### **AMI4M1: Music, Instrumental, Grade 12, University/College**

Students will concentrate on developing their performance skills on a woodwind, brass or percussion instrument. Opportunities to conduct and learn a second instrument will broaden the students' knowledge of the orchestra.

### **AMG4M1: Music, Acoustic Guitar, Grade 12, University/College**

This course emphasizes the appreciation, analysis and performance of music through advanced study on acoustic guitar.

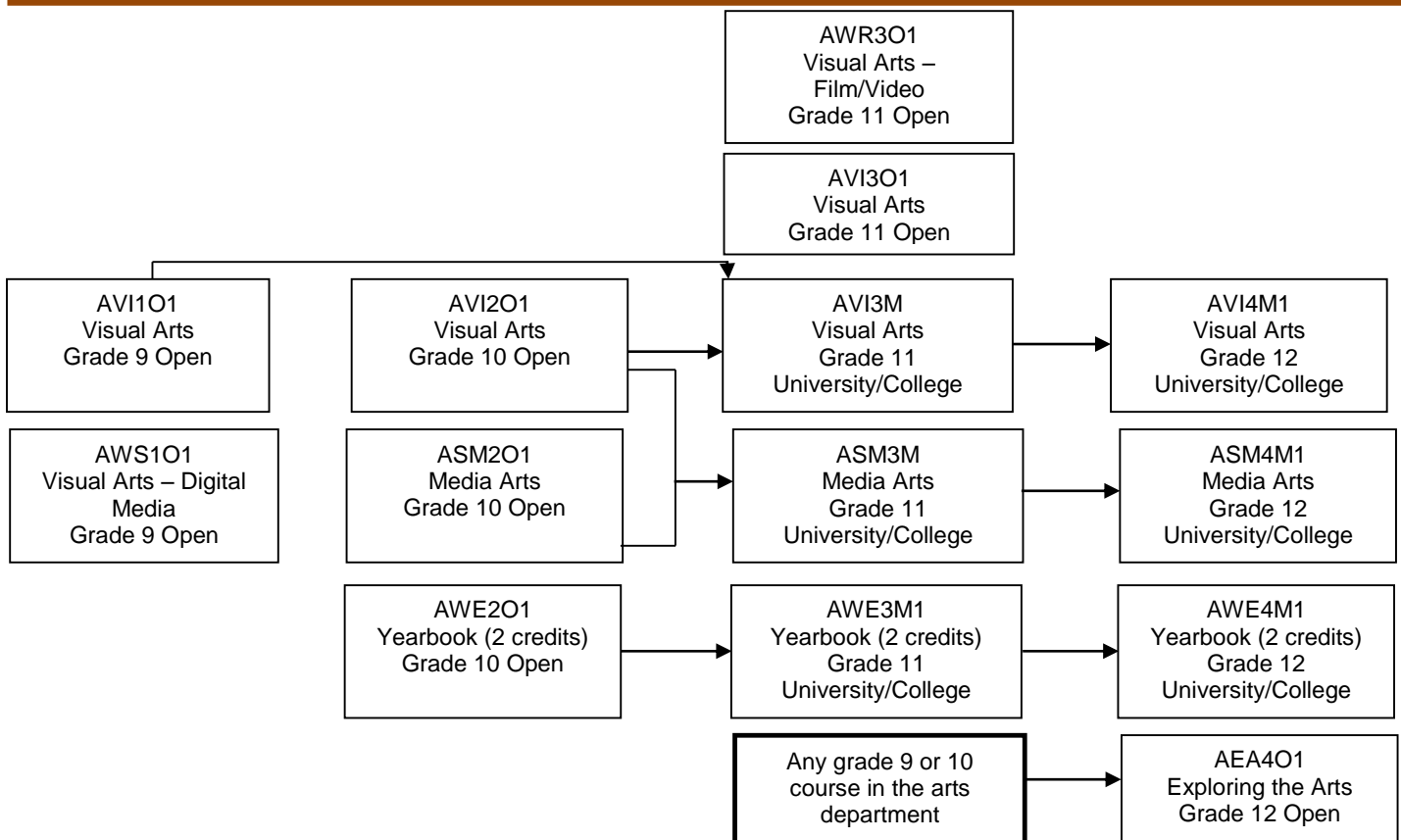
### **AMC4M1: Music, Creating, Grade 12, University/College**

In this advanced study of arranging and composing students will concentrate on the process of production both digitally and on MIDI.

### **AMR4M1: Music Repertoire: 20th Century – Blues, Jazz & Contemporary Music, Grade 12, University/College**

This performance-based course provides ensemble instruction for guitar, piano, vocal and instrumental music students with improvisation work.

## **VISUAL ARTS**



## VISUAL ARTS

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### AVI101: Visual Arts, Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

### AWS101: Visual Arts – Digital Media, Grade 9, Open

Students will think, collaborate, compose and create with images, sounds and graphics using industry standard multimedia technologies and software.

### AVI201: Visual Arts, Grade 10, Open

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

**Preparatory Course:** AVI10 or AVI10M

### AVI301: Visual Arts, Grade 11, Open

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This course focuses on studio activities in the visual arts, such as 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.

**Strongly recommended:** Grade 9 or 10 Visual Arts, Open.

### AVI3M1: Visual Arts, Grade 11, University/College

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

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

**Preparatory Course:** AVI20

### AWR301: Visual Arts-Film/Video, Grade 11, Open

This course focuses on studio activities in multimedia art. Students will use 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.

This course explores the history and genre of films by giving students the opportunity to examine various techniques used by past and present filmmakers. Students will develop an appreciation of cinema through the study of a wide range of film genres including: Action/Adventure, Animation, Comedy, Crime/Gangster, Drama, Film-Noir, Horror, Musical, Romance, Sci-Fi/Thriller, War, and Western. Students will evaluate films using the critical analysis process; critically analyze cinematic art forms; use theories of filmmaking; and develop an increasing understanding of cinematic history.

**Prerequisite:** None

### AVI4M1: Visual Arts, Grade 12, University/College

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

## YEARBOOK

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### BLOCK2A: Yearbook, Grade 10 Open and Grade 11/12 College/University

Students can take yearbook in grade 10, 11 AND 12. This 2-credit package will teach the skills of journalism, photography both traditional and digital, layout and design, business operations and computer literacy and multimedia software applications.

Students will receive one AWE – Information/Consumer Design credit and one AWQ-Photography credit.

## EXPLORING THE ARTS

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### AEA401: Exploring the Arts, Grade 12, Open

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyze art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

**Prerequisite:** Any Grade 9 or 10 course in the arts

## INTEGRATED ARTS LEADERSHIP PACKAGE

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### INTEGRATED ARTS LEADERSHIP PACKAGE

#### BLOCK4A: Grade 12, Mixed/University

This is a four credit integrated arts program that will enable students to explore, create and produce in all areas of the arts. By integrating innovative and flexible daily schedules, successful applicants will have unlimited opportunities for a wide range of dynamic learning processes in the following areas: *Independent Direction, Integrated Learning, Community Service, Career Shadowing, Demonstrations, and Social Issues and Performance*. Students should click on the blue link to print off, complete and submit the [Integrated Arts Application](#).

The four credits a student will earn are:

**AWD4M1:** Visual Arts - Visual Design (see description under [AVI4M1](#))

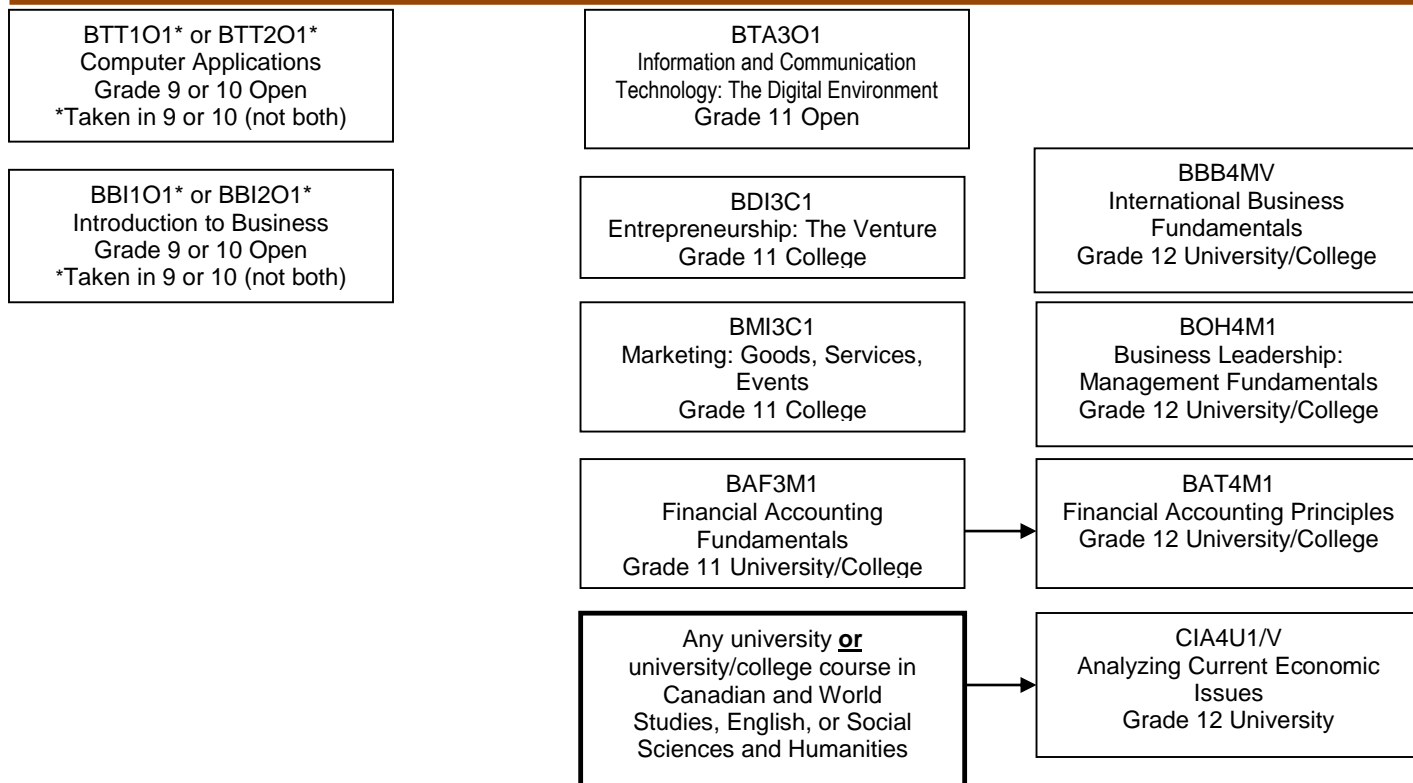
**AWU4M1:** Visual Arts – Cultural/Historical Studies (see description under [AVI4M1](#))

**Individual Arts Study:** This may include courses such as ADA4M, ATC4M, ASM4M, AMC4M, AVI4M, or TGV4M

**Individual Arts Study** focusing on an original/leadership/creative component of their speciality. This course will be chosen in consultation with one of the integrated arts teachers.

**Prerequisite:** A grade 11 credit in the student's Arts major

# BUSINESS STUDIES



## BUSINESS

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### **BTT1O1/2O1: Information and Communication Technology in Business, Grade 9 or 10, Open**

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.

**Note:** Students may take Computer Applications as a grade 9 OR grade 10 credit only, not both

### **BBI1O1/2O1: Introduction to Business, Grade 9 or 10, Open**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, 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.

**Note:** Students may take Introduction to Business as a grade 9 OR grade 10 credit only, not both

### **BAF3M1: Introduction to Financial Accounting, Grade 11, University/College**

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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.

**Prerequisite:** None

### **BDI3C1: Entrepreneurship: The Venture, Grade 11, College**

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.

**Prerequisite:** None

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

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. "Emphasis will be on the marketing of sports and entertainment product and services."

**Prerequisite:** None

### **BTA3O1: Information and Communication Technology: The Digital Environment, Grade 11, Open**

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 and/or postsecondary studies.

**Prerequisite:** None

### **BAT4M1: Principles of Financial Accounting, Grade 12, University/College**

This course emphasizes the study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods in inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

**Prerequisite:** Introduction to Financial Accounting, University/College

**BOH4M1: Business Leadership: Management Fundamentals, Grade 12, University/College** [Click here to return to the BUSINESS summary](#)

*This is a non-math course for students wanting to develop leadership, management and people skills.*

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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 will be emphasized throughout the course. **Prerequisite:** None

**BBB4MV: International Business Fundamentals, Grade 12, University/College, eLEARNING SCDSB\***

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. **Prerequisite:** None

*\*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office*

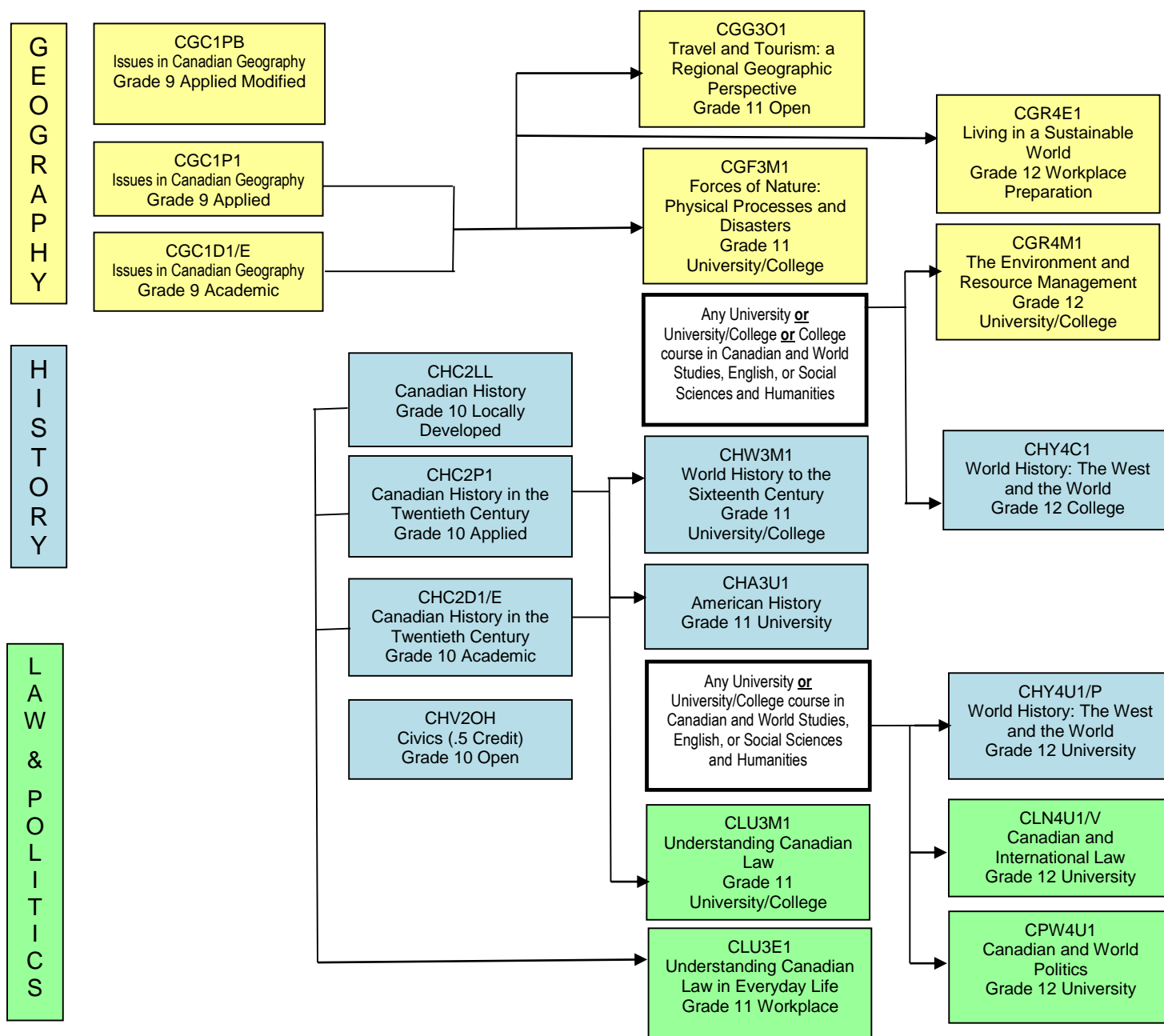
**CIA4U1: Analyzing Current Economic Issues, Grade 12, University****CIA4UV: Analyzing Current Economic Issues, Grade 12, University, eLEARNING SCDSB\***

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

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

*\*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office.*

## CANADIAN & WORLD STUDIES





## ECONOMICS

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### CIA4U1: Analyzing Current Economic Issues, Grade 12, University

See description, under Business Studies

## GEOGRAPHY

[Click here to return to the CANADIAN AND WORLD STUDIES summary](#)

### CGC1PB: Issues in Canadian Geography, Grade 9, Applied Modified

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

**Prerequisite:** None *This Geography of Canada course is for students who are taking grade 9 courses at the locally developed level.*

### CGC1P1: Issues in Canadian Geography, Grade 9, Applied

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

**Prerequisite:** None

### CGC1D1: Issues in Canadian Geography, Grade 9, Academic

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### CGC1DE: Géographie Française, Extended French, Grade 9, Academic

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

**Prerequisite:** None

### CGG3O1: Travel and Tourism: A Geographic Perspective, Grade 11, Open

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

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

### CGF3M1: Forces of Nature: Physical Processes and Disasters, Grade 11, University/College

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

### CGR4E1: Living in a Sustainable World, Grade 12, Workplace

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

### CGR4M1: The Environment and Resource Management, Grade 12, University/College

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

## HISTORY

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### CHC2LL: Canadian History, Grade 10, LDCC (Locally Developed Compulsory Credit)

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and World Studies Workplace preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

### CHC2P1: Canadian History since World War I, Grade 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

### CHC2D1: Canadian History since World War I, Grade 10, Academic

### CHC2DE: Histoire du Canada depuis la Première Guerre mondiale, Extended French, Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

**CHV2OH: Civics and Citizenship, Grade 10, Open (.5 credit)**[Click here to return to the CANADIAN AND WORLD STUDIES summary](#)

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.

**Prerequisite:** None

**CHA3U1: American History, Grade 11, University**

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:** Canadian History since World War I, Grade 10, Academic or Applied

**CHW3M1: World History to the End of the Fifteenth Century, Grade 11, Univ/Coll** [Click to return to the CAN and WORLD STUDIES summary](#)

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:** Canadian History since World War I, Grade 10, Academic or Applied

**CHY4C1: World History since the Fifteenth Century, Grade 12, College**

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

**CHY4U1: World History since the Fifteenth Century, Grade 12, University****CHY4UP: World History since the Fifteenth Century, Grade 12, University, Advanced Placement\***

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 ideas and assess societal progress or decline in world history.

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

\*The Advanced Placement (AP) World History since the Fifteenth Century (CHY4UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

**LAW**[Click here to return to the CANADIAN AND WORLD STUDIES summary](#)**CLU3E1: Understanding Everyday Law in Canada, Grade 11, Workplace**

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 inquiry process when investigating legal issues that are relevant to life in Canada today.

**Prerequisite:** Canadian History Since World War I, Grade 10, Academic or Applied or Locally Developed.

**CLU3M1: Understanding Canadian Law, Grade 11, University/College**

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:** Canadian History since World War I, Grade 10, Academic or Applied

**CLN4U1: Canadian and International Law, Grade 12, University****CLN4UV: Canadian and International Law, Grade 12, University, eLEARNING SCDSB\***

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

\*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office.

**POLITICS**[Click here to return to the CANADIAN AND WORLD STUDIES summary](#)**CPW4U1: Canadian and International Politics, Grade 12, University**

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

**BLOCK4C: Global Perspectives Program, Grade 11,**

Global Perspectives is a fully integrated, five-credit program that focuses on international studies. This unique learning experience will be offered in the second semester only and represents the student's entire course load for that semester. Through a partnership with the City of Barrie's Youth Ambassador Program, students accompanied by two of their teachers, will travel to Europe for a one-month intensive study of international affairs in an international environment. Additionally, students will explore a third world opportunity by studying in a Latin American/Caribbean country for two weeks. There is a cost associated with this program (airfare) but those students in financial need can expect assistance from community/corporate sponsors. This is a limited enrolment program and students selecting this option will be required to submit an application and participate in a selection process. This package includes four grade eleven courses and one Grade 12 course.

**Prerequisite:** ENG2D

**ENG3U1:** ENGLISH (See description under English)

**CPC3O1:** POLITICS IN ACTION: Making Change (See description below),

**AWT3M1:** Art- NON TRADITIONAL (See description for AVI3M),

**HRT3M1:** World Religions and Belief Traditions. Perspectives, Issues and Challenges. (See description under Social Science and Humanities)

**CGW4U1:** Canadian and World Issues. (See description below).

**CPC3O1: Politics in Action: Making Change, Grade 11, Open**

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 problem-solving 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 analyze 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:** Canadian History since World War I, Grade 10, Academic or Applied, or a locally developed compulsory course (LDCC).

**CGW4U1: World Issues: A Geographic Analysis, Grade 12, University**

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 analyze government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

Students choosing GLOBAL (Block4C) are **NOT** to select any of these courses separately on their option sheet for grade eleven.

For more information read through the [Global Perspectives Brochure](#) and then complete and hand in the [Global Perspectives Application Form](#).

## COOPERATIVE EDUCATION

**COOPERATIVE EDUCATION**

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**GWL3O2: Cooperative Education, Open****GLD2O2: Cooperative Education, Open, Mariposa Skaters**

This course has been designed for students to experience workplaces that directly relate to possible career choices. Co-op is a two credit package that includes pre-placement learning, on-the-job learning, and in-class integration wherein the students come back to school several days each month to relate their job experience to their school courses.

In addition to the two co-op credits, each student will have a course that is related to the co-op placement which they have completed prior to beginning co-op or concurrently with the co-op placement.

**Note:** *Transportation arrangements to and from the workplace are the student's responsibility. Students may be required to provide specialized clothing (ie: work boots) or cover extras (ie: immunizations, security checks) for some placements.*

Special Cooperative Education Placements:

Students wishing to participate in any of these opportunities need to listen to announcements and check in with the coop office in the spring of the year **preceding the one in which the coop is desired.**

- Militia Coop: Some years the Grey and Simcoe Foresters offers a military coop. This course leads to the completion of basic military training.
- Royal Victoria Regional Health Centre: RVH accepts coop students in many areas of the hospital. (i.e.: Nursing, Security, Finance, Physio etc.)
- Police Coop

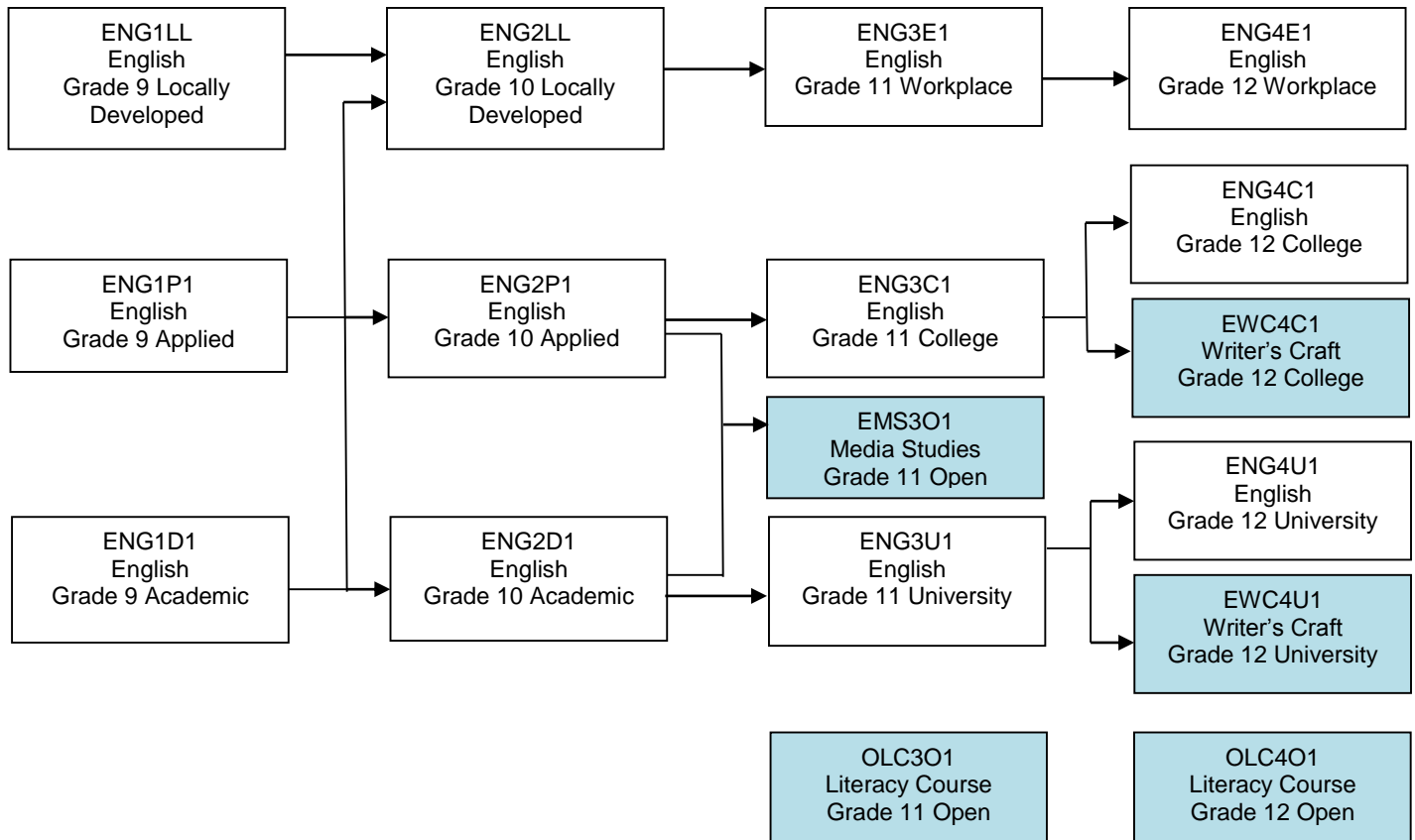
**APPRENTICESHIP AND THE ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)**

What is an Apprenticeship? Apprenticeship is hands-on training for people who enjoy learning by doing. The training provides access to well-paying jobs that demand a high level of skills, judgement and creativity. Apprentices are paid while gaining work experience.

The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education Program. This program is available to all full-time students who are at least 16 years old and have 16 high school credits. Students must be taking cooperative education and may be registered as an apprentice to their employer with the Ministry of Training, Colleges and Universities. All of the hours they work in co-op and any part-time work may then be credited towards their apprenticeship. Students are also placed on the trade school waiting list at the time of their registration.

Specific programs may have additional academic requirements. For more information, please visit [www.oyap.com](http://www.oyap.com) or contact: Sarah Kekewich, OYAP Coordinator, Simcoe County District School Board, 705-817-1418 or [skekewich@scdsb.on.ca](mailto:skekewich@scdsb.on.ca). To view a 30-second video about OYAP's opportunities for students, please visit the SCDSB YouTube channel at <http://youtu.be/dcarOAhX9k>.

# ENGLISH



**Note:** Courses in blue represent optional courses.

## COMPULSORY COURSES

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### ENG1LL: English, Grade 9, LDCC (Locally Developed Compulsory Credit)

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works towards preparing students to enter the Grade 11 Workplace Preparation course in English, and to complete the Grade 10 Test of Reading and Writing Skills successfully. Students read a variety of narrative and expository forms, poetry and drama and practise the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

### ENG1P1: English, Grade 9, Applied

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

### ENG1D1: English, Grade 9, Academic

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 analyze 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.

### ENG2LL: English, Grade 10, LDCC (Locally Developed Compulsory Credit)

[Click here to return to the ENGLISH summary](#)

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works towards preparing students to enter the Grade 11 Workplace Preparation course in English, and to complete the Grade 10 Test of Reading and Writing Skills successfully. Students read a variety of narrative and expository forms, poetry and drama and practise the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

### ENG2P1: English, Grade 10, Applied

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

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



**ENG2D1: English, Grade 10, Academic**[Click here to return to the ENGLISH summary](#)

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 analyze 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.

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

**ENG3E1: English, Grade 11, Workplace**

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

**ENG3C1: English, Grade 11, College**

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, Applied or Academic

**ENG3U1: English, Grade 11, University**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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

**ENG4E1: English, Grade 12, Workplace**[Click here to return to the ENGLISH summary](#)

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 analyze 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 or College Preparation

**ENG4C1: English, Grade 12, College**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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 or University Preparation

**ENG4U1: English, Grade 12, University**

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 analyze 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

**LITERACY COURSE**[Click here to return to the ENGLISH summary](#)**OLC301/OLC401: Ontario Secondary School Literacy Course, Grade 11/12, Open**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. **Students who complete the course successfully will meet the provincial literacy requirement for graduation.** Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

**Eligibility:** *The student has been eligible to write the OSSLT at least twice and has been unsuccessful at least once.*

**OPTIONAL COURSES**[Click here to return to the ENGLISH summary](#)**EMS301: Media Studies, Grade 11, Open**

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 analyzing 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 judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

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

**EWC4C1: The Writer's Craft, Grade 12, College**

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.

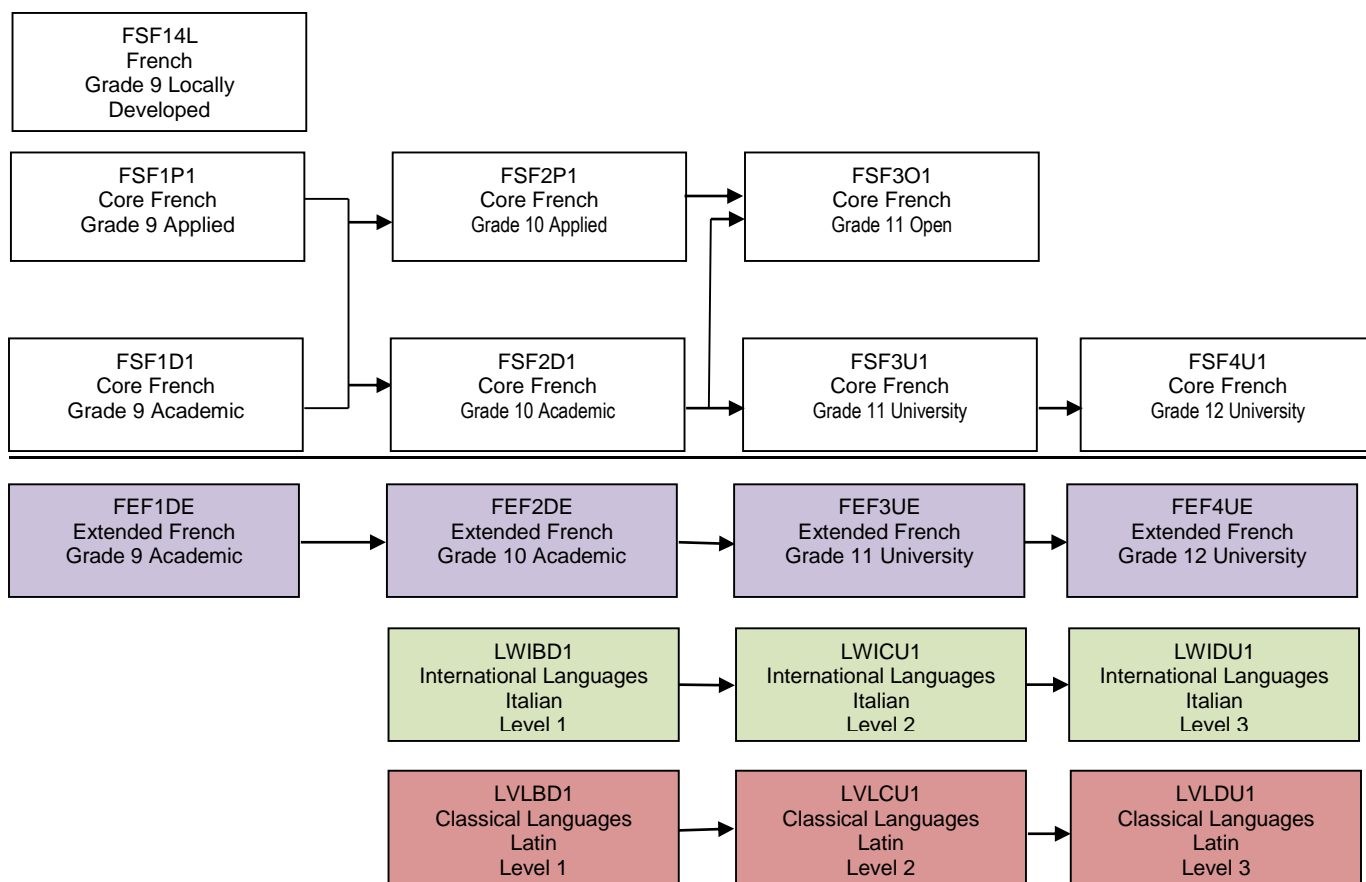
**Prerequisite:** English, Grade 11, College or University Preparation

**EWC4U1: The Writer's Craft, Grade 12, University**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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

# FRENCH, INTERNATIONAL and CLASSICAL LANGUAGES



## Certificates

A variety of language certificates will be awarded to those students who successfully complete all levels of either Italian or Latin, or the Extended French Program. In addition a certificate will be awarded for the following:

### Certificate in European Culture: Italian & Latin

This certificate will be awarded to students who complete all three levels of Latin, as well as all three levels of Italian.

### Certificate in European Culture: French & Latin

This certificate will be awarded to students who complete all three levels of Latin, as well as all levels of either core French or Extended French.

### Certificate in European Culture: French & Italian

This certificate will be awarded to students who complete all three levels of Italian, as well as all levels of either core French or Extended French. Studies

## CORE FRENCH

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### FSF14L: French, Grade 9, Locally Developed

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

**Prerequisite:** None

### FSF1P1: Core French, Grade 9, Applied

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

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

### FSF1D1: Core French, Grade 9, Academic

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This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

### FSF2P1: Core French, Grade 10, Applied

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:** Core French, Grade 9, Academic or Applied

**FSF2D1: Core French, Grade 10, Academic**[Click here to return to the FRENCH AND INTERNATIONAL LANGUAGES summary](#)

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:** Core French, Grade 9, Academic or Applied

**FSF3O1: Core French, Grade 11, Open**

This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

**FSF3U1: Core French, Grade 11, University**

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

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

**FSF4U1: Core French, Grade 12, University**

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:** Core French, Grade 11, University Preparation Core French

**EXTENDED FRENCH**[Click here to return to the FRENCH AND INTERNATIONAL LANGUAGES summary](#)

The Extended French Program is designed for those students who have successfully completed the **elementary school extended French Program** offered in Simcoe County. It is expected that any student who registers in the Grade 9 program will continue to the end of the program year as long as a satisfactory academic standing is maintained. During this time, the student will accumulate the necessary seven credits in order to receive the Extended French Certificate issued through the Simcoe County Board of Education.

**FEF1DE: Extended French, Grade 9, Academic**

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 1260 hours of instruction in elementary Extended French, or equivalent

**CGCIDE: Géographie Française, Extended French, Grade 9, Academic**

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

**Prerequisite:** None

**FEF2DE: Extended French, Grade 10, Academic**[Click here to return to the FRENCH AND INTERNATIONAL LANGUAGES summary](#)

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

**CHC2DE: Histoire du Canada Depuis la Première Guerre Mondiale, Extended French, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

**FEF3UE: Extended French, Grade 11, University**

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

**PAD3OE: Éducation en Plein Air, Extended French, Grade 11, Open**

This extended French course combines language, leadership and outdoor education. It includes a mix of outdoor activities, research, oral and written presentations on topics of nature, survival and a study of first aid. Emphasis will be placed on motivating students to provide leadership and assistance to our family of school students and to others in the community. Students will develop their skills in French language, coaching/mentoring, leadership, and teamwork.

#### FEF4UE: Extended French, Grade 12, University

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Extended French, Grade 11, University Preparation

#### ITALIAN

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##### LWIBD1: International Languages, Level 1, Academic

Ciao! Grazie! Come stai? Buon giorno! This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, naming practices, family life and relationships, food, sports, music, popular festivals and celebrations.

##### LWICU1: International Languages, Level 2, University Preparation

This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities (e.g., discussions about daily lives of youth, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, music and dance. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

**Prerequisite:** Italian, Level 1, University

##### LWIDU1: International Languages, Level 3, University Preparation

This course prepares students for postsecondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

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

#### LATIN

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##### LVLBD1: Classical Languages, Level 1 Academic (Latin)

This course introduces students to the enduring 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. Although English is the language of instruction, students will develop language skills that will enable them to read and interpret the classical language with fluency and confidence. Through a variety of enrichment activities, students will explore aspects of life in the ancient world including trade, commerce, education, entertainment, and social customs. In addition, students will enhance their literacy skills and improve their interpersonal skills through effective communication skills, and will make connections across the curriculum between the classical world and the world around them.

**Prerequisite:** None

##### LVLCU1: Classical Languages, Level 2 University Preparation (Latin)

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 continue to expand their vocabulary and refine their grammatical knowledge by reading and translating more complex adapted selections in the classical language. Although English is the language of instruction, students will further improve their ability to read and interpret the classical language with fluency and confidence. Students will explore diverse aspects of classical culture including science and technology, geography and the environment, religion, and social customs, while developing their ability to think critically, to communicate and interact effectively, and make connections across the curriculum between the classical world and the world around them.

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

##### LVLDU1: Classical Languages, Level 3 University Preparation (Latin)

This course provides students with opportunities to further develop their knowledge of the rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will continue to increase their vocabulary and consolidate their grammatical knowledge by reading and translating a broad selection of adapted and original classical texts. Although English is the language of instruction, students will continue to develop their proficiency in reading the classical language in order to interpret the culture of the ancient world. Students will engage in a variety of activities to strengthen their literacy and research skills, to communicate and collaborate effectively, and to enhance their ability to make connections between the classical world and other societies.

**Prerequisite:** Classical Languages, Level 2, University Preparation

## GUIDANCE AND CAREER EDUCATION

GLC2OH  
Career Studies (.5 credit)  
Grade 10 Open

GPP3O1  
Leadership and Peer  
Support  
Grade 11 Open

Any university or  
university/college preparation  
course in Canadian and World  
studies, English or Social  
Science and Humanities.

IDC4U1  
Leadership  
Grade 12 University



**GUIDANCE AND CAREER EDUCATION**[Click here to return to the GUIDANCE AND CAREER EDUCATION summary](#)**GLC2OH: Career Studies, Grade 10, 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 postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**Note:** This compulsory course is worth 0.5 credit.

**GPP3O1: Leadership and Peer Support, Grade 11, Open****GPP3OA: Leadership and Peer Support, Grade 11, Open, Phys-Ed/Special Education focus\***

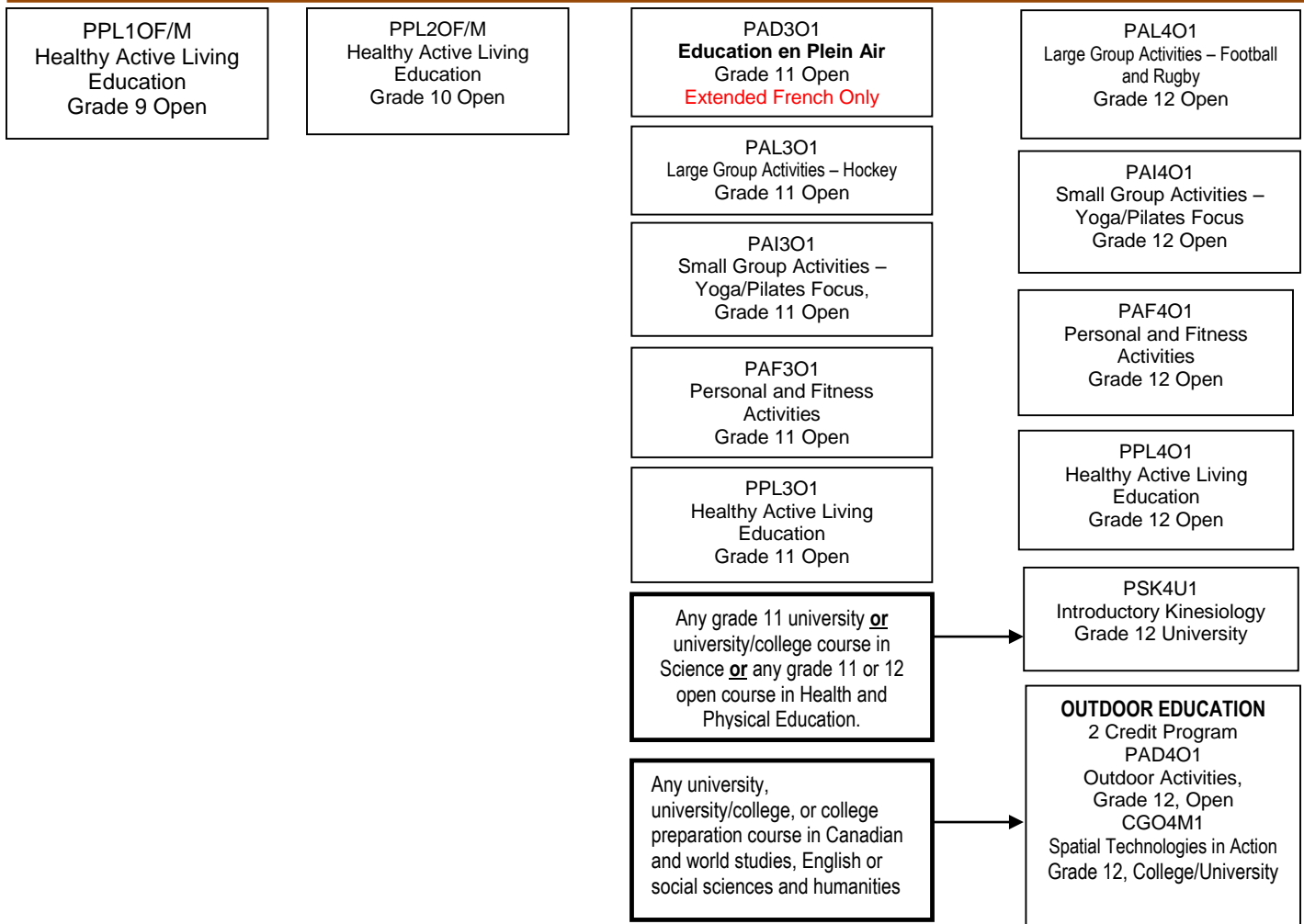
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or 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.

\*The focus of this course will be working with students with Special Education needs to help enhance their personal fitness, and develop skills that will provide a foundation for healthy and active living.

**IDC4U1: Leadership, Grade 12, University**

This course will help students develop and consolidate the leadership 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 analyze historical innovations and exemplary research. 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.

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

**HEALTH AND PHYSICAL EDUCATION****HEALTHY ACTIVE LIVING EDUCATION – GRADE 9 and 10**[Click here to return to the HEALTH AND PHYSICAL EDUCATION summary](#)**PPL1OM: Males****PPL1OF: Females****Healthy Active Living Education, Grade 9, Open**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**PPL20M: Males**  
**PPL20F: Females**

**Healthy Active Living Education, Grade 10, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**HEALTHY ACTIVE LIVING EDUCATION – GRADE 11** [Click here to return to the HEALTH AND PHYSICAL EDUCATION summary](#)

These courses enable 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.

**Prerequisite:** None

**Note:** *Students may take more than one Health and Physical Education Course at any Grade level.*

**PAF301: Healthy Living and Personal and Fitness Activities, Grade 11, Open**

This is a personal fitness course during which 80% of the practical work is done in the Fitness Centre.

**PAI301: Healthy Living and Individual and Small-Group Activities – Yoga/Pilates Focus, Grade 11, Open**

With a holistic approach, the primary focus of this course is on the disciplines of Yoga and Pilates. The intent is to provide students with powerful, practical tools to meet the challenges in their lives and consciously, courageously conquer them. Students will participate in personal fitness and wellness activities that have the potential to engage their interest now and well into adulthood.

**PAL301: Healthy Living and Large-Group Activities – Hockey/Fitness, Grade 11, Open**

The application portion of this course is designed for those students prepared to focus their efforts on improving their performance in Hockey. There is a \$150 fee that is associated with this course and students must have their own hockey equipment. No one will be excluded from this program for financial reasons. Students should speak to a guidance counsellor or the head of the Phys-Ed Department if they are experiencing financial difficulties that would be a barrier to them enrolling in the course.

**PPL301: Healthy Active Living Education Grade 11, Open**

The application portion of this course includes activities such as basketball, volleyball, European handball, tennis, flag-football and floor hockey.

**PAD30E: Éducation en Plein Air, Extended French ONLY, Grade 11, Open**

This extended French course combines language, leadership and outdoor education. It includes a mix of outdoor activities, research, oral and written presentations on topics of nature, survival and a study of first aid. Emphasis will be placed on motivating students to provide leadership and assistance to our family of school students and to others in the community. Students will develop their skills in French language, coaching/mentoring, leadership, and teamwork.

**HEALTHY ACTIVE LIVING EDUCATION – GRADE 12** [Click here to return to the HEALTH AND PHYSICAL EDUCATION summary](#)

These courses enable 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.

**Prerequisite:** None

**Note:** *Students may take more than one Health and Physical Education Course at any Grade level.*

**PAF401: Healthy Living and Personal and Fitness Activities, Grade 12, Open**

This course uses the weight training facility as the home base with focus on the achievement and maintenance of a healthy lifestyle. The course involves various forms of physical training including cardiovascular and strength training programs. This course is being designed for students interested in cross training for their chosen sports or desiring to improve their self-image and fitness levels.

**Note:** *It is strongly recommended that students take PAF30 prior to this course*

**PAI401: Healthy Living and Individual and Small-Group Activities – Yoga/Pilates Focus, Grade 12, Open**

This course builds on the principles of Yoga and Pilates introduced in PAI 301. More advanced styles and extensive health and wellness components will be covered. The students will be encouraged to further their knowledge and the skills required to develop an independent practice as well as their leadership and teaching ability.

**Note:** *This is NOT an introductory course. It is strongly recommended that a student complete PAI30 prior to this course.*

**PAL401: Healthy Living and Large-Group Activities – Football & Rugby, Grade 12, Open**

The application portion of this course is designed for those students prepared to focus their efforts on improving their performance in Rugby and Football.

**PPL401: Healthy Active Living Education, Grade 12, Open**

This course offers a variety of individual and team sports that encourages an active lifestyle.

**PSK4U1: Exercise Science, Grade 12, University**

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.

**BLOCK2C: Grade 12, Outdoor Education**

The Outdoor Education Program is designed to offer students the opportunity to experience various activities and organized learning in a natural outdoor setting. Students will develop various outdoor skills, such as camping, canoeing, snowshoeing, hiking, etc. that will enhance both mental and physical well-being. Through experiential adventure based learning, students will develop outdoor, camping, safety and survival skills, as well as learning related environmental and geographic information. Students applying to this course must have a strong desire to work actively in the outdoors and be willing to accept the challenge of working independently and in close cooperation with their classmates. There will be experiential field trips that are associated with this 2 credit outdoor adventure program that will have extra costs for students. Students may speak to a Guidance Counsellor if they are experiencing financial difficulties. Students will receive the following two credits:

**PAD4O1: Outdoor Activities, Grade 12, Open**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Prerequisite:** None

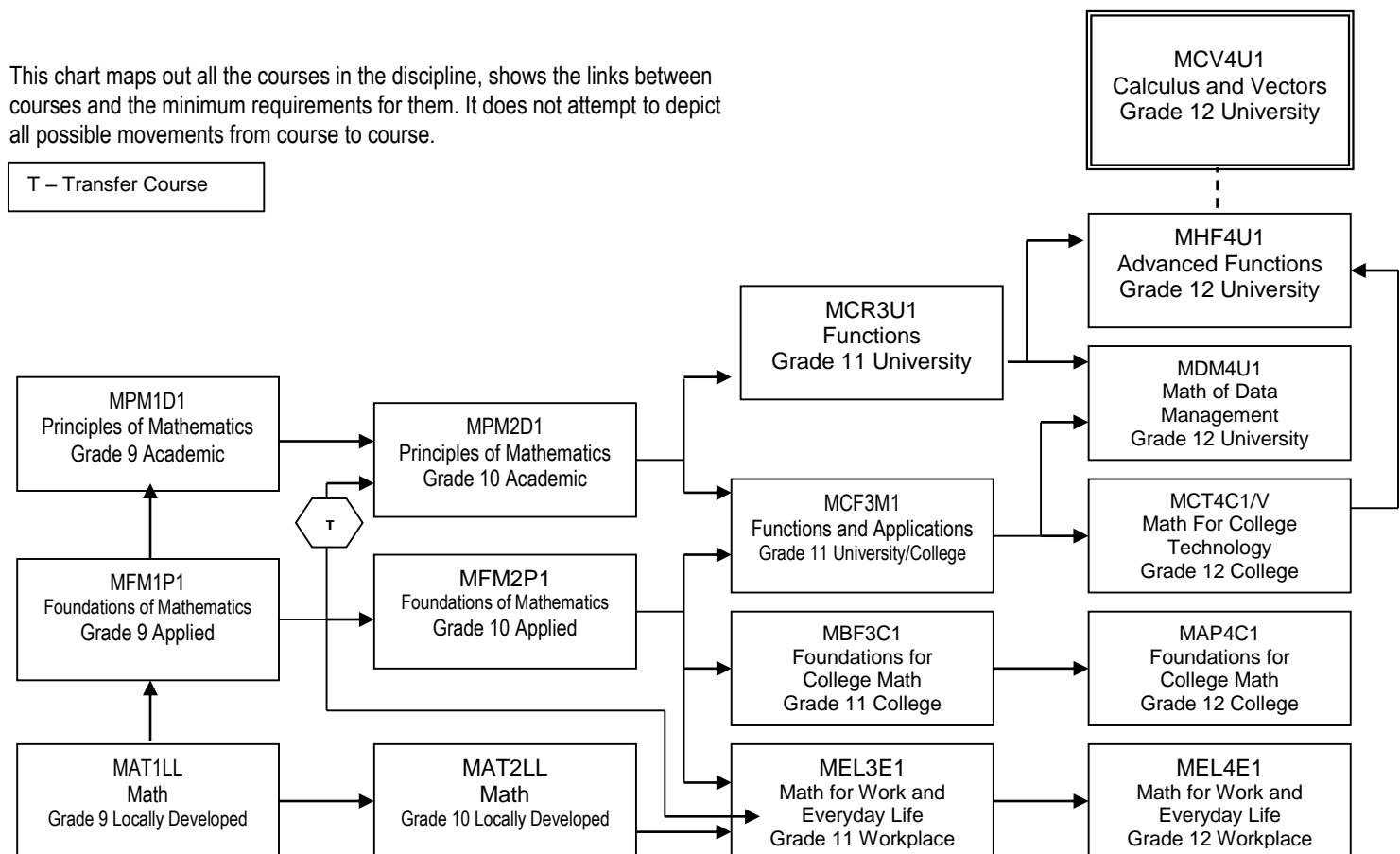
**CGO4M1: Spatial Technologies in Action, Grade 12, University/College**

This course provides a foundation for students who are considering pursuing a career that requires hands-on knowledge of 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

## MATHEMATICS

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



**MATHEMATICS**

**MAT1LL: Math, Grade 9, LDCC (Locally Developed Compulsory Credit)**

This course provides students who have experienced significant difficulties in previous Mathematics courses 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.

**MFM1P1: Foundations of Mathematics, Grade 9, Applied**

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

**MPM1D1: Principles of Mathematics, Grade 9, Academic**[Click here to return to the MATHEMATICS summary](#)

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

**MAT2LL: Math, Grade 10, LDCC (Locally Developed Compulsory Credit)**

This course provides students who have experienced significant difficulties in previous Mathematics courses 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.

**MFM2P1: Foundations of Mathematics, Grade 10, Applied**

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

**Prerequisite:** Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics Grade 9, Applied

**MPM2D1: Principles of Mathematics, Grade 10, Academic**

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

**Prerequisite:** Principles of Mathematics, Grade 9 Academic

**MEL3E1: Mathematics for Work and Everyday Life, Grade 11, Workplace**[Click here to return to the MATHEMATICS summary](#)

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:** Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

**MBF3C1: Foundations for College Mathematics, Grade 11, College**

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, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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

**MCF3M1: Functions and Applications, Grade 11, University/College**

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 modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

**Note:** This course is for the majority of University bound students. Students planning to take College Technology Courses, or tier one apprenticeships, must pass this course.

**Recommended:** Minimum mark of 80% in MFM2P

**MCR3U1: Functions, Grade 11, University**[Click here to return to the MATHEMATICS summary](#)

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

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

**MEL4E1: Mathematics for Work and Everyday Life, Grade 12, Workplace**

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 and create household budgets; 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 Preparation

**MAP4C1: Foundations for College Mathematics, Grade 12, College**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; 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 Preparation or Functions, Grade 11 University Preparation

**MCT4C1: Mathematics for College Technology, Grade 12, College****MCT4CV: Mathematics for College Technology, Grade 12, College, eLEARNING SCDSB\***

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 Preparation, or Functions, Grade 11, University Preparation

\*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office.



### MDM4U1: Mathematics of Data Management, Grade 12, University

[Click here to return to the MATHEMATICS summary](#)

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

**Prerequisite:** Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

### MHF4U1: Advanced Functions, Grade 12, University

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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 who plan to study mathematics in university 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 \*

**Recommended:** Minimum mark of 80% in MCT4C

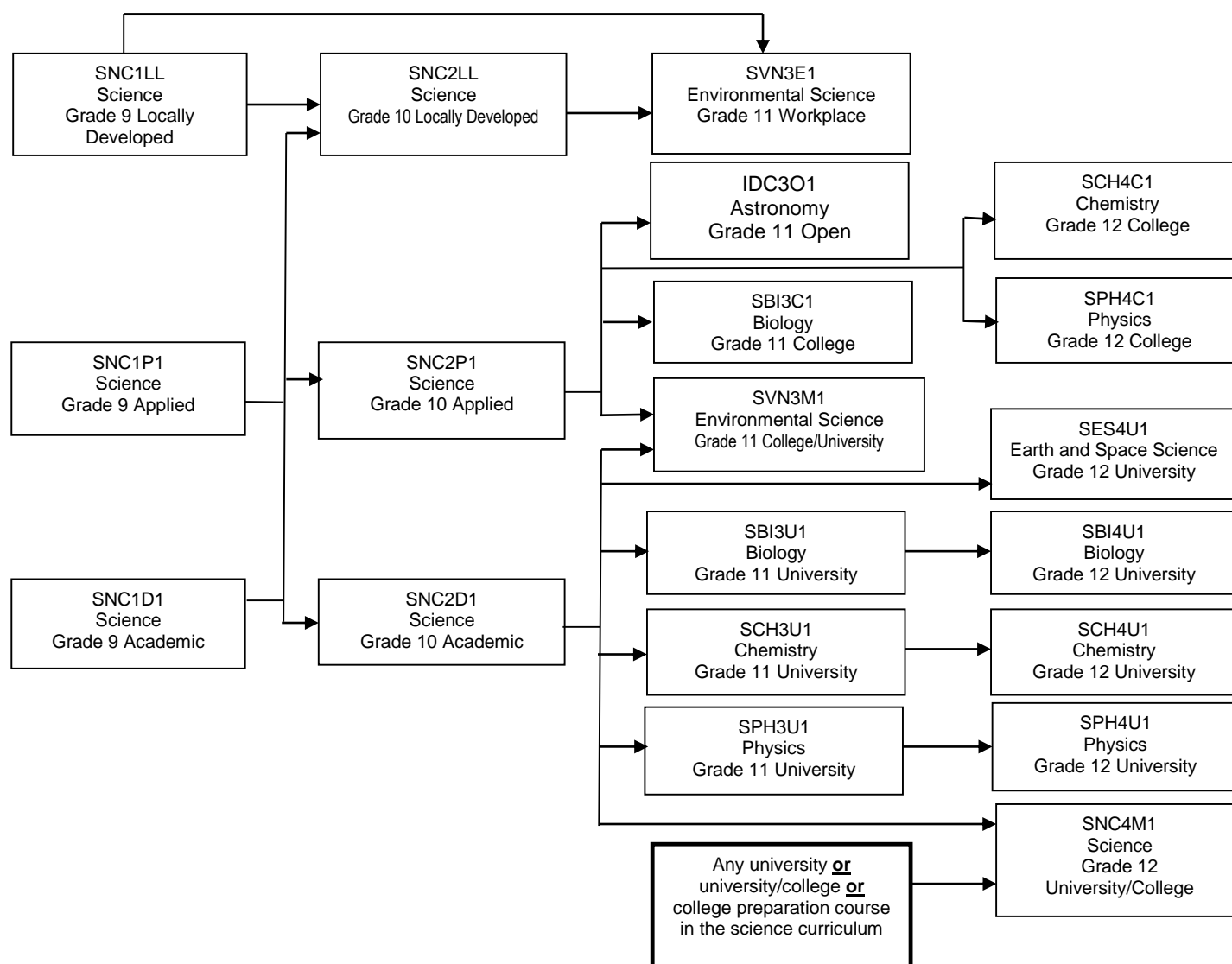
### MCV4U1: Calculus and Vectors, Grade 12, University

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, rational, exponential, and sinusoidal 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 plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

**Prerequisite:** Advanced Functions, Grade 12, University Preparation.

**Note:** In some schools, it may be necessary to take the prerequisite course concurrently with MCV4U.

## SCIENCE



### SCIENCE

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#### SNC1LL: Science, Grade 9, LDCC (Locally Developed Compulsory Credit)

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assists students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

**SNC1P1: Science, Grade 9, Applied**

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

**SNC1D1: Science, Grade 9, Academic**

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.

**SNC2LL: Science, Grade 10, LDCC (Locally Developed Compulsory Credit)**

[Click here to return to the SCIENCE summary](#)

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assists students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

**SNC2P1: Science, Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific 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:** Science, Grade 9, Academic or Applied

**SNC2D1: Science, Grade 10, Academic**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, 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:** Science, Grade 9, Academic or Applied

**ASTRONOMY**

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**IDC3O1: Interdisciplinary Studies - Astronomy, Grade 11, Open**

This course develops students' understanding of the basic concepts of astronomy and astrophysics. Students will study the components of the solar system, galaxy and universe to gain an understanding of how they evolved and developed. They will study how the scientific process has led to our current understanding of the universe. They will develop scientific inquiry skills as they research and learn about the laws that govern the universe. Students will also analyze the interrelationships between astronomy and technology, and consider the impact of technology on astronomy, society and the environment. Emphasis will be placed on developing learning skills that will enable the student to access and analyze information. Topics covered include: Night Sky, Solar System, Stars, Galaxies and Cosmology.

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

**BIOLOGY**

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**SBI3C1: Biology, Grade 11, College**

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. 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:** Science, Grade 10, Academic or Applied.

**SBI3U1: Biology, Grade 11, University**

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

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

**SBI4U1: Biology, Grade 12, University**

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

**Prerequisite:** Grade 11, Biology, University

**Preparatory Course:** Chemistry, Grade 11, University

**CHEMISTRY**

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**SCH3U1: Chemistry, Grade 11, University**

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

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

**SCH4C1: Chemistry, Grade 12, College**

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This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ 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 in the development of new technologies and products.

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

**SCH4U1: Chemistry, Grade 12, University**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry and atomic and molecular structure. Students will further develop problem solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life and on evaluating the impact of chemical technology on the environment.

**Prerequisite:** Chemistry, Grade 11, University

**PHYSICS**

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**SPH3U1: Physics, Grade 11, University**

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

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

**SPH4C1: Physics, Grade 12, College**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts as they relate to mechanical, electrical, fluid (hydraulic and pneumatic), and communications systems, as to the operation of commonly used tools and equipment. They will develop scientific-inquiry skills as they verify accepted 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 environment.

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

**SPH4U1: Physics, Grade 12, University**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations and will investigate electrical, gravitational and magnetic fields; electromagnetic radiation and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

**Prerequisite:** Physics, Grade 11, University

**Note:** A good understanding of the concepts in a Grade 11 University/College math course is an important factor for success in this course.

**EARTH AND SPACE SCIENCE**

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**SES4U1: Earth and Space Science, Grade 12, University**

This course focuses on the Earth as a planet, and on the basic concepts and theories of Earth science and their relevance to everyday life. Students will examine the Earth's place in the solar system and, after a general introduction to Earth science, will explore in more detail the materials of the Earth, its internal and surficial processes, and its history. The course draws on astronomy, biology, chemistry, mathematics, and physics in its consideration of geological processes that can be observed directly or inferred from other evidence.

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

**SCIENCE**

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**SVN3E1: Environmental Science, Grade 11, Workplace**

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:** Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

**SVN3M1: Environmental Science, Grade 11, University/College**

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.

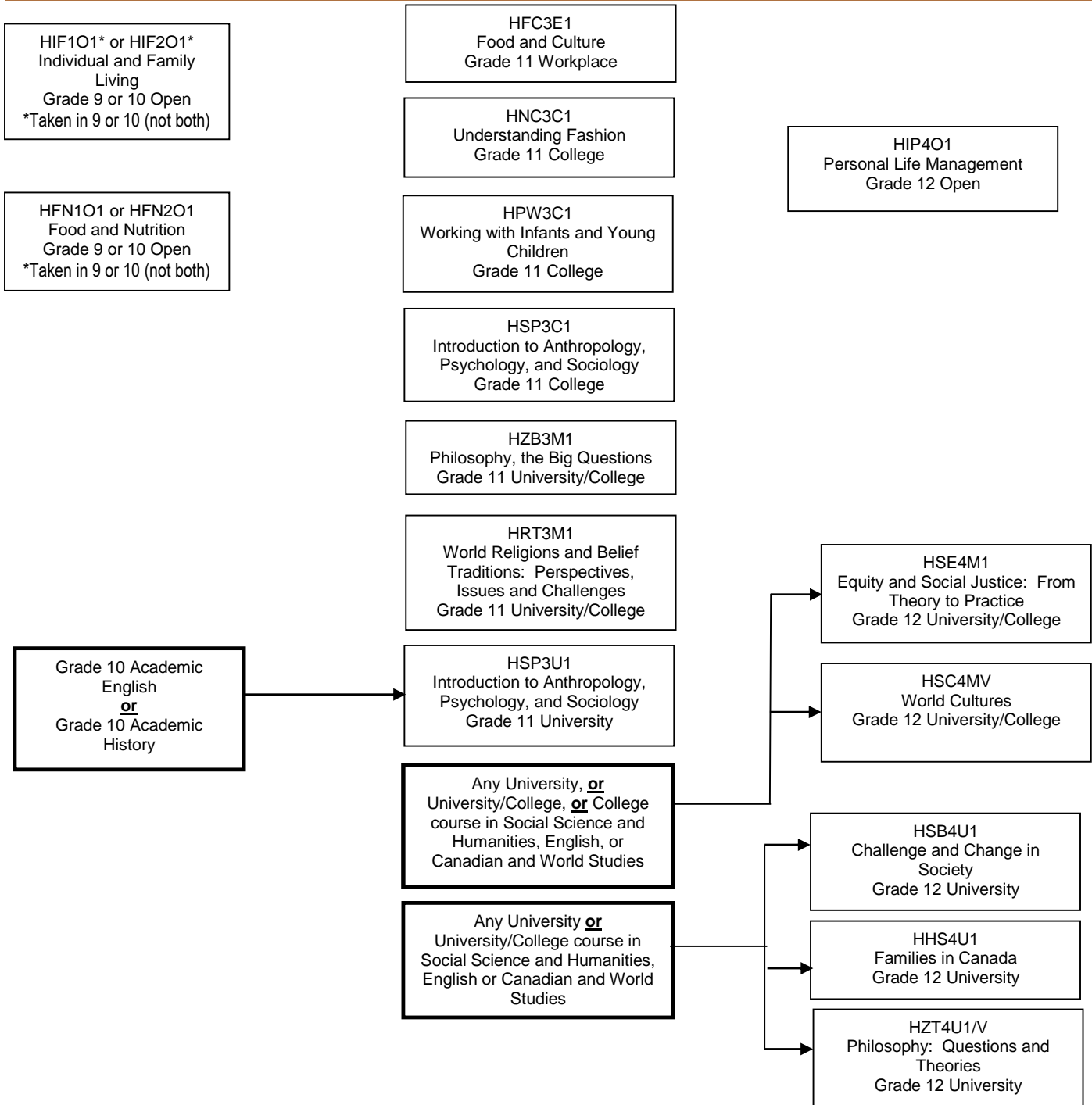
**Prerequisite:** Science, Grade 10, Applied or Academic

**SNC4M1: Science, Grade 12, University/College**

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

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

# SOCIAL SCIENCE AND HUMANITIES



## EQUITY STUDIES

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### HSE4M1: Equity and Social Justice: From Theory to Practice, Grade 12, University/College

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyze 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.

**This course examines how groups and individuals work for change to address social justice and equity issues such as racism, child poverty and environmental issues. Students will have the opportunity to focus their learning on the social issues which they find most concerning.**

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

### HSC4MV: World Cultures, Grade 12, University/College, eLEARNING SCDSB\*

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

\*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office.

## **FAMILY STUDIES**

[Click here to return to the SOCIAL SCIENCE AND HUMANITIES summary](#)

### **HIF101/201: Exploring Family Studies, Grade 9 or 10, Open**

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

**This is a course that introduces all the various Family Studies courses from the study of human behaviour to practical applications which may include sewing and cooking. Students will experience a hands-on interactive course.**

**Prerequisite:** None

### **HFN101/201: Food and Nutrition, Grade 9 or 10, Open**

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

**This course examines current issues in local and global food production, nutrition and body image. Students will enjoy working to produce delicious and nutritious foods during food lab every week.**

**Prerequisite:** None

### **HFC3E1: Food and Culture, Grade 11, Workplace**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

**As students tour the world's cultures and the foods they eat, students will produce authentic international dishes each week.**

**Prerequisite:** None

### **HNC3C1: Understanding Fashion, Grade 11, College**

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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. They will apply knowledge of fibres, fabrics, and the elements and principals of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

**In addition to studying fashion trends and principles, students will develop their technical and creative skills while making fashionable garments.**

**Prerequisite:** None

### **HPW3C1: Working with Infants and Young Children, Grade 11, College**

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.

**This course allows students to obtain practical, hands-on experience working with young children. It also offers insight into the various occupations involving young children. Computerized simulator babies are used to offer students a virtual parenting experience.**

**Prerequisite:** None

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

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

**Whatever choices students make for their life after high school, this course teaches the necessary skills needed for living independently: budgeting, tenant and landlord interaction, how to find a place to live, interpersonal and conflict resolutions skills.**

**Prerequisite:** None

### **HHS4U1: Families in Canada, Grade 12, University**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze 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.

**We are all a product of the most basic of social institutions, the Family. Traditional, non-traditional, blended, extended and same-sex parents - there has never before been so many variations of the family and yet it still remains one of the most fundamental agents of socialization. Learn about the contribution the family makes in shaping YOU.**

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

## **GENERAL SOCIAL SCIENCES**

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

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. They 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.

**Students will be introduced to research methods and topics in three branches of Social Science. The course involves study of a wide set of subjects, ranging from early human ancestors to issues in modern schools to psychological conditions. Emphasis will be placed on hands-on activities.**

**Prerequisite:** None

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

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.

**Students will be introduced to research methods and topics in three branches of Social Science. The course involves study of a wide set of subjects, ranging from early human ancestors to issues in modern schools to psychological conditions. Emphasis will be placed on critical thinking activities.**

**Prerequisite:** The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies).



**HZB3M1: Philosophy: The Big Questions, Grade 11, University/College**[Click here to return to the SS AND HUM.summary](#)

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 analyze 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. This course provides significant opportunities for structured discussion on current issues. Students will play a major role in deciding the issues that the class will study.

**Prerequisite:** None**HRT3M1: World Religions and Belief Traditions: Perspectives, Issues and Challenges, Grade 11, University/College**

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.

**Prerequisite:** None**HSB4U1: Challenge and Change in Society, Grade 12, University**

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 analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze 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.

This is an issues-based course where students examine current social and psychological challenges such as mental illness, gender issues, child labour, poverty, and our currently unsustainable lifestyle. This course also explores ways in which society and individuals can resolve these issues.

**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.**HZT4U1: Philosophy: Questions and Theories, Grade 12, University****HZT4UV: Philosophy: Questions and Theories, Grade 12, University, eLEARNING SCDSB\***

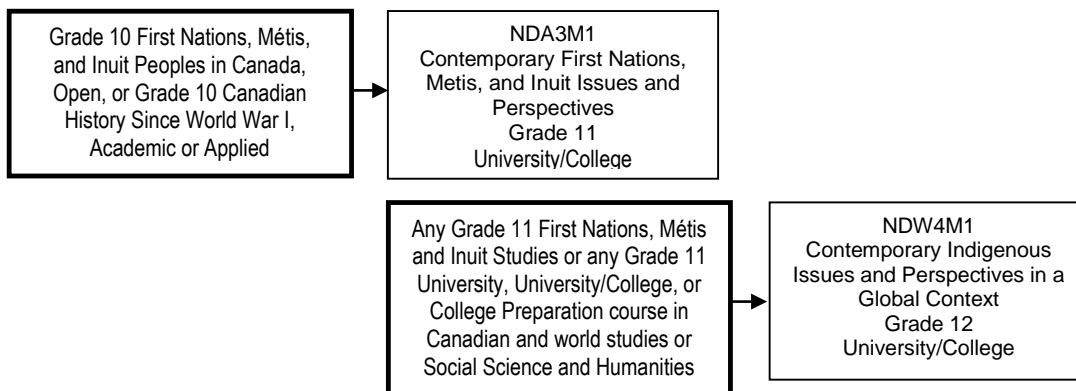
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, 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.

The course will give students an opportunity to understand where the ideas and values of the 21st Century come from, and to speculate on where they might go.

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

\*A letter of intent acknowledging that delivery and student expectations for e-learning courses is different than face-to-face courses must be completed by each student. Students can access the letter of intent for completion from the guidance/student services office.

## FIRST NATIONS, MÉTIS and INUIT STUDIES

**NDA3M1: Contemporary First Nations, Metis, and Inuit Issues and Perspectives, Grade 11, Univ/College** [Click here to return to FNMI Summary](#)

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit peoples in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

**Prerequisite:** Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History since World War I, Academic or Applied**NDW4M1: Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12, University/College**

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 First Nations, Métis and Inuit Studies or Canadian and World Studies or Social Sciences and Humanities.

## SPECIAL EDUCATION

**CREDIT BEARING COURSES**[Click here to return to the SPECIAL EDUCATION summary](#)

The following four courses explore learning strategies and help students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. These courses will increase students' confidence, motivation, and ability to learn.

**GLE101, GLE201, Learning Strategies: Skills for Success in Secondary School, Grade 9 and 10, Open**

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

**Prerequisite:** Recommendation of SERT

**GLE301, GLE401, Advanced Learning Strategies: Skills for Success After Secondary School, Grade 11 & 12, Open**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary 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 postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

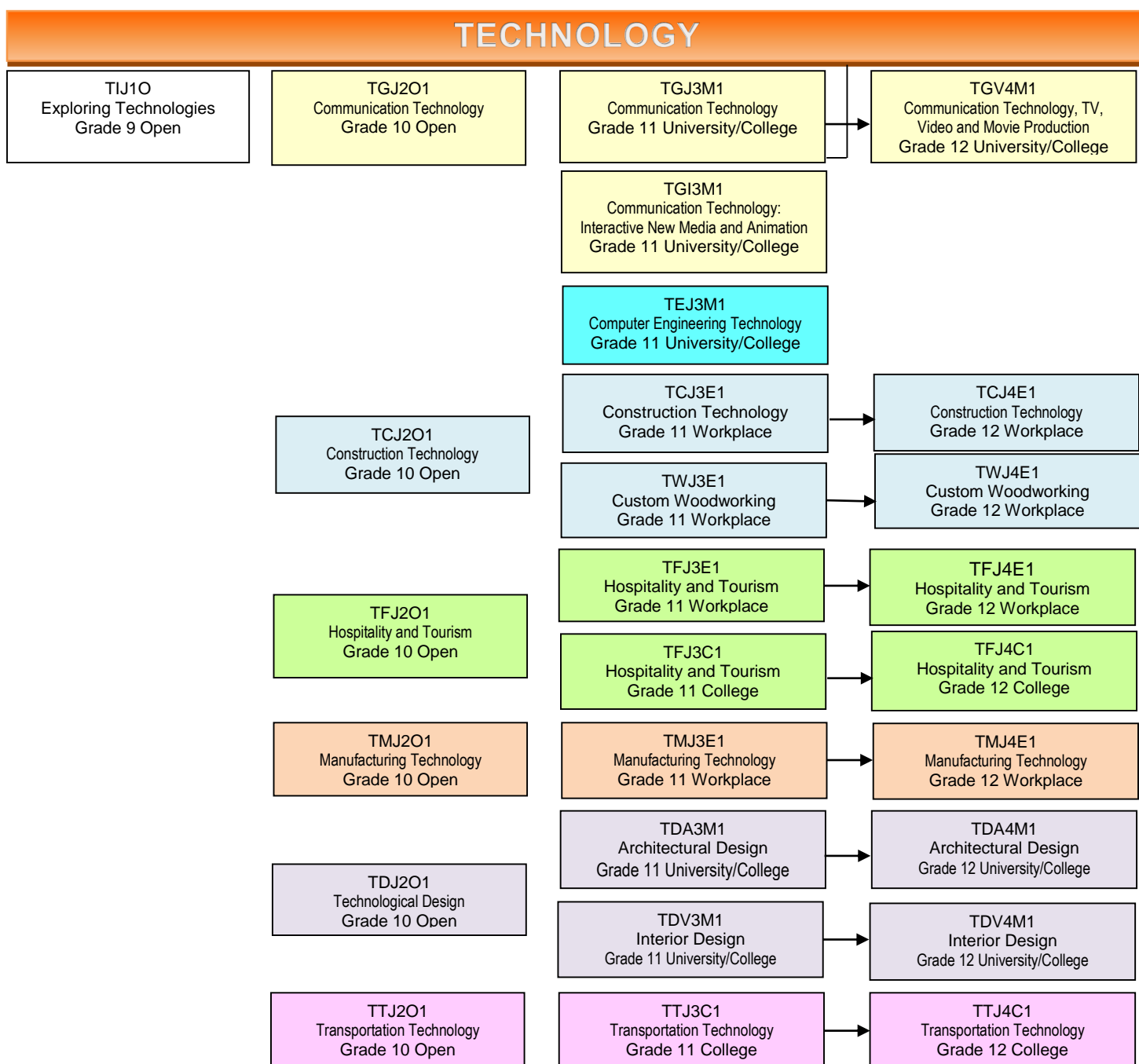
**Prerequisite:** GLE30 and GLE40 – Recommendation of SERT

**NON-CREDIT BEARING COURSES**

The non-credit bearing courses are designed for those students that are enrolled in Innisdale's Life Skills program, Learning Centre program and Autism County Classes. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and personal life skills.

Typical courses include:

- Language and Communication development
- Numeracy and Numbers
- Personal Health and Fitness
- Culinary Skills
- Exploring our Environment
- Exploring our World
- Exploring the World of Work
- Personal Life Skills
- Social Skills Development



## INTEGRATED TECHNOLOGIES

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### **TIJ10A: Transportation Technology and Construction Technology**

### **TIJ10B: Manufacturing and Technological Design**

### **TIJ101: Communication Technology and Computer Technology**

#### **Exploring Technologies, Grade 9, Open**

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

- A** **Transportation Technology**  
Introduces students to concepts and skills related to transportation technology, which encompasses the maintenance, servicing, and repair of various types of vehicles, aircraft, and/or watercraft.
- A** **Construction Technology**  
Introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical and network wiring, masonry, heating/cooling, carpentry, and woodworking.
- B** **Manufacturing Technology**  
Introduces students to concepts and skills related to manufacturing technology, which encompasses technical drawing, properties and preparation of materials, manufacturing techniques, and control systems.
- B** **Technological Design**  
Introduces students to the concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions.)
- 1** **Communications Technology**  
Introduces students to concepts and skills in communication technology which encompasses television/video and movie production, radio and audio production, print and graphic communications, and interactive new media and animation.
- 1** **Computer Technology**  
Introduces students to concepts and skills related to computer technology, which encompasses computer programming and simple video game design, along with programming external devices such as the Lego NXT robotic system.

## COMMUNICATIONS TECHNOLOGY

[Click here to return to the TECHNOLOGICAL EDUCATION summary](#)

### **TGJ201: Communications Technology, Grade 10, Open**

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

### **TGJ3M1: Communications Technology, Grade 11, University/College**

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.

**This course will focus on TV, video, and movie production by exploring camera techniques, video editing, and special effects. As a culminating activity, students will explore broadcast journalism by producing a live news broadcast.**

### **TGI3M1: Communications Technology: Interactive New Media and Animation, Grade 11, University/College**

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.

**Students will create and their own interactive characters and environments for the production of their animations. This course will focus on learning the skills and techniques required to create various forms of animation such as 2D, stop motion, and 3D.**

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

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.

**This course will focus on movie, video, and television production by exploring camera techniques, video editing, and special effects. As a culminating activity, students will explore short film production by creating a short film that will be showcased on their YouTube channel and potentially entered into the Barrie Film festival's short film competition.**

**Prerequisite: Communications Technology, Grade 11, University/College Preparation**

## CONSTRUCTION TECHNOLOGY

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### **TCJ201: Construction Technology, Grade 10, Open**

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

**TCJ3E1: Construction Technology, Grade 11, Workplace**[Click here to return to the TECHNOLOGICAL EDUCATION summary](#)

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 postsecondary and career opportunities in the field.

**TWJ3E1: Custom Woodworking, Grade 11, Workplace**

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, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

**TCJ4E1: Construction Technology, Grade 12, Workplace**

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 explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite:** Construction Technology, Grade 11, Workplace Preparation

**TWJ4E1: Custom Woodworking, Grade 12, Workplace**

This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

**Prerequisite:** Custom Woodworking, Grade 11, Workplace Preparation

**HOSPITALITY AND TOURISM**[Click here to return to the TECHNOLOGICAL EDUCATION summary](#)**TFJ2O1: Hospitality and Tourism, Grade 10, Open**

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

**TFJ3E1: Hospitality and Tourism, Grade 11, Workplace**

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.

**Students will focus on prep cooking and line cooking duties as well as restaurant service.**

**TFJ3C1: Hospitality and Tourism, Grade 11, College**[Click here to return to the TECHNOLOGICAL EDUCATION summary](#)

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.

**Students will focus on event planning and management, tourism studies, banquet cooking and service.**

**TFJ4E1: Hospitality and Tourism, Grade 12, Workplace**

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.

**Students will focus on prep cooking and line cooking duties as well as restaurant service.**

**Prerequisite:** Hospitality and Tourism, Grade 11, Workplace Preparation

**TFJ4C1: Hospitality and Tourism, Grade 12, College**

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.

**Students will focus on event planning and management, tourism studies, banquet cooking and service.**

**Prerequisite:** Hospitality and Tourism, Grade 11, College Preparation

**MANUFACTURING TECHNOLOGY - METAL**[Click here to return to the TECHNOLOGICAL EDUCATION summary](#)**TMJ2O1: Manufacturing Technology, Grade 10, Open**

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

**TMJ3E1: Manufacturing Technology, Grade 11, Workplace**

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.



#### **TMJ4E1: Manufacturing Technology, Grade 12, Workplace**

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

**Prerequisite:** Manufacturing Technology, Grade 11, Workplace Preparation

#### **TECHNOLOGICAL DESIGN**

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##### **TDJ2O1: Technological Design, Grade 10, Open**

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 postsecondary education and training leading to careers in the field.

##### **TDA3M1: Architectural Design, Grade 11, University/College**

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.

##### **TDV3M1: Interior Design, Grade 11, University/College**

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.

##### **TDA4M1: Architectural Design, Grade 12, University/College**

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 postsecondary education and training requirements for them.

**Prerequisite:** TDA3M, Architectural Design, Grade 11, University/College Preparation

##### **TDV4M1: Interior Design, Grade 12, University/College**

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 postsecondary education and training requirements for them.

**Prerequisite:** TDV3M, Interior Design, Grade 11, University/College Preparation

#### **TRANSPORTATION TECHNOLOGY**

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##### **TTJ2O1: Transportation Technology, Grade 10, Open**

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

##### **TTJ3C1: Transportation Technology, Grade 11, College**

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.

##### **TTJ4C1: Transportation Technology, Grade 12, College**

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:** Transportation Technology, College Preparation, Grade 11

#### **COMPUTER TECHNOLOGY**

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

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.

**Prerequisite:** None

#### **COMPUTER AND INFORMATION SCIENCE**

[Click here to return to the COMPUTER STUDIES summary](#)

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

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

##### **ICS3C1: Introduction to Computer Programming, Grade 11, College**

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



### ICS3U1: Introduction to Computer Science, Grade 11, University

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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.

### ICS4U1: Computer Science, Grade 12, University

#### ICS4UP: Advanced Placement Computer Science, Grade 12, University, [Advanced Placement\\*](#)

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 analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

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

\*The Advanced Placement (AP) Computer Science (ICS4UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

[myBlueprint.ca/simcoe](http://myBlueprint.ca/simcoe)

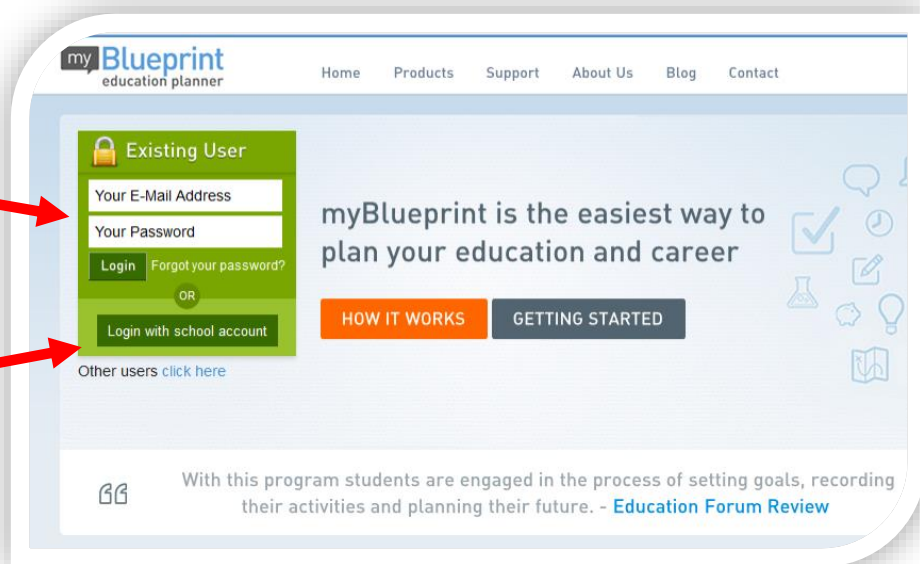
myBlueprint is an excellent tool for students to plan their high school career and prepare for their post-secondary destination. This program is available to ALL Simcoe County District School Board students and is customized to reflect potential pathways based on student course selection.

### To Log In:

1. Use your 8 character username and your [myBlueprint password](#) to login here (may be different from computer password)

OR

2. Click here and use your 8 character username and school computer password to login here if required.



### A few of the Features....

