



WELCOME TO CENTENNIAL C.V.I.

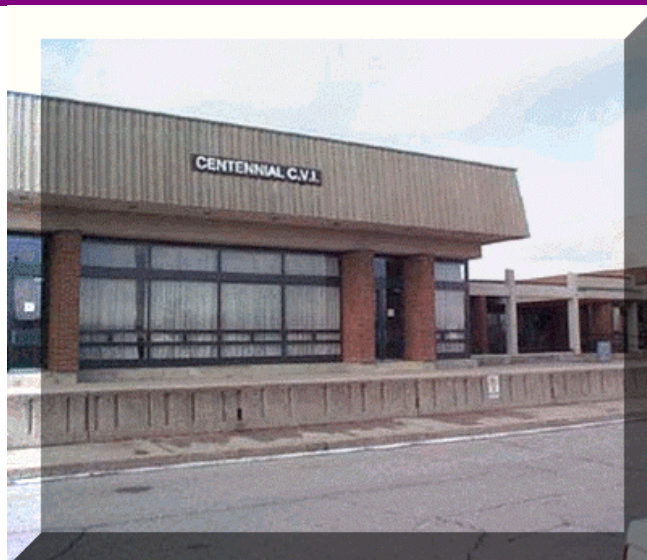
MISSION STATEMENT

The mission of Centennial Collegiate Vocational Institute is to equip each student with the knowledge, attitude and skills required to pursue excellence by providing creative programs and innovative technology within a safe and inclusive community.

We believe that all students will succeed academically and socially.

Our Priorities are:

- What is it that students need to know?*
- How will we know when they have learned?*
- What will we do when they have not learned?*



We at Centennial Collegiate Vocational Institute have developed a strong tradition of excellence in teaching and learning.

Centennial is a composite secondary school in the Upper Grand District School Board.

We anticipate an enrolment of approximately 1600 students, offering a full program of academic, arts, business and technical courses. As the name "Centennial" indicates, our school was opened in 1967. Our motto is "Success Through Hard Work".

PALMA PER ARDUA - "Success Through Hard Work"

At Centennial we are committed to treating each person with respect and to providing equal opportunities regardless of one's colour, race, religion, gender or sexual orientation. The courses offered by this school have been developed according to the current requirements of the Ontario Ministry of Education and Training.

The course calendar is divided into a number of sections each of which can be accessed below.

SECTION I:	General School Information
SECTION II:	OSS Diploma Requirements and Certificates
SECTION III:	Pathways and Career Opportunities
SECTION IV:	Course Selection Information and Departments
SECTION V:	Choosing your courses on-line

COURSE CALENDAR



TABLE OF CONTENTS

SECTION 1: GENERAL SCHOOL INFORMATION

SECTION II: OSS DIPLOMA REQUIREMENTS AND CERTIFICATES

Course Types Grades 9 & 10

Course Types Grades 11 & 12

SECTION III: PATHWAYS AND CAREER OPPORTUNITIES

SECTION IV: COURSE SELECTION INFORMATION AND DEPARTMENTS

Course Code Chart

[The Arts: Drama, Dance, Music, Visual Arts, Martial Arts](#)

[Business Education](#)

[Canadian & World Studies](#)

[Economics](#)

[Geography](#)

[History](#)

[Law](#)

[Native Studies](#)

[Computer Studies](#)

[English, Media Studies](#)

[Guidance and Career Studies](#)

[Health & Physical Education](#)

[Interdisciplinary Studies](#)

[CELP](#)

[Headwaters](#)

[Languages: Latin, French, and Japanese](#)

[Mathematics](#)

[Science and Biotechnology](#)

[Social Science & Humanities](#)

[Family Studies](#)

[Social Science](#)

[World Religions](#)

[Technological Studies: Broad-Based Technology, Health Care](#)

[Technological Studies: Computer Studies](#)

[Co-operative Education, OYAP, Specialist High Skills Major](#)

E-Learning, Dual Credits

SECTION V: CHOOSING YOUR COURSES ON-LINE



SECTION I GENERAL SCHOOL INFORMATION

CENTENNIAL SCHOOL COUNCIL

Beginning in September 1996, Centennial's Advisory Council, with its strong tradition of both student and parent involvement, became the government-mandated School Council. The Council's mandate continues to provide advice to the administration on a variety of school policies and issues and a route for communication and awareness to parents, students and staff. The Council has evolved and currently serves four main roles:

- Advisory - to provide advice to the administration on a variety of school policies and issues.
- Communication - to act as a route for communication and awareness of school issues to parents and from parents to staff and students.
- Advocacy - to serve as advocates in the community in support of the school.
- Fundraising - to provide leadership in funding important school initiatives that extend beyond the regular academic program.

New students and parents interested in participating on this council are asked to contact the principal.

SPARTAN LEADERSHIP COUNCIL (SLC)

These Councils are the Student Voice for Centennial. It is a group of students that promotes the growth of Centennial's entire school community and not a particular group's individual growth. It is a Council that empowers students to collaborate on planning, promoting and executing events that create an inclusive environment at Centennial. New members are welcomed at weekly meetings of all Councils (except Link Crew Council). Grades 9's are encouraged to get involved.

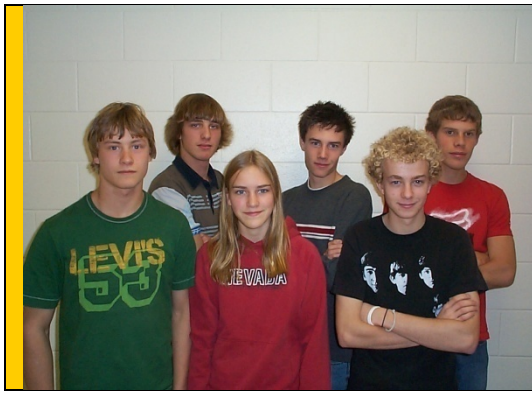
The SLC consists of six councils: Link Crew, Spirit Leader, Spartan Sports, School Events, Social Responsibility, S.E.A.D. (Spartan Equity, Acceptance and Diversity).

OTHER STUDENT LEADERSHIP GROUPS:

Centennial Grad Committee
Dance Inc. Executive
Music Council

CLUBS: Advanced Placement, Writer's Society, Chemistry, Chess, CORE, Classics, Dance Inc., DECA, Envirothon, Fine Line Figure Drawing, Grads, Improv, Math, Mock Trials, Muslim Spartan Association, Music Knights, Pro-Sociable Portable, Robotics, Special Olympics, Table Top Gaming, Tech Crew, Terry Fox Club, Trivia, White Pine Book Club.

Detailed information is in the Spartan Planner.



WHAT STUDENTS NEED TO KNOW

STANDARDS OF BEHAVIOUR

Respect, civility and responsible citizenship

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- Respect the need of others to work in an environment of learning and teaching.

Physical Safety

Weapons

All school members must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- Not cause injury with an object to any person.

Alcohol and Drugs

All school members must:

- Not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Physical Aggression

All school members must:

- Not inflict or encourage others to inflict bodily harm on another person;
- Seek staff assistance, if necessary, to resolve conflict peacefully.

The Education Act lists the following expectations of students:

A pupil shall:

- a) Be diligent in attempting to master the studies that are a part of the program in which the pupil is enrolled.
- b) Exercise self-discipline.
- c) Accept such discipline as would be exercised by a kind and judicious parent.
- d) Attend classes punctually and regularly.
- e) Be courteous to fellow students, and obedient and courteous to teachers, secretaries and custodians.
- f) Be clean in person and in habits.
- g) Take such tests and examinations as are required by or under the Act or as may be directed by the Minister of Education.
- h) Show respect for school property.

**All students must identify themselves upon request by staff.
Students are expected to carry their ID cards at all times.**

STUDENTS' RIGHTS

As a school community it is absolutely critical that we believe that ALL students are people of worth with ideas and feelings that deserve respect. The main purpose of a school is to be a place of learning.

Consequently, we believe that all students have the right to:

- an education according to the provisions of the Education Act;
- select a program best suited to needs and abilities;
- have the assistance of professional staff in pursuing an education;
- be free of discrimination based on race, gender, sexual orientation, religion, nationality, economic status, political belief or marital status;
- Be treated with respect and dignity.

STUDENTS' RESPONSIBILITIES

The Education Act lists expectations of students. A pupil shall:

- be diligent in attempting to master such studies as are a part of the program in which the pupil is enrolled;
- exercise self-discipline;
- accept such discipline as would be exercised by a kind and judicious parent;
- attend classes punctually and regularly;
- be courteous to fellow students, and obedient and courteous to teachers, secretaries and custodians;
- be clean in person and in habits;
- take such tests and examinations as are required by or under the Act or as may be directed by the Minister of Education;
- Show respect for school property.

SCHOOL SUPPORT SERVICES

Special Education

Contact: Mrs. J.Hubbard, Department Head

The Special Education Department assists students through instructional support, consultation, monitoring, assessment and individual education planning. The Student Resource Room, C102, and the ASD Support Room, A113, have been established to promote educational supports for students according to their needs and abilities. Each student, their classroom teachers, and resource teachers, play an important role in reaching this goal. The Special Education Department has at its disposal a variety of unique learning and behavioural strategies to assist students.

These strategies and programs include:

- individual assistance to develop organizational and study skills;
- individual attention in any subject area;
- suggestions to classroom teachers as how to best meet student exceptionalities;
- a quiet room to work;
- extra time to write tests and exams;
- grade 10 literacy test tutoring;

In addition, we have **networked computers** and **Wi-Fi capabilities** to help meet student needs.

At the beginning of each semester, the teachers of an exceptional student are provided with educational information that assists the resource teacher with continuous updating of an Individual Education Plan (IEP) for that student. IEPs are continuously updated to track the needs of our students, and copies are readily available by contacting the Resource Room at ext. 317, or by email (julie.hubbard@ugdsb.on.ca)

Important information from the Ministry of Education:

Accommodations and Modifications - The term *accommodations* refers to special teaching or assessment strategies, human supports and/or individualized equipment required for a student to learn or demonstrate learning in regular course expectations. *Modifications* are changes that differ in some way from the regular course expectations.

Alternative (Non-Credit) Courses - Non-credit courses are offered to students in the School Community Work Transitions program. These students are working toward a Certificate of Accomplishment and the alternative courses are individualized for the student and focus on preparing the student for daily living.

IPRC and IEP - The Identification, Placement and Review Committee (IPRC) is the committee that decides whether or not a student should be identified as exceptional, identifies the area of exceptionality as defined by the Ministry of Education, and decides on an appropriate placement for the student. Once a student is identified, an in school IPRC committee meets once a year to review the student's identification and placement. An Individual Education Plan (IEP) must be developed for exceptional students, in consultation with the parents. The IEP includes an outline of the special education program and services that will be received. For students 14 years and older, a plan for transition to appropriate post-secondary school activities such as work, further education, and community living is included.

SEAC - The Upper Grand District School Board has established a Special Education Advisory Committee (SEAC) whose role is to make recommendations for Special Education programs and services, participate in the review of the Board's Special Education Plan, participate in the budget process as related to Special Education, provide information to parents and support the Special Olympics. SEAC is made up of local parent representatives of Provincial Associations, two school trustees and interested local community representatives. Meetings are open to the public and held on the second Wednesday of each month throughout the school year. Meetings begin at 7 pm at the Upper Grand District School Board office in Guelph. For further information please call the Program Department at (519) 941-6191 ext. 254.

UGDSB Parent Guide and Policies and Procedures - The Board's Special Education Plan is available through the Board website <http://www.ugdsb.on.ca>. Copies of the Special Education Parent Guide are also available at the school. Please contact the Special Education Department to request a copy of the Parent Guide, or with any further questions.

At the beginning of each semester, the teachers of an exceptional student are provided with an Individual Education Plan for each student. IEP's are continuously updated to track the needs of our students, and copies are readily available by contacting the Resource Room at ext. 317, or by e-mail: julie.hubbard@ugdsb.on.ca.

G.T. Hindley Learning Commons

Contact: Mr. D. Shaw - Librarian

Mrs. M. Epler – Library Technician

Mrs. H. Long – Library Assistant

Centennial's learning commons is a two-level facility with approximately 15,000 books and audio visual titles. It is open from 8 am – 4 pm Monday to Friday. It is staffed with a full-time teacher librarian and a full-time library technician who are always happy to provide help for any student.

The upper level is an open light-filled space that contains works of fiction as well as several tables for student use. Students are welcome, outside of class time, to use the space for homework, research, supplementary reading or to browse through a magazine. There are 8 board-imaged computers upstairs that students may use for schoolwork during free periods or at lunch time. The learning commons is also a wireless facility. Students are welcome to bring in their own electronic devices and access the internet through our wireless system.

The lower level has a self-contained teaching lab with 22 board imaged computers. This lab is booked by teachers in order that their classes receive instruction on research techniques, as well as learning how to access the vast databases that exist on the learning commons' system. There is also a separate teaching area on the lower level that is used for a variety of purposes including classes, meetings, seminars and other school related functions, as well as our non-fiction collection which students access for completing class assignments.

The learning commons is also the place where students can change their computer logins or add money to their print account.

Cross Curricular Labs

Cross –curricular labs are booked out by staff so their students can complete class assignments and use the software that exists on the board image. Students are permitted to use the cross labs outside of class time as long as they are supervised by staff. Labs must be used for school-related work. Gaming on school computers is not permitted. Generally the labs are open before school, at lunch and after school.

Guidance/Career Counselling

Contact: Mrs. P. Buddo, Department Head

The guidance counsellors provide students with program help, timetable concerns, post-secondary and career planning as well as personal counselling. The centre provides career, college and university information in the form of calendars, guides and electronic media. The computers allow students to print resumes, practise word processing or do career searches. All academic records will be stored and made available to students when requested. Interest testing services are also provided. It is important that students take the initiative to visit the guidance office, check out the resources and request an appointment if they have questions.

The Individual Pathway Plan

Every year, all students will develop an individual pathway plan using myBlueprint.com. This plan will identify the student's goals for academic achievement, the course selections for the following years, and a range of possible post-secondary goals. It is the student's responsibility to share the plan with parents/guardians.

Teen Clinic

Contact: Mrs. D. Blais, School Nurse

The clinic is located within the Guidance Centre. It is staffed with professionals, including a public health nurse, physician, alcohol/drug therapist and police officer who are scheduled at various times to

provide a breadth of services to help teens. The schedules are posted and students may request an appointment in the Guidance Centre.

Cafeteria

Contact: Mr. Will Jackson

Centennial's cafeteria offers an excellent choice of nutritious and tasty foods for breakfast, snacks, and lunch. It is open from 8:30 a.m. to 12:45 p.m. Proceeds from the cafeteria support student activities.

SUPPORTING STUDENTS FOR SUCCESS

In the Upper grand District School Board and at Centennial C.V.I., we believe that all students can succeed. Our goal is to ensure that students graduate from high school so that they may move on to the pathway destination of their choice. In order to reach every student, secondary schools have several Student Services available to support students along the way. Guidance counsellors assist students with appropriate course selections; provide career counselling and advise students on post-secondary options. They also collaborate with Social Workers, Attendance counsellors and Child and Youth Workers to co-ordinate social and emotional support. Students with exceptionalities are supported by Special Education Resource Teachers.

The Student Success Teacher (Mr. I. Macpherson) works closely with the other members of the Student Success Team including the school administration, Guidance and Special Education in order to determine the best interventions within the school to support students and help get them back on track. Some of the services that the Student Success Teacher may provide include mentoring students, monitoring their progress, supporting their teachers and coordinating Credit Recovery and Alternative Education programs.

Student Success is a team approach that involves all members of the educational community: the student, the parents/guardians, the classroom teachers and the Student Success Team. Together we can help students experience success.

If you have questions about:	Contact:
▪ Changing courses or option selections	Guidance
▪ Social-Emotional or wellness concerns	
▪ Careers, Apprenticeships, College, Universities	
▪ your student's Individualized Education Plan (IEP)	Special Education
▪ IPRC reviews	
▪ Academic Support	Student Success Co-ordinator
▪ Alternative Education programs	
▪ Credit Recovery	
▪ Attendance	Vice-Principal
▪ Behaviour	

STUDENT SUCCESS AT CENTENNIAL

A key factor in experiencing success in high school is the careful selection of courses that are interesting and challenging while minimizing the risk of failure. We know, from many years of research, that students who successfully complete all of their credits in grades 9 and 10 have a dramatically increased chance of graduating from high school when compared to those students who are unsuccessful in one or more courses. In addition to basic understanding and good study habits, success in school is linked to many factors including attendance, home support, and involvement in non-academic activities while at school. We encourage all students to explore the many opportunities to get involved in life at Centennial outside of the classroom.

There are a number of programmes available to students who have been unsuccessful in obtaining credits. Among these are Alternative Education and Credit Recovery.

Alternative Education

The primary goal of the Alternative Education (Alt. Ed.) programme at Centennial CVI is to help students develop the skills and knowledge necessary to return to the classroom with their peers. Only students who are missing a significant number of credits will be considered for the programme, and students who are within four credits of graduation will not be considered. While some senior level courses will, from time to time, be available to students, the Alt. Ed. Teacher will not normally have the expertise or resources required to deliver the specialized programmes of senior courses (especially university stream courses). Thus, students in the Alt. Ed. Programme will usually be working towards earning credits in grades 9 and 10, in the workplace, open or applied stream.

A student admitted into the Alt. Ed. Programme will be expected to set specific credit goals and to work independently, with teacher assistance, to achieve those goals. Regular attendance and appropriate classroom behaviour will be expected and students who do not maintain the expectations outlined for them may be removed from the Alt. Ed. Programme.

Candidates for the Alt. Ed. Programme will be reviewed by the Student Success Team, made up of the Success for All Coordinator, a Vice-Principal, the Head of Guidance, and the Head of Experiential and Co-op Education.

Credit Recovery

For students who were unsuccessful in one or more courses, but do not require the intensive support that is offered through Alt. Ed., we offer Credit Recovery. On the recommendation of the classroom teacher, a student may be invited to complete key summative evaluation activities that were either incomplete or poorly done while the student was in class. Upon satisfactory completion of these activities, the student will be granted a credit. Credit Recovery may take place during the school day or on the student's own initiative and will be monitored by the Student Success Teacher. There is no application process for credit recovery; students who are recommended to this process will be contacted.

NEED EXTRA HELP??

WHEN STUDENTS EXPERIENCE ACADEMIC DIFFICULTY, THE FIRST AND FOREMOST RESOURCE THEY SHOULD SEEK IS ONE-ON-ONE ASSISTANCE FROM THEIR OWN CLASSROOM TEACHER. TEACHERS ARE AVAILABLE BEFORE AND AFTER SCHOOL, OR AT A MUTUALLY AGREED UPON TIME, TO PROVIDE EXTRA HELP.

WHILE PROFESSIONAL TUTORS MAY BE HELPFUL AT TIMES, ALWAYS GIVE YOUR CLASSROOM TEACHER THE FIRST OPPORTUNITY TO BE OF HELP. DISCUSS WITH THEM WHETHER THEY BELIEVE A TUTOR WOULD BE BENEFICIAL. STUDENTS AND PARENTS ARE ASKED TO BEAR IN MIND THAT ANY ARRANGEMENT MADE WITH A PROFESSIONAL TUTOR OR OUTSIDE EDUCATIONAL AGENCY IS STRICTLY BETWEEN YOU AND THAT TUTOR OR AGENCY.

BOARD SUPPORT SERVICES

S.E.A.C.

The Special Education Advisory Council is a board appointed committee established under the Education Act, which may make recommendations to the board in respect of any matters affecting the establishment and development of special education programs and services for exceptional pupils of the board. SEAC is made up of parents, trustees, and community representatives who are concerned about the education of exceptional children.

Information about the Upper Grand District School Board's Special Education Plan, or copies of the parent guide, as well as policies, are available from the Program Department located at 40 Amelia Street in Orangeville, (519941-6191), or by contacting the Head of Special Education at Centennial, Mrs. J. Hubbard.

Continuing Education

Continuing Education offers day, evening and summer school credit courses from Grade 9 - 12. Credit courses are offered in 3-semesters:

- September to December
- February to May
- July to August

Students

- Day school students are admitted only with a "day school eligibility form" signed at the discretion of the day school guidance counsellor and vice- principal and only when the course is not available in the day school program.
- Contact your day school guidance office for current course brochures and registration information.
- Students who are NOT attending day school and wish to register for night school require a letter of leaving and an official transcript from their last high school.



SCHOOL EVALUATION/ EXAM POLICY

Course Information Sheets

During the first week of school, subject teachers will provide course information sheets. These will include a brief description of the course, expectations, resources, costs, categories of evaluation and procedures re late assignments or missed opportunities.

Test Absence

If you know you are going to be absent on the day of a test, you must discuss this with the teacher in advance. If you are ill the day of a test, you or your parent/guardian must phone the school before 9:00 a.m. to inform the subject teacher of your illness.

Assignments

The course information sheet will clearly indicate all major assignments for each course. Students requesting an extension on a major assignment must submit a written request a full day ahead of the due time. Completion of all major course requirements is required in order to be eligible for a course credit.

Qualification for Credit

To be considered for a credit a student must not only have successfully completed the course expectations and have achieved a passing grade but **must have met the Ministry guidelines for attendance, 110 hours of instructional time for a credit.** Frequent absences make it impossible for teachers to adequately assess accomplishment of the curriculum expectations, and the credit will not be granted.

It is a long established fact that regular attendance results in more academic success. In keeping with our mission statement to promote "opportunities to pursue academic excellence," we expect students to be in class, attend all general school assemblies, and participate in course-related field trips. If a student is absent for any reason, the student is responsible for all work missed.

It is recommended that a student keep a record of all absences including the dates and reasons.

CLARIFICATION OF CREDIT VALUES FOR SIMILAR COURSES AT DIFFERENT LEVELS

1. All courses in Science and English with the same first four characters (i.e.: ENG3) would be eligible for a full credit after completing the full 110 hours for each course.
2. In the case of Mathematics, all courses taken in the same grade, but in different pathways, will be eligible for full credit. (i.e.: MFM1P and MPM1D)
3. Outside of the English, Math and Science areas, courses with the same first four characters would NOT earn two credits.

A student would NOT earn two credits if they took any of the following 'set' of courses:

AMI10N, AMI10
CGC1D, CGC1P
CHC2D, CHC2P
CHY4U, CHY4C
CLU3M, CLU3E
GPP3O, GPP3O1, GPP3OA, GPP3OD
FSF1D, FSF1P
FSF2D, FSF2P

Late Assignments

When an assignment is given, the due date will be clearly indicated. If a student is absent on the day when an assignment must be submitted, it is the responsibility of the student to see that it is delivered to the teacher on time. Consequences for late assignments are determined by each department and are outlined on each course outline and/or information sheet. All assignments are due at the beginning of class on the due date. Appeals may be made to the teacher or the appropriate vice-principal. All assignments will be marked and returned promptly.

Exams

No field trips, tests or other activities, which take a student out of another teacher's class, are permitted during the ten school days before exams. Scheduled exams are considered to be "Course Requirements" and failure to write them will result in either a failed mark or a "course incomplete" unless the vice-principal rules otherwise.

Exam Schedule for all students semester 1 and 2

- Day 1 of exams – Period 1 classes
- Day 2 of exams – Period 2 classes
- Day 3 of exams – Period 3 classes
- Day 4 of exams – Period 4 classes
- Day 5 of exams – Approved Makeup Only (Through vice-principal)



SECTION II

O.S.S. DIPLOMA & ALTERNATIVE CERTIFICATES

O.S.S. DIPLOMA REQUIREMENTS

18 COMPULSORY CREDITS

STUDENTS MUST EARN THE FOLLOWING COMPULSORY CREDITS TO OBTAIN THE O.S.S.D.

- 4 CREDITS IN ENGLISH (1 PER GRADE)
- 3 CREDITS IN MATH (AT LEAST 1 IN GRADE 11 OR 12)
- 2 CREDITS IN SCIENCE
- 1 CREDIT IN CANADIAN GEOGRAPHY
- 1 CREDIT IN CANADIAN HISTORY
- 1 CREDIT IN THE ARTS
- 1 CREDIT IN HEALTH & PHYSICAL EDUCATION
- 1 CREDIT IN FRENCH AS A SECOND LANGUAGE
- 0.5 CREDIT IN CAREERS STUDIES
- 0.5 CREDIT IN CIVICS

PLUS 1 CREDIT FROM EACH OF THE FOLLOWING GROUPS:

- 1 ADDITIONAL CREDIT IN ENGLISH, OR FRENCH AS A SECOND LANGUAGE, OR A NATIVE LANGUAGE, OR A CLASSICAL OR AN INTERNATIONAL LANGUAGE, OR SOCIAL SCIENCES AND THE HUMANITIES, OR CANADIAN & WORLD STUDIES, OR GUIDANCE AND CAREER EDUCATION, OR COOPERATIVE EDUCATION*
- 1 ADDITIONAL CREDIT IN HEALTH & PHYSICAL EDUCATION, OR THE ARTS, OR BUSINESS STUDIES, OR FRENCH AS A SECOND LANGUAGE OR COOPERATIVE EDUCATION*
- 1 ADDITIONAL CREDIT IN SCIENCE (GRADE 11 OR 12), OR TECHNOLOGICAL EDUCATION, OR FRENCH AS A SECOND LANGUAGE OR COMPUTER STUDIES OR COOPERATIVE EDUCATION*

IN ADDITION TO THE COMPULSORY CREDITS, STUDENTS MUST COMPLETE

- 12 OPTIONAL CREDITS
- EQAO PROVINCIAL LITERACY TEST
- SUCCESSFUL COMPLETION OF MANDATORY COMMUNITY INVOLVEMENT OF 40 HOURS.

* A MAXIMUM OF 2 CREDITS IN COOPERATIVE EDUCATION CAN COUNT AS COMPULSORY CREDITS.

ONTARIO SECONDARY SCHOOL CERTIFICATE O.S.S.C.

O.S.S.C. REQUIREMENTS

7 COMPULSORY CREDITS

- 2 ENGLISH
- 1 MATH
- 1 SCIENCE
- 1 CANADIAN GEOGRAPHY OR 1 CANADIAN HISTORY
- 1 ARTS OR TECHNOLOGY STUDIES
- 1 HEALTH & PHYSICAL EDUCATION

7 ELECTIVE CREDITS

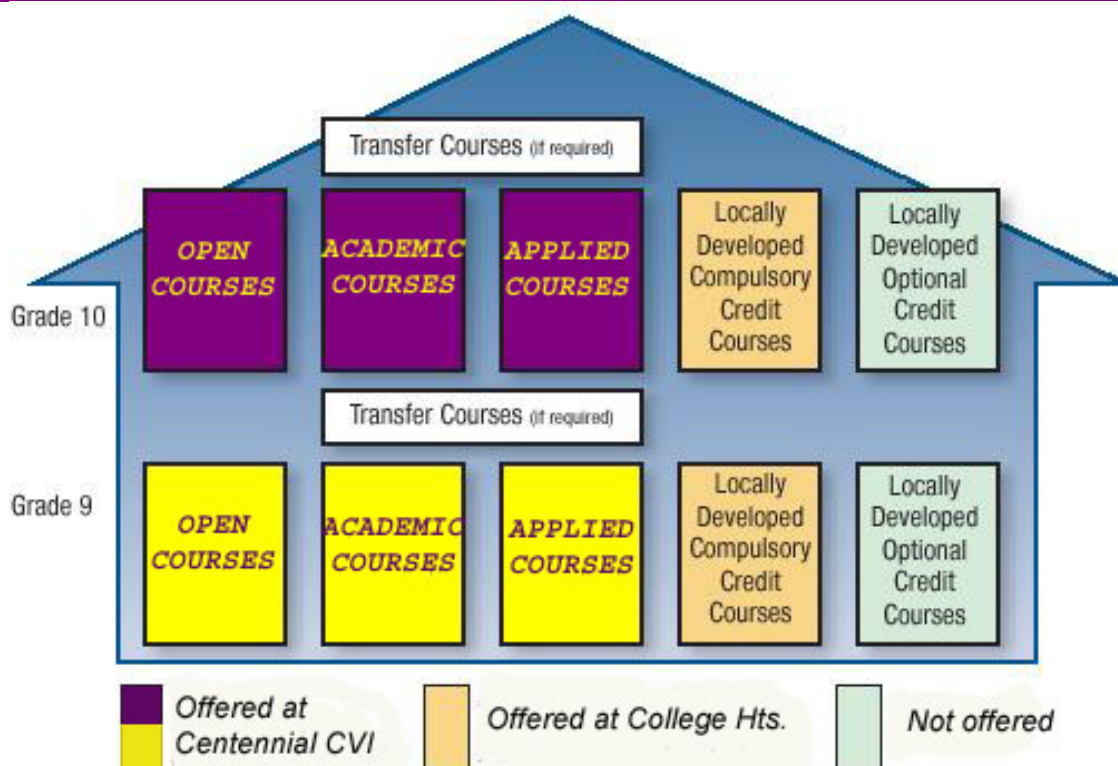
THE O.S.S.C. WILL BE GRANTED ON REQUEST TO STUDENTS WHO LEAVE SCHOOL BEFORE EARNING THE O.S.S.D. PROVIDED THEY HAVE EARNED A MINIMUM OF 14 CREDITS.

CERTIFICATE OF ACCOMPLISHMENT

CERTIFICATE

STUDENTS WHO LEAVE SCHOOL BEFORE FULFILLING THE REQUIREMENT OF EITHER THE O.S.S.D. OR THE O.S.S.C. MAY BE GRANTED A CERTIFICATE OF ACCOMPLISHMENT. THIS MAY BE A USEFUL MEANS OF RECOGNIZING ACHIEVEMENT FOR STUDENTS WHO PLAN TO TAKE CERTAIN VOCATIONAL PROGRAMS, OR WHO PLAN TO FIND EMPLOYMENT.

COURSE TYPES: GRADE 9 AND 10



At Centennial C.V.I. Grade 9 and 10 courses are offered at the **Academic, Applied and Open** levels.

All courses prepare students for study in the senior grades. Because the emphasis is on core concepts in Grade 9 and 10 courses, students may move from one type of course to another between Grades 9 and 10. Moving from a grade 9 Applied Course to a Grade 10 Academic Course may be possible but will not be easy. It would require excellent work habits and strong personal motivation.

Academic Courses

- emphasize high expectations for all students
- emphasize essential concepts of a subject and explore related material
- emphasize **theoretical** and **abstract** applications
- emphasize abstract thinking and problem solving
- incorporate practical applications when appropriate
- require greater depth and more abstract reasoning when using the essential concepts

Applied Courses

- focus on the essential concepts of the discipline
- emphasize **practical, concrete** applications of essential concepts
- incorporate theory when appropriate
- provide greater emphasis on practical, hands-on applications of the essential concepts

Open Courses

- have the same expectations for **all** students in grades 9 and 10
- are appropriate for all students
- are designed to provide students with a broad educational base which will prepare them for their studies in grades 11 and 12

Transfer Courses

Transfer courses bridge the gap in curriculum expectations between different types of courses. They offer student a means of transferring from one course type or program pathway to another if their interest and goals change during secondary school.

Transfer courses are not remedial in nature. They adequately prepare students so they have the knowledge and skills required to bridge curriculum gaps and meet the expectations of a different type of course.

Transfer courses will be offered primarily through Continuing Education when the numbers warrant them. Students will apply for the Continuing Education transfer courses with a guidance counsellor. Results of courses taken through Continuing Education will be reported to the appropriate schools. The Program Department, in consultation with the Principals, will make every reasonable effort to offer and operate transfer courses on -line for students who live in areas where summer school is not offered.

Course Codes:

Each course has 6 characters e.g. ENG 1P

- The first three identify the subject (English).
- The fourth usually refers to the grade (1 = grade 9; 2 = grade 10).
- The fifth refers to the type of course (P = applied; D = academic; O - open).
- The sixth character designates a special program (e.g. C for Co-op).

OPTIONAL COURSES

HEALTHY ACTIVE LIVING

HIGHLY RECOMMENDED

DRAMATIC ARTS

MUSIC – BEGINNER INSTRUMENTAL
EXPERIENCED INSTRUMENTAL
INTRODUCTORY VOCAL

VISUAL ARTS

INTRODUCTION TO INFORMATION
TECHNOLOGY IN BUSINESS

INTEGRATED TECHNOLOGY

GRADE 9

INFORMATION ABOUT THE PROGRAM

- THE GRADE 9 PROGRAM WILL CONSIST OF FIVE COMPULSORY COURSES AND THREE OPTIONAL COURSES
- STUDENTS MUST TAKE EIGHT COURSES – FOUR IN EACH SEMESTER
- PROMOTION IS ON A SUBJECT-BY-SUBJECT BASIS
- GRADE 8 STUDENTS WILL COMPLETE AN OPTION SHEET IN ORDER TO SELECT THEIR GRADE 9 COURSES

COMPULSORY COURSES

	ACADEMIC	OR	APPLIED
ENGLISH:	ENG1D	ENGLISH:	ENG1P
FRENCH:	FSF1D	FRENCH:	FSF1P
GEOGRAPHY:	CGC1D	GEOGRAPHY:	CGC1P
MATHEMATICS:	MPM1D	MATHEMATICS:	MFM1P
SCIENCE:	SNC1D	SCIENCE:	SNC1P

OPTIONAL COURSES

HEALTHY ACTIVE LIVING
DRAMATIC ARTS
DANCE
MUSIC – INSTRUMENTAL
VOCAL
VISUAL ARTS
CRAFTS
INTRODUCTION TO BUSINESS
FRENCH (ACADEMIC OR APPLIED)
LATIN
FOOD AND NUTRITION
COMMUNICATION TECHNOLOGY
COMPUTER AND INFORMATION SCIENCE
CONSTRUCTION TECHNOLOGY
TECHNOLOGICAL DESIGN
MANUFACTURING TECHNOLOGY
TRANSPORTATION TECHNOLOGY
COMMUNITY ENVIRONMENTAL
LEADERSHIP PROGRAM (CELP)

GRADE 10

INFORMATION ABOUT THE PROGRAM

- THE GRADE 10 PROGRAM WILL CONSIST OF FIVE COMPULSORY COURSES AND THREE OPTIONAL COURSES
- STUDENTS MUST TAKE EIGHT COURSES – FOUR IN EACH SEMESTER
- PROMOTION IS ON A SUBJECT-BY-SUBJECT BASIS
- GRADE 9 STUDENTS WILL SELECT THEIR GRADE 10 COURSES ON-LINE.

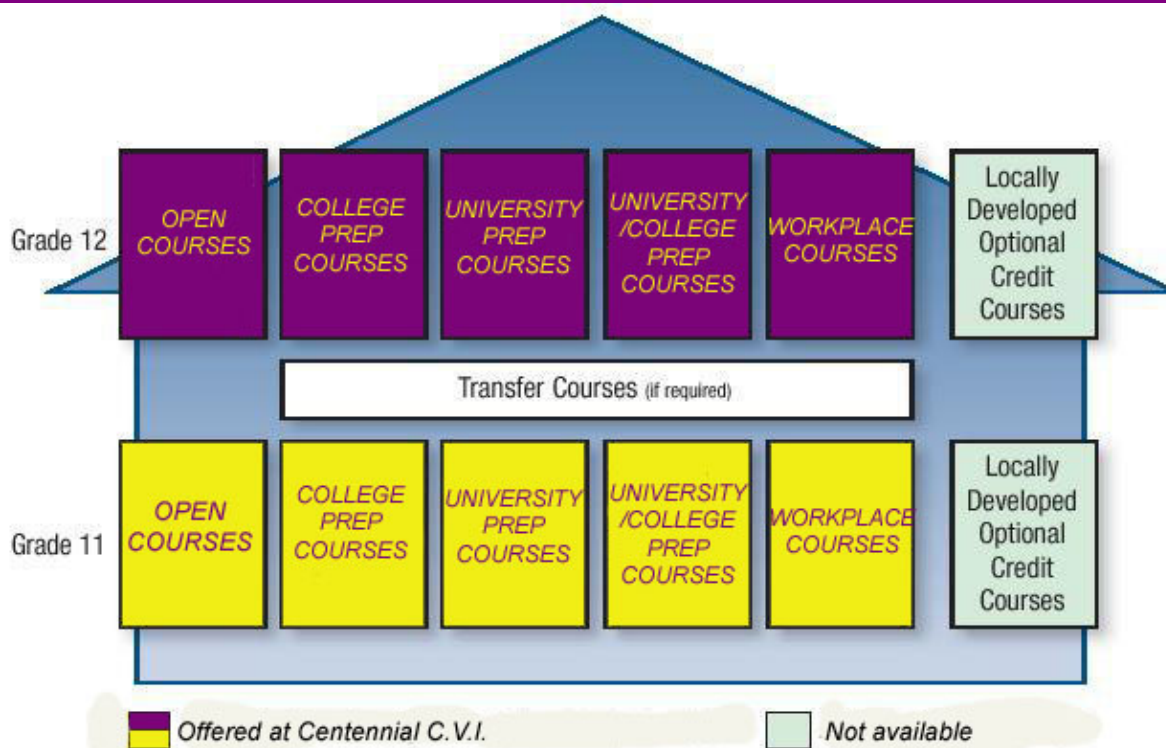
COMPULSORY COURSES

	ACADEMIC	OR	APPLIED
ENGLISH:	ENG2D	ENGLISH:	ENG2P
HISTORY:	CHC2D	HISTORY:	CHC2P
MATHEMATICS:	MPM2D	MATHEMATICS:	MFM2P
SCIENCE:	SNC2D	SCIENCE:	SNC2P

OPEN

0.5 CREDITS IN EACH OF CAREER STUDIES AND CIVICS

COURSE TYPES: GRADE 11 AND 12



At Centennial C.V.I. Grade 11 and 12 courses are organized into types according to the student's intended post-secondary destination. Students may choose university (U), university/college (M), college (C), or workplace (E) courses. Open (O) courses are also offered. Open courses are not linked to any specific post-secondary destination. They are appropriate for all students. Students making course selections in Grade 10 must be mindful of the prerequisites for Grade 11 courses. Student and parents should check both the prerequisite requirements of grade 12 courses in addition to the requirements of post-secondary programs when considering course choices.

Open Courses e.g. CHT3Q

Courses are not designed with a specific post-secondary destination in mind. Knowledge and skills in a subject are broadened. This subject may or may not be related to a student's post-secondary goals. Their focus is on providing students with a broad education base and equipping them for active and rewarding participation in society.

Workplace Courses e.g. SVN 3E

Courses are designed to equip students with the knowledge and skills they need for entry into the workplace, apprenticeship programs or other training programs. Workplace applications of the course will be emphasized, but the underlying theoretical material will also be explored. Co-operative education and work experience placements will be important aspects of the Workplace preparation courses. Students will be required to demonstrate independent research and learning skills. The importance of lifelong learning will be stressed.

College Courses e.g. BDI 3C

Courses are designed to equip students with the knowledge and skills for entry into college programs. Critical thinking, problem-solving skills and concrete applications of the course material will be emphasized. Students will demonstrate their development of independent research and learning skills.

College/University Courses e.g. AVI 3M

Courses include relevant content for students bound for either destination. Theoretical aspects and concrete applications will be emphasized. Students will demonstrate their development of independent research and learning skills.

University Courses e.g. ENG 3U

Courses are designed to prepare students for university programs and related careers. Theoretical aspects of the course content will be emphasized, but concrete applications will be included. Students will demonstrate their development of independent research and learning skills.

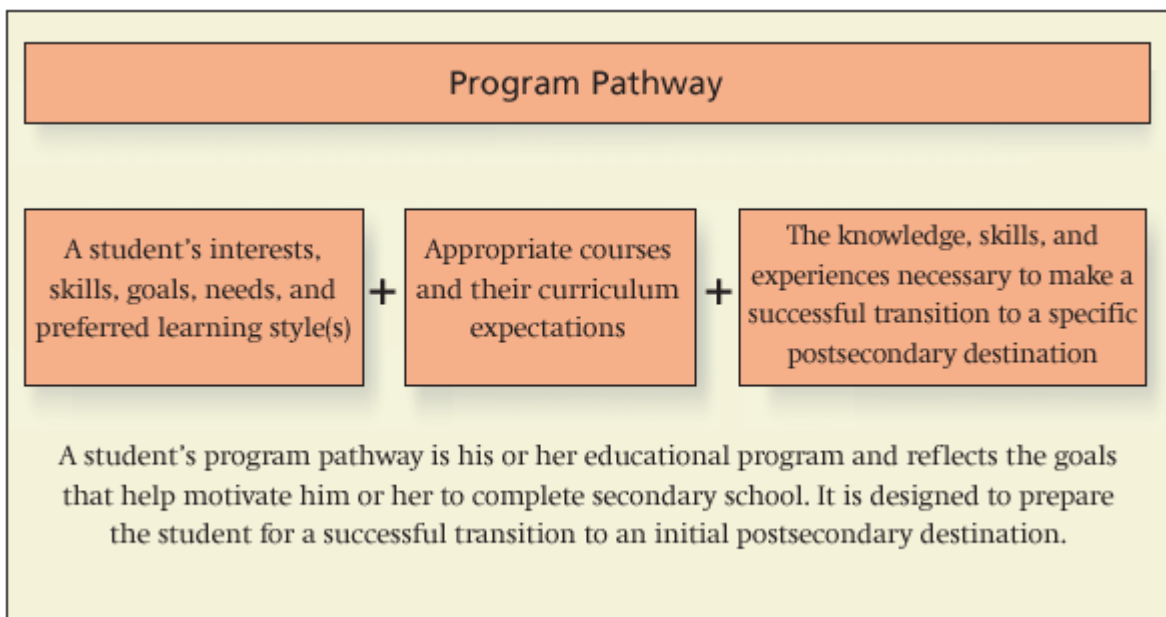


SECTION III PATHWAYS & CAREER OPPORTUNITIES

GENERAL INFORMATION

The goal for all students should be to obtain a high school diploma. There are some interesting, recently released statistics that relate to this goal of graduating from high school.

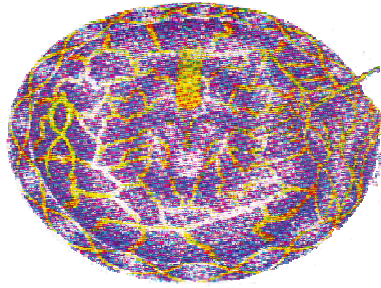
- 34% of high school dropouts need social assistance at some point in their adult lives.
- 7% of high school graduates use social assistance.
- High school dropouts earn 40% less than graduates.
- 15-24 year olds who drop out of school are two times as likely to be unemployed.



You are all thinking about what courses to take next year, and planning for the future. It is valuable to look at preferred destinations, and plan the appropriate career pathways, with consideration for the courses needed to achieve your goals. There are a number of things to consider.

- All pathways eventually lead to the workforce.
- Each pathway is equally valuable.
- Changing pathways is commonplace and normal in today's society.
- All paths start with the goal of obtaining a high school diploma.

In Ontario, of all the high school graduates, only about half go on to University and College. There are many valuable opportunities in apprenticeships and also the workplace. Choose your courses for next year with your post-secondary destination in mind.



SECTION IV COURSE SELECTION INFORMATION

Course Selection is completed early in February. It is most important that students and parents/guardians consider course choices as early as possible. Initial selections are not easily changed. Courses with sufficient enrolment will run in the following school year.

MINIMUM PROGRAMME

Centennial requires students in grades 9 and 10 to take 8 full courses and in grade 11, to take a minimum of 7 courses. Grade 12 students must take the sufficient number of courses to complete diploma requirements. Some identified students may find it too difficult to take a full load. In such cases they may, by arrangement with our Special Education department, take only 7 courses. We encourage all students who are capable, to take more than the minimum diploma requirements. **There is not a ministry, board or school requirement stating that students must complete their secondary school program in four years.** Some students may wish to take a wide variety of courses and have a broad spectrum of background to offer post-secondary institutions and employers.

DEFINITION OF A CREDIT

A credit is granted in recognition of successful completion of a course of 110 instructional hours. The principal of a school on behalf of the Ministry of Education grants the credit.

THE ONTARIO STUDENT RECORD

A record of each student's educational progress in Ontario is maintained in the Ontario School Record (OSR) folder for that student. Material contained in the OSR is to be used for the improvement of the instruction of the student. Each student and parent(s) or guardian(s) of a student (who is not an adult) has access to the student's OSR upon request.

THE ONTARIO STUDENT TRANSCRIPT

The OST is a record of all the secondary school courses that a student has accumulated. The OST is kept in a computer file. Upon graduation or leaving school, a student may request a printed copy of his/her transcript through our guidance office. All courses taken or attempted in grade 11 or above will be recorded. Thus, second attempts will be on record.

CHANGING COURSES

Students have the opportunity to drop or add or change course selections up to and including the first week of school. **Course changes will not be allowed after the end of the first week of school.**

REPEATING COURSES

Due to class caps, **students cannot take a course for a second time if they already have the credit, unless the upgrade is a requirement for their post-secondary program.** Courses with similar expectations to those that have been previously earned cannot be chosen.

FULL DISCLOSURE

The Ontario Student Transcript reveals all Grade 11 and 12 courses attempted, including those failed, dropped, or repeated. Senior students must be careful to meet the deadline (1 week after the midterm report) to drop a course from their timetable. Failure to meet this deadline will result in a course remaining on the Ontario Student Transcript and thus, part of the student's permanent record.

COURSES OF STUDY

An outline of each course offered at Centennial is filed in the general office of the school. Parents and students may view these outlines by appointment with a department head or the principal.

PREREQUISITES AND FLOW CHARTS

The curriculum guidelines from the Ministry of Education specify prerequisites for certain courses. The flow charts that are found at the beginning of each department's course descriptions will provide a useful guide to the sequence in which certain courses should be taken. A solid arrow on a flow chart indicates a normal sequence, e.g. MPM 2D \Rightarrow MCR 3U. This means that it would be unsuitable, in most cases, to attempt grade 11 Math without having completed grade 10 Math. The grade in which a course is offered also indicates the general level of maturity and background knowledge expected of students. Please note that it is the student's responsibility to check prerequisite requirements when choosing courses.

SUBSTITUTE CREDITS

In some cases the Ministry allows the principal to permit a student to substitute one compulsory course for another compulsory course upon the parent's written request. The principal at Centennial considers applications for such substitutions.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. This includes the knowledge and skills that students have acquired, in both formal and informal ways. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

WHAT A CHALLENGE ASSESSMENT IS: A series of evaluations whereby students demonstrate that they have already mastered the course expectations outlined in the provincial curriculum documents.	WHAT A CHALLENGE IS NOT: an independent study; An opportunity to learn, guided by teacher.
---	---

PLAR procedures are carried out during semester two under the direction of the school principal who grants credits.

The PLAR process involves two components: “the challenge process” and “the equivalency process”.

Students may challenge Grade 10, 11, or 12 courses, as indicated in provincial curriculum policy documents. (See OSS, section 6.6 and Policy/Program Memorandum No. 129, p. 2). Students are able to successfully challenge up to four courses with a maximum of two in any one subject.

In order to be accepted for the PLAR, students must provide strong evidence to the principal that they would be successful in the challenge process. The completed PLAR application and supporting materials must be submitted to the principal by January 10.

In order to be accepted for the PLAR, students must provide strong evidence to the principal that they would be successful in the challenge process. The completed PLAR application and supporting materials must be submitted to the principal by January 10.

Students **cannot** be granted credits through the challenge process for any of the following:

- a course in any subject if a credit has already been granted for a course in that subject in a later grade
- a transfer course
- a locally developed course
- a cooperative education course
- a course in English as a second language if the student has one or more credits in English from the curriculum policy documents for English for grades 9 to 12 under OSS or from the curriculum guidelines for English for Grades 9 to 12/OACs under OSIS
- a course in French as a second language (FSL), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Typically, a student would have up to four weeks to complete the assigned evaluation tasks. A student’s level of achievement will be recorded as a percentage grade on the OST (*Program Planning and Assessment, 2000*).

THE EQUIVALENCY PROCESS

Equivalency credits are granted for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible, the total credit equivalency of the student’s previous learning and the number of compulsory and optional credits still to be earned.

Please contact the Guidance Department if you need more information.

Further information on our school's policies is available from the principal or from the Program Department of the board.

GUIDE TO POST SECONDARY EDUCATION

Certain high school courses are recommended or required for entry into college and university programs. The most current information regarding necessary high school pre-requisites for post-secondary courses is available on line: www.ocas.on.ca for colleges and www.electronicinfo.ca for universities.

In addition, each college and university has their own website. Course calendars are available in the Centennial Guidance Office for specifics. It is imperative that students become familiar with these expectations in order to choose high school courses appropriately.

Note: Students who are in their last semester or year of school and who are planning to attend college or university are advised to take at least 3 courses per semester. Students taking upgrades or less than 3 may be unprepared for the transition to post secondary education. This advisory is based on reports from our graduates who are finding that the workloads are extremely heavy in most programs compared to their high school experience.

A WORD TO PARENTS ABOUT CHOOSING COURSES

- **Encourage the choice of courses at the levels or type at which you honestly feel your son or daughter is challenged.**
- **Advise your son or daughter to choose options based on his/her interests and abilities. The many courses in secondary school reflect our changing world.**
- **After high school there are several alternatives for students. Some of these are colleges, universities, private schools, apprenticeships and employment opportunities. Information and applications are available in the Guidance office.**
- **Encourage your son or daughter to discuss his/her programme at least once a year with a guidance counsellor.**

CENTENNIAL C.V.I. CHART OF COURSE OFFERINGS

2015/2016

STUDENTS MUST SELECT COURSES ONLINE BY FEBRUARY 27, 2015

Go to: www.myBlueprint.ca/uppergrand

Full course descriptions are available in the online course calendar available at www.ugdsb.on.ca/ccvi

CODING: Each course has 5 or 6 characters eg. ENG 1P, TIJ101

- The first three identify the subject (eg. ENG = English).
- The fourth usually refers to the grade (1 = grade 9; 2 = grade 10; 3 = grade 11; 4 = grade 12).
- The fifth refers to the type of course (D = Academic, P = Applied, O = Open, E = Workplace, M = Mixed (University/College), C = College, U = University).
- The sixth designates a special program (eg. "C" for Co-op, "B" for Enriched, "P" for Advances {Placement or Pre AP}).

Grade 9	Grade 10	Grade 11	Grade 12
THE ARTS			
DRAMA Drama - ADA10	Drama - ADA20	Drama - ADA3M Drama Production - ADD3O	Drama - ADA4M
MUSIC Instrumental Beginner - AMI10N Instrumental Experienced - AMI10 Vocal - AMV10	Instrumental - AMI2O Vocal - AMV2O	Instrumental - AMI3M Electronic composition – AMC3O Vocal – AMV3M Guitar - AMG3O	Instrumental or Vocal - AMU4M
DANCE	Dance - ATC2O	Dance - ATC3M	Dance - ATC4M
VISUAL ARTS Visual Arts - AVI1O	Visual Arts - AVI2O Crafts - AWA2O	Visual Arts - AVI3M Drawing and Painting - AWM3M Sculpture - AWP3M Computer Art - AWS3M Yearbook – IDC3OY	Visual Arts - AVI4M
MARTIAL ARTS		Martial Arts – ATO3O	
BUSINESS			
Introduction to Information Technology - BTT1O	Introduction to Business - BBI2O	Accounting - BAF3M Entrepreneurship - BDI3C Marketing - BMI3C Computer Applications - BTA3O	Accounting - BAT4M Business Leadership - BOH4M Business of Sport – ICD4U Computer Applications - BTX4C
CANADIAN AND WORLD STUDIES			
ECONOMICS			Economics CIA4U
GEOGRAPHY Canadian Geography (Acad) - CGC1D Canadian Geography (App) - CGC1P		Physical Geography - "Natural Disasters" - CGF3M Travel and Tourism - CGG3O	World Issues - CGW4U Envmt & Resource Mgmt - CGR4M
HISTORY	Canadian History (Academic) - CHC2D Canadian History (Enriched) - CHC2DB Canadian History (Applied) - CHC2P Civics (1/2 credit) - CHV2O	American History - CHA3U Ancient Civilization - CHW3M 20 th Century History - CHT3O	West and the World - CHY4U
LAW		Canadian Law (Univ/College) - CLU3M Canadian Law (Workplace) - CLU3E	Canadian and International Law - CLN4U
NATIVE STUDIES		Native Studies - NDA3M	
COMPUTER STUDIES	Computer Programming - ICS2O	Computer Programming - ICS3U Computer Engineering – TEJ3M	Computer Programming - ICS4U Computer Programming (AP) – ICS4UP Computer Engineering – TEJ4M

CENTENNIAL C.V.I. CHART OF COURSE OFFERINGS

2015/2016

Grade 9	Grade 10	Grade 11	Grade 12
CO-OPERATIVE EDUCATION SUBJECT-BASED (2 CREDITS) – FTECO2 *Required for SHSM* Any subject area taught in the school can have a co-op course attached to it. Each student who chooses this code will be interviewed by a co-op teacher and assigned to the correct subject-based class and code.		DUAL CREDIT (4 CREDITS) - FTEDU Offered in conjunction with Conestoga College for graduating students. (Early Childhood Education, Personal Support Worker, Community Leadership, Design Fundamentals, Exploring the Trades)	
GUIDANCE CO-OP *Does not count for SHSM*		Designing Your Future - GWL3OCC (2 credits)	Navigating the Workplace - GLN4OCC (2 credits)
ENGLISH *Compulsory English course codes all begin with ENG (4 are required for graduation)			
English (Academic) - ENG1D English (Applied) – ENG 1P	English (Academic) - ENG2D English (Enriched) - ENG2DB English (Applied) - ENG2P	English (University) - ENG3U English (Pre-AP) - ENG3UP Native Studies English – NBE3U English (College) - ENG3C Media Studies - EMS3O	English (University) - ENG4U English (AP) - ENG4UP English (College) - ENG4C Media Studies – IDC4UE Media Studies – IDC4OE Writer's Craft (University) - EWC4U Writer's Craft (College) - EWC4C
GUIDANCE AND CAREER EDUCATION			
Learning Strategies - GLE1O	Careers (1/2 credit) - GLC2O Discovering the Workplace Package GLD2O, GLC2O2, CHV2O2 (2 credit: half-day package)		
HEALTH AND PHYSICAL EDUCATION			
Recreational – female – PPL1OX Recreational – male – PPL1OY	Recreational – female – PPL2OX Recreational – male – PPL2OY Personal Fitness – co-ed – PAF2O	Recreational – female – PAL3OX Recreational – co-ed – PAL3O Outdoor Education – co-ed – PAD3O Personal Fitness – co-ed – PAF3O Personal Fitness – female – PAF3OX	Recreational – female – PAL4OX Recreational – co-ed – PAL4O Fitness Leadership – PLF4C Personal Fitness – co-ed – PAF4O Personal Fitness – female – PAF4OX Exercise Science – PSE4U
INTERDISCIPLINARY AND EXPERIENTIAL STUDIES			
CELP – Community Environmental Leadership Program - Grade 10 (Cost: in the \$600 range) DUE: February 27, 2015 www.celp.info Courses: English – ENG2D4; Outdoor Education – PAD2O4; Careers – GLC2O4 (1/2 credit); Civics – CHV2O4 (1/2 credit); Interdisciplinary Study – IDP3O4			
DA VINCI – Science and Art Environmental Leadership Program – Grade 11 (Semester 1 only) DUE: February 27, 2015 www.ugdsb.on.ca/jfr/davinci This program is offered by J.F.Ross teachers at the J.C. Taylor Nature Centre at the University of Guelph. (Cost : in the \$450 range) Courses: AEA3O, HSP3U, ENG3U, SBI3U <div>Choose: FTEDAV</div>			
HEADWATERS – Environmental Leadership Program – Grade 12 (Cost: in the \$750 range) DUE: February 27, 2015 www.celp.info Courses: English – ENG4UH; Outdoor Education – PAD4O4; Environment & Resource Management – CGR4M4; Interdisciplinary Study – IDP4UH			
BEYOND BORDERS – Exploring Integrated and Experiential Educational Opportunities – Grade 12 (Semester 1 only) (Cost: in the \$975 range) DUE: February 27, 2015 www.beyondborders1.ca <i>"CEO" Package:</i> Business Leadership – BOH4M; English – ENG4U; International Business – BBB4M One Elective chosen from: Functions – MHF4U, Writer's Craft – EWC4U, or Media Studies – IDC4U <i>Global Connections Package:</i> Business Leadership – BOH4M; English – ENG4U; Philosophy HZT4U4 One Elective chosen from: Functions – MHF4U, Writer's Craft – EWC4U, or Media Studies – IDC4U <div>Choose only when selecting Beyond Borders FTEBEYO</div>			
URBAN ARTS –M.A.D.E. in Guelph - Grade 11 (Semester 2 only) (Cost: in the \$500 range.) DUE: February 27, 2015 www.urbanarts.ca This program is offered by GCVI teachers at the Guelph Youth Music Centre. Courses: English, Drama Production, Non-Traditional Media, Music for Creating <div>Choose: FTEMIG</div>			
FOOD SCHOOL FARM – Grade 11 (Semester 2 only) (No Cost) DUE: February 27, 2015 DUE: February 27, 2015 www.foodschool.ca/farm Offered by Centre Wellington DHS in Fergus. Students to provide own transportation. Courses: English, Small Engines, Green Industries, The Big Food Question <div>Choose: FTEFARM</div>			

CENTENNIAL C.V.I. CHART OF COURSE OFFERINGS

2015/2016

Grade 9	Grade 10	Grade 11	Grade 12
LANGUAGES			
CLASSICAL	Latin – LVLAD	Latin – LVLBU	Latin – LVLBU
MODERN <i>Core French</i> French (Academic) - FSF1D French (Applied) - FSF1P <i>Japanese</i> <i>Spanish</i>	French (Academic) - FSF2D French (Applied) - FSF2P	French (University) - FSF3U Japanese - LKJBD Spanish - LWSAD	French (University) – FSF4U
MATHEMATICS			
Principles of Math (Acad) - MPM1D	Principles of Math (Academic) - MPM2D Principles of Math (Enriched) - MPM2DB* (must be selected with SNC2DB)	Functions - MCR3U Functions (Pre AP) – MCR3UP Functions and Applications - MCF3M	Advanced Functions - MHF4U Calculus and Vectors - MCV4U Data Management - MDM4U College Technology - MCT4C
Foundations of Math (App) - MFM1P	Foundations of Math (Applied) - MFM2P	Foundations for College - MBF3C Mathematics for Everyday Life – MEL3E	Foundations for College - MAP4C
SCIENCE			
Science (Academic) - SNC1D	Science (Academic) - SNC2D Science (Enriched) - SNC2DB* (must be selected with MPM2DB)	Biology (University) - SBI3U Chemistry (University) - SCH3U Chemistry (Pre AP) - SCH3UP	Biology (University) - SBI4U Biology (Enriched) - SBI4UB Chemistry (University) - SCH4U Chemistry (AP) - SCH4UP Biotechnology - IDP4U Physics (University) - SPH4U Earth and Space Science - SES4U Science (Univ/College) – SNC4M Chemistry (College) - SCH4C Physics (College) - SPH4C
Science (Applied) - SNC1P	Science (Applied) - SNC2P	Physics (University) - SPH3U Environmental (Univ/College) - SVN3M Biology (College) - SBI3C	
SOCIAL SCIENCE AND THE HUMANITIES			
FAMILY STUDIES	Food and Nutrition – HFN20	Housing & Home Design – HLS30 Understanding Fashion – HNC3C Raising Healthy Children – HPC30	Nutrition & Health – HFA4U Nutrition & Health – HFA4C Families in Canada – HHS4U Personal Life Management – HIP4O The World of Fashion – HNB4M
GENERAL SOCIAL SCIENCE		Gender Studies – HSG3M	Challenge & Change in Society - HSB4U
WORLD RELIGIONS		World Religions - HRT3M	

CENTENNIAL C.V.I. CHART OF COURSE OFFERINGS

2015/2016

Grade 9	Grade 10	Grade 11	Grade 12
TECHNOLOGICAL STUDIES			
Exploring Technology - TIJ101			
CONSTRUCTION TECH	Construction Technology - TCJ201	Construction (College) - TCJ3C1 Construction (Workplace) - TCJ3E1	Construction (College) - TCJ4C1 Construction (Workplace) – TCJ4E1
TECHNOLOGICAL DESIGN	Technological Design - TDJ201	Technological Design - TDJ3M1	Technological Design – TDJ4M1
MANUFACTURING	Manufacturing Technology - TMJ201	Manufacturing Engineering- TMJ3C1	Manufacturing Engineering - TMJ4C1
TRANSPORTATION	Transportation Technology - TTJ201	Transportation Technology - TTJ3O1 Transportation (College - 2 credits) - TTJ3CD Transportation - Females only - TTJ3OX	Transportation (Workplace) - TTJ4E1 Transportation (College - 2 credits) - TTJ4CD
COMMUNICATION	Communications Technology - TGJ201	Communications Technology – TGJ3M1	Communications Technology – TGJ4M1
HEALTH CARE		Health Care – TPJ3C1 Health Care – TPJ3M1	

THE ARTS

**DRAMA
MUSIC
DANCE
VISUAL ART
MARTIAL ARTS**

DRAMA COURSES

CAREER OPPORTUNITIES IN DRAMA

WORK

Actor/Performer
Makeup Artist
Comedian
Teacher
Producer
Director

UNIVERSITY

Human Resources Specialist
Speech Coach
Drama Therapist
Marketer

COLLEGE

Costume Designer
Voice-over Artist
Early Childhood Educator
Film/TV Crew



Career pathways in “The Arts” include programs related to the humanities and to the performing, visual, literary, media arts and recreation. These include architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, public relations, coaching, instructors in recreation and sport.

ADA10

ADA20

ADA3M

ADA4M

ADD30

ADA10

Dramatic Arts, Grade 9, (Open)

This course provides students with the essential theories and techniques of stage performance. Specifically, the course explores the conventions and acting techniques associated with improvisation, tableaux, ritual and Greek theatre, storytelling, playwriting and scene work. 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.

DRAMA

COURSE CALENDAR

ADA2O

Dramatic Arts, Grade 10, (Open)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Specifically, students will engage in improvisation, pantomime, melodrama and stage combat, scene work and monologues. Students will use the elements of drama in creating and communicating through dramatic works. They will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ADA3M

Dramatic Arts, Grade 11, (University/College)

Prerequisite: ADA1O or ADA2O1

This course requires students to create and perform dramatic presentations. Students will explore voice acting, naturalism, stylized movement, world theatre, children's theatre, auditioning, as well as scenes and monologues. Students will analyze the functions of playwrights, directors, actors, designers and technicians by creating and performing original dramas for live audiences. *Note: It is highly recommended that students take both ADA1O and ADA2O before progressing to ADA3M (University/ College destination).*

ADD3O

Dramatic Arts – Drama Production Course, Grade 11, (Open)

Prerequisite: ADA1O or ADA2O

This course requires students to experiment collaboratively with forms and conventions of theatre from various genres, cultures and time periods. The aim of this course is to produce a full length play for dramatic performance in front of live audiences. Students will examine various aspects of theatre production: acting, stage make-up, costuming, set design and construction, sound and lighting, and promotions. This course is ideal for students who are interested in exploring the functions of actors, designers and technicians.

ADA4M

Dramatic Arts, Grade 12, (University/College)

Prerequisite: ADA3M

This course requires students to experiment individually and collaboratively with forms and conventions of drama from various cultures and time periods. Students will examine 20th century realism, and various experimental, anti-realist theatrical movements that disrupt the conventions of dominant theatre forms. This course examines the power of theatre to communicate and create culture. Students will examine the significance of dramatic arts as it relates to culture, history and politics.

THE ARTS

DRAMA
MUSIC
DANCE
VISUAL ART
MARTIAL ARTS

MUSIC COURSES

MUSIC COURSES

GRADE 9

- BEGINNER INSTRUMENTAL
- EXPERIENCED INSTRUMENTAL
- INTRODUCTORY VOCAL

GRADE 10

- MUSIC INSTRUMENTAL
- VOCAL MUSIC

GRADE 11

- INSTRUMENTAL MUSIC
- VOCAL MUSIC
- INTRODUCTORY GUITAR
- ELECTRONIC COMPOSITION

GRADE 12

- MUSIC
- CO-OP



AMI10N

AMI10

AMI20

AMI3M

AMU4M

AMV10

AMV20

AMV3M

AMG30

AMC30

MUSIC

COURSE CALENDAR

AMI10

Experienced Instrumental Music, Grade 9, (Open)

This course is designed for students continuing on the brass or woodwind or percussion instrument that they studied in grade eight. This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. This course is open to students beyond grade nine who have not already completed a grade nine music course. **The purchase of a student Music Rudiments Workbook is recommended (\$15).**



AMI10N

Beginner Instrumental Music, Grade 9, (Open)

This course is designed for students starting a new concert band instrument not previously studied in grade eight. This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. This course is open to students beyond grade nine who have not already completed a grade nine music course. **The purchase of a student Music Rudiments Workbook is recommended (\$15).**

AMV10

Introductory Vocal Music, Grade 9, (Open)

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. Vocal performance skills will be developed using a variety of vocal methodology and choral repertoire. This course is open to students beyond grade nine who have not already completed a grade nine music course. **The purchase of a student Music Rudiments Workbook is recommended (\$15).**

AMI2O**Instrumental Music, Grade 10, (Open)****Recommended Preparation: AMI1O or AMI1ON**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Performance skills on woodwinds, brass or percussion are further developed through a variety of band arrangements including classical, pop and jazz styles. **The student Music Rudiments Workbook from the previous grade is used in this course.**

AMV2O**Vocal Music, Grade 10, (Open)****Recommended Preparation: AMV1O**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Performance skills are further developed through a variety of choral repertoire including classical, folk, pop, and jazz styles. **The student Music Rudiments Workbook from the previous grade is used in this course.**

AMI3M**Senior Instrumental Music, Grade 11, (University/College)****Prerequisite: AMI 1O or AMI 2O**

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. **The student Music Rudiments Workbook from the previous grade is used in this course.**

AMV3M**Vocal Music, Grade 11, (University/College)****Prerequisite: AMV2O**

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. **The student Music Rudiments Workbook from the previous grade is used in this course.**

AMG30**Introductory Guitar, Grade 11, (Open)**

This course presented on nylon string guitars is designed for beginner guitarists only.

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. **There is limited enrolment in this course. The purchase of a student Guitar Rudiments Workbook is recommended (\$10).**

AMC30**Electronic Composition, Grade 11, (Open)**

A contemporary music course for the Non-Traditional music student. This course will allow students to explore music through electronic composition. Students will learn how to explain and use the elements of music in conjunction with standard midi software to create original compositions. Basic keyboard skills will be taught to assist students in their compositions. No previous knowledge of music theory, software, or composition is required.

\$20 Upgrade Enhancement Fee

AMU4M**Instrumental and Vocal Music, Grade 12, (University/College)**

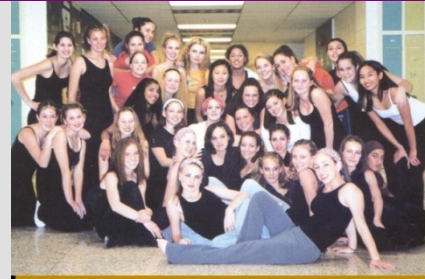
Prerequisite: AMI3M or AMV3M or recommendation from the Music Department.

This course emphasizes the appreciation, analysis, and performance of music from the late romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

THE ARTS

DRAMA
MUSIC
DANCE
VISUAL ART
MARTIAL ARTS

DANCE COURSES



ATC20

ATC3M/ATC4M

ATC20

Dance, Grade 10, (Open)

This course is available for grade 9 students.

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.

Enhancement Fee: \$30 if participating in Dance Inc.

ATC3M

Dance, Grade 11, (University/College)

Pre-requisite: ATC201

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

Enhancement Fee: \$30

ATC4M

Dance, Grade 12, (University/College)

Pre-requisite: ATC3M

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

Enhancement Fee: \$30

DANCE

COURSE CALENDAR

THE ARTS

DRAMA
MUSIC
DANCE
VISUAL ART
MARTIAL ARTS

VISUAL ART COURSES

VISUAL ART COURSES

GRADE 9

- VISUAL ARTS

GRADE 10

- VISUAL ARTS
- CRAFTS

GRADE 11

- COMPREHENSIVE
- SCULPTURE
- COMPUTER ARTS
- DRAWING AND PAINTING
- YEARBOOK

GRADE 12

- VISUAL ARTS
- CO-OP



VISUAL ART

AVI10

AVI20

AVI3M

AVI4M

AWA20

AWP3M

AWS3M

AWM3M

IDC30Y

COURSE CALENDAR

AVI10**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 processes and will interpret art within a personal, contemporary, and historical context. Strongly recommended as a starting point for students in all grade levels. Class groups will be mixed in age.

Enhancement Fee: \$10.00

AVI20**Visual Arts, Grade 10, (Open)****Recommended Preparation: AVI10**

This course enables student 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. **Students entering this course will be expected to have the skills and knowledge covered in AVI10.**

Enhancement Fee: \$10.00

AWA20**Crafts, 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. In this Focus course the crafts may include mirror frames, glass mosaics, clay products, embossed greeting cards and more. Projects will reflect the specialization of the instructor and will also focus on individual student needs and abilities.

Enhancement Fee: \$10.00

**CAREER
OPPORTUNITIES IN
VISUAL ART**

Work

Upholsterer
Sign Maker
Floral Arranger
Potter
Nail Technician
Furniture Finisher
Makeup Artist
House Painter

**COLLEGE &
UNIVERSITY**

Animator
Web Designer
Graphic Artist
Illustrator
Interior Designer
Photographer
Advertiser
Cartoonist
Architect
Fine Artist
Toy Designer
Jewellery Artist
Landscape Designer
Fashion Designer
Floral Designer
Textile Artist
Gallery and Museum
Curator
Art Therapist
Set Designer
Creative and
Performing Artist
Art Teacher
Jeweller
Landscape Architect
Restoration Artist
Automobile Designer
Glass Blower
Industrial Designer
Typography Designer
Package Designer

Portfolio Note:

Students who may require portfolios to earn admission to post-secondary design or fine art programs must take AVI3M AND at least one Focus course (AWP, AWS and/or AWM). Portfolios are presented before any significant studio work is done in AVI4M (a second semester course). 3M Focus courses may be pursued in third or fourth year



AVI 3M

**Comprehensive Visual Art, Grade 11
(University/College)**

Prerequisite: AVI10 or AVI20

Recommended Preparation: AVI20

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 includes drawing, painting, sculpting and printmaking. Students will use the critical analysis process when evaluating their own work and the work of others.

(Computer graphics and advertising are covered in AWS3M, which is taught in the graphic arts and media lab). Students entering this course will be expected to have the skills and knowledge covered in AVI 20. AVI 3M is the preparation course for AVI 4M.

Enhancement Fee: \$10.00

AWM3M

Drawing and Painting, Grade 11, (University/College)

Prerequisite: AVI 10 or AVI20

Recommended Preparation: AVI20

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 in drawing and painting. Students will use the critical analysis process when evaluating their own work and the work of others.

Enhancement Fee: \$10.00

AWP3M

Sculpture, Grade 11, (University/College)

Prerequisite: AVI 101 or AVI 201

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 in sculpting. Students will use the critical analysis process when evaluating their own work and the work of others.

Enhancement Fee: \$10.00

AWS3M

Visual Arts – Computer, Grade 11, (University/College)

Prerequisite: AVI 10 or AVI 20

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 in computer art. Students will use the critical analysis process when evaluating their own work and the work of others. Students will create vector based graphic designs and cartoons; they will manipulate their own bitmap images and create 'flash' animation.

Enhancement Fee: \$10.00



AVI4M

Visual Arts, Grade 12, (University/College)

Prerequisite: AVI3M

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. Following the study of stylistic changes, students may specialize by moving to **AWM4M** or **AWP4M** for studio proposal work. Prerequisites are: AWM3M or AWP3M.

Enhancement Fee: \$10.00

IDC3OY

Yearbook, Grade 11, (Open)

Interview Process for Selection

Students will develop skills required to produce and maintain the school website, yearbook, parent newsletter and other promotional materials. A variety of software will be used to create these publications. Opportunities will be provided to initiate creativity and design, to learn the administrative aspects of a small business to develop teamwork and communication skills. Each student needs to be organized and self motivated to succeed in class. The requirement for this duo-credit course is full completion of both semesters; one credit will not be granted for only one semester's work.



THE ARTS

DRAMA
MUSIC
DANCE
VISUAL ART
MARTIAL ARTS

MARTIAL ARTS COURSES

ATO30

Martial Arts, Grade 11, (Open)

This course requires students to develop their martial arts skills and learn the theoretical basis for working with anatomical structure in executing martial arts movements. Student learning will include the processes that form the basis for self defence; the historical development of various martial arts; students' own aesthetic appreciation of martial arts as they participate in class, rehearsals, and performances; and the specialized vocabulary of martial arts criticism. The development of technical, composition, and presentation skills in one or more martial arts forms will also be emphasized.

MARTIAL ARTS

COURSE CALENDAR

BUSINESS



BUSINESS COURSES

GRADE 9

- INTRODUCTION TO INFORMATION TECHNOLOGY IN BUSINESS

GRADE 10

- INTRODUCTION TO BUSINESS

GRADE 11

- FINANCIAL ACCOUNTING FUNDAMENTALS
- ENTREPRENEURSHIP: THE VENTURE
- MARKETING: GOODS, SERVICES AND EVENTS
- INFORMATION TECHNOLOGY APPLICATIONS IN BUSINESS

GRADE 12

- PRINCIPLES OF FINANCIAL ACCOUNTING
- BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS
- INFORMATION TECHNOLOGY IN BUSINESS
- BUSINESS OF SPORT
- CO-OP

SEE: TECHNOLOGY EDUCATION FOR COMPUTER PROGRAMMING COURSES

CAREER OPPORTUNITIES IN BUSINESS

WORK

Entrepreneur
Salesperson
Bank Teller
Bookkeeper
Auctioneer
Antique Dealer

COLLEGE

Insurance Adjustor
Clerical Supervisor
Bookkeeper
Advertising/Media Sales Person
Insurance Claims Adjustor
Office Administrator
Accountant
Shipping and Receiving Clerk
Law Clerk
Dental Receptionist
Sport and Recreation Manager

APPRENTICESHIP

Event Planner

UNIVERSITY

Marketing Manager
Business Consultant
Banker
Chartered Accountant
Human Resource Manager
Investment Portfolio Analyst
Auditor
Labour Relations Director
Real Estate Manager
Recruiting Coordinator
Hotel and Food Administrator
Agricultural Business person

BTT10**BBI20**

BAF3M
BDI3C
BMI3C
BTA30
IDC30Y

BAT4M
BOH4M
IDC4U

BTX4C
IDC 40Y

BTT10**Introduction to Information Technology in Business, Grade 9, (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.

**BBI20****Introduction to Business, Grade 10, (Open)**

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

BAF3M – This is the pre-requisite for BAT4M.

Financial Accounting Fundamentals, Grade 11, (University/College)

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.

BDI3C

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 student run school based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

BMI3C

Marketing: Goods, Services and 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.

BTA3O

Information Technology Applications in Business, 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.

BAT4M**Financial Accounting Principles, Grade 12, (University/College)****Prerequisite: BAF3M**

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

BOH 4M**Business Leadership: Management Fundamentals, Grade 12, (University/College)****Prerequisite: Any University, University/College, or College preparation course in Business Studies or Canadian and World Studies**

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

BTX4C**Information Technology in Business, Grade 12, (College)****Prerequisite: BTA3O**

This course provides students with the opportunity to develop further the information technology knowledge and skills needed in the business world. Students will develop their understanding of electronic business environments, improve their skills in electronic research and in using business application software in the preparation of business documents, manage information, and apply project team management strategies.

IDC4U**Business of Sport, Grade 12, (University)**

This course integrates business management and marketing theory to the sports industry. Students will learn how business managers function in the sports industry and will research contemporary issues, real-life situations and careers related to sports management and marketing. Students will learn how sports organizations operate at the amateur, high school, collegiate and professional levels. Within the sports context, students will examine issues relating to marketing, ethics, law, economics, facility management, and public relations. Students will also develop skills in the fields of event management, advertising, brand management and sponsorship.

The following courses are approved as business SHSM major credits:

**BAF3M BDI3C BMI3C BTA3O CLU3E CLU3M IDC3OY
BAT4M BOH4M BTX4C CIA4U CLN4U**

CANADIAN & WORLD STUDIES

**ECONOMICS
GEOGRAPHY
HISTORY
LAW
NATIVE STUDIES**

ECONOMICS

GRADE 12

- ANALYSING CURRENT ECONOMIC ISSUES
- CO-OP

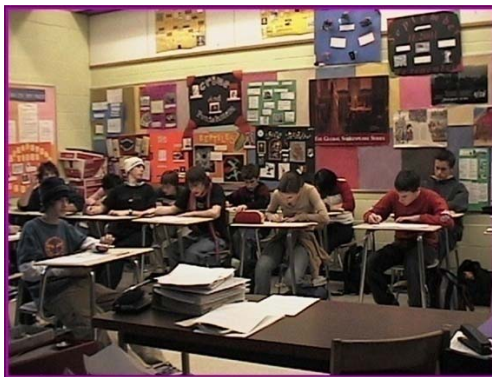
CAREER OPPORTUNITIES IN ECONOMICS

Economist
Professor
Teacher
Financial Planner

CIA 4U

**Analysing Current Economic Issues, Grade 12,
(University)**

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



This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization and global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate, and develop informed opinions about, current economic issues and to help them make reasoned economic decisions.

ECONOMICS

CANADIAN & WORLD STUDIES

ECONOMICS
GEOGRAPHY
HISTORY
LAW
NATIVE STUDIES

GEOGRAPHY COURSES



GRADE 9

- GEOGRAPHY OF CANADA

GRADE 11

- PHYSICAL GEOGRAPHY – “NATURAL DISASTERS”
- TRAVEL AND TOURISM

GRADE 12

- CANADIAN AND WORLD ISSUES
- THE ENVIRONMENT AND RESOURCE MANAGEMENT
- CO-OP

CAREER OPPORTUNITIES IN GEOGRAPHY

Meteorologist
Agronomist
Navigator
Game Warden
Geologist
Forester
Demographer
Immigration Counsellor
Teacher
Cartographer
Range Manager
Water Conservationist
Landscape Architect
Travel Agent
Oceanographer
Land Surveyor
Farmer
Anthropologist
Urban Planner
Environmental Scientist
Recycling Co-ordinator
G.I.S. Technician

GEOGRAPHY

CGC1D**CGF3M****CGW4U****CGC1P****CGG3O****CGR4M****CGC1D****Geography of Canada, Grade 9, (Academic)**

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

**CGC1P****Geography of Canada, Grade 9, (Applied)**

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

CGF3M**Forces of Nature: Physical Processes and Disasters, Grade 11, (University/College)****Prerequisite: CGC1D or CGC1P**

This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them.

Students are encouraged to include this course as part of Specialized High Skills Major – Environment.

CGG30**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.

Students are encouraged to include this course as part of Specialized High Skills Major – Environment.

CGW4U**Canadian and World Issues: A Geographic Analysis, Grade 12, (University)**

Prerequisite: Any University, University/College Preparation course in

Canadian and World Studies, English, or Social Sciences and Humanities

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world. **Students are encouraged to include this course as part of Specialized High Skills Major – Environment.**

CGR 4M**The Environment and Resource Management, Grade 12, (University/College)**

Prerequisite: Any University, University/College, or College Preparation course in

Canadian and World Studies, English, or Social Sciences and Humanities

This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

Students are encouraged to include this course as part of Specialized High Skills Major – Environment

CANADIAN & WORLD STUDIES

ECONOMICS
GEOGRAPHY
HISTORY
LAW
NATIVE STUDIES

HISTORY COURSES



GRADE 10

- CANADIAN HISTORY SINCE WORLD WAR 1
- CIVICS

GRADE 11

- AMERICAN HISTORY
- WORLD HISTORY TO THE 16TH CENTURY
- 20TH CENTURY HISTORY: PERSPECTIVES ON WAR AND GENOCIDE

GRADE 12

- WORLD HISTORY: THE WEST AND THE WORLD
- CO-OP

CAREER OPPORTUNITIES IN HISTORY

WORK

Museum Guide
Tour Guide
Archivist

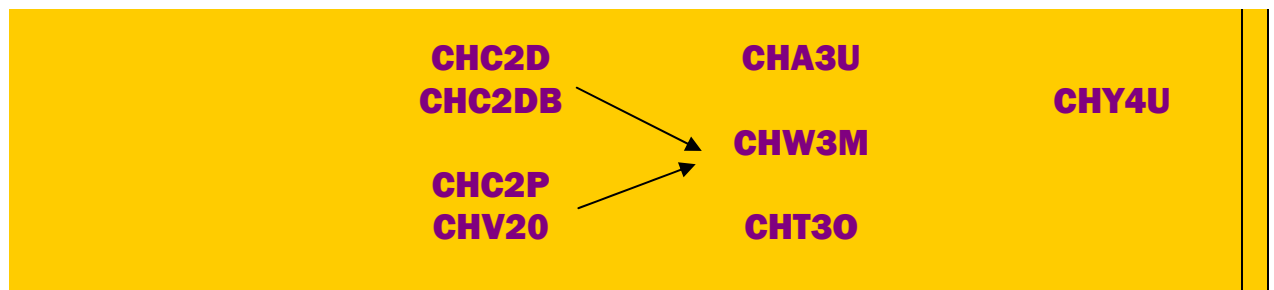
UNIVERSITY

Historian
Archivist
Teacher
Musicologist
Archaeologist
Military Personnel
Research Analyst
Politician
Professor
Journalist

COLLEGE

Library Technician

HISTORY



CHC 2D

Canadian History Since World War I, Grade 10, (Academic)

Academic CHC2D

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

CHC 2DB

Canadian History Since World War I, Grade 10, (Enriched)

Enriched students will be encouraged to make larger connections between the course material and other disciplines and topics. This course is an exploration of Canadian participation in global events and traces our development as a country through changes in population, economy, and technology, students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. **The selection of this course is subject to student achievement in ENG1D1.**

CHC 2P

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.

CHV 20

Civics, Grade 10, (Open), (.5 credit)

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

CHA 3U**American History, Grade 11, (University)****Prerequisite: CHC 2D1**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They 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 forces in American history.

The department strongly recommends students successfully complete either CHA 3U or CHW3M or HRT 3M prior to registering in a 4U course of study.

**CHW 3M****World History to the 16th Century, Grade 11, (University/College)****Prerequisite: CHC 2D or CHC 2P**

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. 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.

The department strongly recommends students successfully complete either CHA 3U or CHW3M or HRT 3M prior to registering in a 4U course of study.

CHT 3O**20th Century History: Perspectives on War and Genocide, Grade 11, (Open)**

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts as well as responses to social, economic, and political developments in various countries and regions. 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 historical developments and events, including those that continue to affect people in various parts of the world.

This course is not a prerequisite for 4U as there is no essay.

CHY 4U

World History: The West and the World, Grade 12, (University)

Prerequisite: Any University, University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities

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

The department strongly recommends that students successfully complete either CHA3U or CHW3M or HRT3M prior to registering in a 4U course of study. Note: Students enrolled in this course first semester will have the opportunity to sign up to write A.P. European History.



CANADIAN & WORLD STUDIES

**ECONOMICS
GEOGRAPHY
HISTORY
LAW
NATIVE STUDIES**

LAW COURSES

GRADE 11

- UNDERSTANDING CANADIAN LAW

GRADE 12

- CANADIAN AND INTERNATIONAL LAW
- CO-OP

Career Opportunities in Law UNIVERSITY

Lawyer
Judge
Investigator

COLLEGE

Law and security Officer
Para-legal Assistant

CLU 3M

Understanding Canadian Law, Grade 11, (University/College)

Prerequisite: CHC 2D1 (Strongly Recommended) or CHC 2P1

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 rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

CLU 3E

Understanding Canadian Law, Grade 11, (Workplace)

Prerequisite: CHC 2D1 or CHC 2P1 (recommend applied level history as preparation)

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, cyber bullying, and the processing of criminal offences. Students will apply the concepts of legal thinking and the legal inquiry process, and will begin to develop legal reasoning skills and an understanding of Canadian law.

CLN 4U

Canadian and International Law, Grade 11, (University)

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

LAW

CANADIAN & WORLD STUDIES

ECONOMICS
GEOGRAPHY
HISTORY
LAW
NATIVE STUDIES

NATIVE STUDIES

GRADE 11

▪ CURRENT ABORIGINAL ISSUES IN CANADA

NDA3M

Current Aboriginal Issues in Canada, Grade 11, (University/College)

Prerequisite: Grade 10 First Nations, Métis and Inuit Peoples in Canada, Open, or Grade 10 History Since World War 1, Academic or Applied

This course focuses on existing and emerging issues of national and regional importance of concern to Aboriginal peoples in Canada. Students will analyze diverse perspectives from a variety of sources such as media, academic works and public opinion polls on events and developments related to land, community, governance, identity and culture. Using political thinking concepts and the political inquiry process students will explore their own and others' ideas, investigate an issue to determine what needs to change, why and appropriate problem-solving strategies.

Career Opportunities in Native Studies

Aboriginal language instructor
Aboriginal child care worker
Aboriginal community developer

An employee at:

- community health centres
- social service organizations
- group homes
- healing lodges
- mental health centres
- alcohol and drug rehab centres
- other human services areas

NATIVE STUDIES

COMPUTER STUDIES

COMPUTER STUDIES COURSES

COMPUTER STUDIES

GRADE 10

- INTRODUCTION TO COMPUTER STUDIES

GRADE 11

- COMPUTER ENGINEERING TECHNOLOGY
- COMPUTER PROGRAMMING

GRADE 12

- COMPUTER ENGINEERING TECHNOLOGY
- COMPUTER PROGRAMMING
- AP COMPUTER PROGRAMMING
- CO-OP

CAREER OPPORTUNITIES IN COMPUTER STUDIES

WORK

General Office Worker
Data Entry Clerk
Printing Press Operator
Special Effects Technician
Computer Support Person
Office Machine Repairer

APPRENTICESHIP

Network Cabling Specialist
Automotive Service Technician
Information Technologist
Network/Help-Desk Technician

COLLEGE

Data Processing Assistant
Junior Help Desk Advisor
Database Developer
I.T. Support Specialist
Computer System Technician

UNIVERSITY

Computer Programmer
System Analyst
Network Administrator
I.T. Project Manager
Web Strategist
Internet Specialist
Network Security Officer
Computer Engineer
Network Architect
Communications Software Engineer

ICS20

TEJ3M

TEJ4M

ICS3U

ICS4U
ICS4UP

ICS2O**Introduction to Computer Studies, Grade 10, (Open)**

This course will introduce students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear internal documentation. Students will learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking and safe computer practices. Students will also investigate the social, environmental and ethical issues related to computer technologies. **NOTE: This course teaches computer programming and is not an application course. It is strongly recommended that students successfully complete MPM1D1 as preparation for this course.**

TEJ3M – This course is the pre-requisite for TEJ4M**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 setting up 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 external devices. Students will also develop an awareness of related environmental and social issues, and will learn about college and university programs leading to careers in computer technology.

ICS3U – This course is the pre-requisite for ICS4U**Computer Programming, Grade 11, (University)****Strongly Recommended: ICS2O or strong background in basic procedural computer programming concepts**

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.

TEJ4M**Computer Engineering Technology, Grade 12, (University/College)****Prerequisite: TEJ3M**

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

ICS4U**Computer Programming, Grade 12, (University)****Prerequisite: ICS3U**

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.

ICS4UP**Computer Programming, Grade 12, (University)****Prerequisite: ICS3U**

See ICS4U for course description. ICS4UP will emphasize preparation for the AP Computer Science Exam.

ENGLISH



ENGLISH COURSES

GRADE 9

- ENGLISH

GRADE 10

- ENGLISH

GRADE 11

- ENGLISH
- PRE-AP ENGLISH
- LITERACY SKILLS
- ENGLISH MEDIA
- NATIVE STUDIES ENGLISH

GRADE 12

- ENGLISH
- AP ENGLISH
- WRITER'S CRAFT
- MEDIA STUDIES
- CO-OP

CAREER OPPORTUNITIES IN ENGLISH

WORK

Sign Language Assistant
Interpreter
Dispatcher
Postal Clerk
Receptionist
Information Clerk
Telephone Operator
Song Writer

COLLEGE

Television Journalist
Producer
Editor
Writer
Book and Magazine Publisher
Court and Tribunal Agent

UNIVERSITY

Publisher
Journalist
Advertising Agent
Teacher
Editor
Public Relations/Copywriter
Information Officer
Political Attaché
Technical Writer
Lawyer
Librarian
Professor
Director of Marketing

ENGLISH

ENGLISH COURSES CHART

ENGLISH

ENG1D	ENG2D	ENG3U NBE3U	ENG4U
ENG1P	ENG2DB ENG2P	ENG3UP ENG3C EMS3O	ENG4UP EWC4U ENG4C EWC4C IDC4UE IDC4OE

ENG1D

English, Grade 9, (Academic)

This course emphasizes the analytical reading; writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language. *Note: This course fulfils one of the compulsory English requirements.*

ENG1P

English, Grade 9, (Applied)

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language. *Note: This course fulfils one of the compulsory English requirements.*

ENG2D

English, Grade 10, (Academic)

Prerequisite: ENG1D or ENG1P with high achievement

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language. *Note: This course fulfils one of the compulsory English requirements.*

ENG 2DB**English, Grade 10, (Enriched)****Prerequisite: ENG 1D with high achievement**

In addition to the above course description, students will be encouraged to use computers, drama, creative writing and research as a way of appreciating the complexities of a work of literature. The selection of this course is subject to student accomplishment and/or teacher recommendation.

ENG2P**English, Grade 10, (Applied)****Prerequisite: ENG1D, ENG1P**

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

ENG3U**English, Grade 11, (University)****Prerequisite: ENG2D or ENG2DB**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language. *Note: This course fulfils one of the compulsory English requirements.*

ENG 3UP**English, Grade 11, (Enriched)****Prerequisite: ENG 2D or ENG2DB with high achievement**

In addition to the ENG3U course description, this Pre AP course is provided for the student who feels a strong commitment to English studies and is ready to face a challenging grade eleven English program which will be both broader and more intensive than is ENG 3U. The selection of this course is subject to student accomplishment and/or teacher recommendation. While demanding more work than ENG 3U, the evaluation will be the same. This is in preparation to be successful in the grade 12 AP course.

ENG3C**English, Grade 11, (College)****Prerequisite: ENG2P or ENG2D or ENG2DB**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. *Note: This course fulfils one of the compulsory English requirements.*

EMS3O**Media Studies, Grade 11, (Open)**

Prerequisite: ENG2D or ENG2P (Basic knowledge of computers is strongly recommended)

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. It will examine the development of practical graphic design skills, photographic composition theory and basic video production techniques. Through analysing the forms and messages of a variety of media works and audience responses to them and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, and writing.

Course Fee: \$20 for purchasing and processing film

ENG4U**English, Grade 12, (University)**

Prerequisite: ENG3U or ENG3UB

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. *Note: This course fulfils one of the compulsory English requirements.*

ENG 4UP**English, Grade 12, (Enriched)**

Prerequisite: ENG 3U or ENG3UB with high achievement

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. This course will emphasize preparation for the AP English Exam.

ENG 4C**English, Grade 12, (College)**

Prerequisite: ENG3C, ENG 3U

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

EWC4U**The Writer's Craft, Grade 12, (University)****Prerequisite: ENG3U or ENG3UB**

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

EWC4C**The Writer's Craft, Grade 12, (College)****Prerequisite: ENG3C**

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.

IDC4OE**Media Studies, Grade 12, (Open)****Prerequisite: Any Grade 11 English Course coded "ENG3_1"**

This course emphasizes the development and understanding of media literacy skills through the production and analysis of film, photography, and other media constructs. Students will investigate film history, a variety of differing film genres, and directing techniques for the purpose of applying this knowledge to the development of their own original short films. They will learn traditional photojournalism techniques and composition while using a variety of technologies and processes. Throughout the course, students will examine media's transformative effect and influence on the traditional values and beliefs of our culture.

Course Fee: \$20

IDC4UE**Media Studies, Grade 12 (University)****Prerequisite: Grade 11 English ENG3U**

This course emphasizes the consolidation of literacy, critical, and creative skills development that will enable students to understand media communication in the twenty-first century and to effectively use a wide variety of media production and deconstruction techniques for different purposes and audiences. Through analyzing the forms and messages of a variety of media productions and through creating their own media works, students will develop critical thinking and analytical skills, aesthetic and ethical judgment, and experience in viewing, representing, listening, speaking, reading, and writing. The students will also have a critical awareness of the impact and influence of media on our culture and values.

GUIDANCE



GUIDANCE COURSES

GRADE 9

- **LEARNING STRATEGIES**

GRADE 10

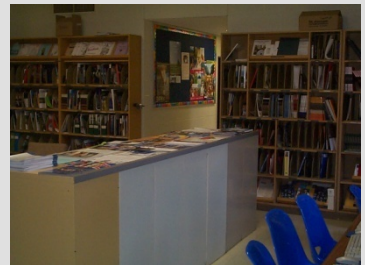
- **CAREERS**
- **DISCOVERING THE WORKPLACE**

GRADE 11

- **CO-OP (DESIGNING YOUR FUTURE)**

GRADE 12

- **CO-OP (NAVIGATING THE WORKPLACE)**



GLE 10

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, (Open)

Referral required by Grade 8 Principal or Grade 9 English Teacher

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.

GLC 20

Career Studies, Grade 10, (Open), (.5 Credit)

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning opportunities, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.

GLD20**Discovering the Workplace Package, Grade 10, (Open)**

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

This course is part of a 2 credit package. The other credit is a combination of 0.5 credit from each of GLC202 (Careers) and CHV202 (Civics). This course will integrate the expectations of the 3 courses over a half a day time frame. Must be selected in combination with GLC202 and CHV202.

DESIGNING YOUR FUTURE CO-OP, GRADE 11**GWL3OCC**

This course prepares students to make successful transitions to post-secondary work and education or training. Students will explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students will target appropriate post-secondary education or training options and begin to implement an action plan for post-secondary success.

NAVIGATING THE WORKPLACE CO-OP, GRADE 12**GLN4OCC**

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences (e.g. information interviews, work experiences). They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required.

HEALTH AND PHYSICAL EDUCATION



HEALTH & PHYSICAL EDUCATION COURSES

HEALTH & PHYSICAL EDUCATION

GRADE 9

- **HEALTHY ACTIVE LIVING**

GRADE 10

- **HEALTHY ACTIVE LIVING**
- **PERSONAL FITNESS**

GRADE 11

- **OUTDOOR EDUCATION**
- **PERSONAL FITNESS**
- **RECREATIONAL PHYSICAL EDUCATION**

GRADE 12

- **EXERCISE SCIENCE**
- **PERSONAL FITNESS**
- **RECREATIONAL PHYSICAL EDUCATION**
- **RECREATIONAL AND FITNESS LEADERSHIP**
- **CO-OP**

Careers in Physical Education

WORK

Coach
Dance Instructor
Ski Instructor
Lifeguard
Mail Carrier
Model
Stunt Person

UNIVERSITY

Recreation Therapist
Physical Education Teacher
Athletic Therapist
Fitness Consultant/Coach
Sport/Health Promoter
Sport Psychologist
Rehabilitative Programmer
Sport Program Manager
Kinesiologist
Facility Operations Manager
Chiropractor or Physiotherapist
Sport Historian
Sports Journalist or Agent

COLLEGE

Recreation Leisure Programmer
Fitness and Health Promoter
Sport Manager
Coach & Sport Developer
Massage Therapist
Paramedic
Sport Equipment Manager
Sport Marketer
Adventure/Tourism Manager

**PPL10X
PPL10Y**

**PPL20X
PPL20Y
PAF20**

**PAD30
PAL30/30X
PAF30/30X**

**PSE4U
PAL40/40X
PAF40/40X
PLF4C**



PPL10X/Y

Healthy Active Living, Grade 9, (Open) X – Female; Y – Male

This course focuses on two areas: Physical Activity and Health Education. In the Physical Activity strand, this course helps students learn how to participate actively in Invasion/Territory games such as soccer, floor hockey, basketball, rugby, and ultimate frisbee as well as in Net/Wall games such as volleyball and badminton. Developing personal movement skills is also emphasized and promotes lifelong participation in a variety of sport and recreation activities. In the activity component, students will explore their physical abilities and try to improve their strength, endurance, speed and flexibility. The health component addresses the knowledge and skills that students need to make informed decisions related to healthy growth and sexuality, substance use and abuse and personal safety. Students will also receive training in C.P.R.

PPL20X/Y

Healthy Active Living, Grade 10, (Open) X – Female; Y – Male

This course emphasizes daily participation in a variety of physical activities. Students will develop the knowledge, skills and attitudes needed to enjoy a healthy lifestyle and to build a commitment to lifelong participation in physical activity. Student learning will include the application of movement principles to refine skill development and strategies and tactics in Invasion Territory (basketball, floor hockey, dodge ball, soccer, football, rugby) and Net Wall (badminton, volleyball) games. In the living skills component of this course, students will learn and apply decision making, conflict resolution, and social skills. Units explored in the healthy living component include healthy growth and sexuality, nutrition, substance use and abuse, and body image. Both the physical activity and health strands focus on positive, responsible personal and social behaviour to aid students in making safe and smart decisions. Additional activities may include: tennis, ultimate Frisbee, dance, baseball and other field games.

PAF20**Personal Fitness (CO-ED), Grade 10, (Open)**

This course focuses on improving each student's individual fitness level. Activities are designed to improve cardiovascular fitness, muscular strength and endurance, flexibility and power. Students will set SMART goals and learn how to analyze and refine goals. Correct form and technique along with individual safety will be emphasized. Students will Explore and analyze good nutrition practices and understand how nutrition relates to improved performance. In the health units, students will participate in activities designed to develop Their problem solving and communication skills. Activities practiced in this course reflect Students' interests and may include: training for a 5 km run, strength training, Pilates, yoga, Zumba, weight training, self defence, swimming, spinning, circuits, and a trip to the Good life Club.

**PAD 30****Outdoor Education (CO-ED), Grade 11, (Open)**

The focus of this course is the preparation and participation in three extended field trips. They include: a 5 day canoe trip, a 3 day cycling trip and a 2 day winter camp trip. The development of a healthy lifestyle is emphasized through the participation in the following activities: canoeing, biking, paddle design, camping, ropes course, snowshoeing, cross-country skiing and orienteering. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal setting, decision making, coping, social and interpersonal skills through outdoor experiences. Students will also study components of healthy relationships, reproductive health, mental health and personal safety.

Course fee is \$250.00.

PAF 30**Health for Life (CO-ED), Grade 11, (Open)**

Students will have the opportunity to engage in a variety of personal and group fitness programs concentrating on cardiovascular, strength and flexibility. Focus for the course is on each individual's fitness level and can be sports specific. A study of proper nutrition, goal setting and fitness program development will supplement the daily workouts. Students will be tested on their fitness level repeatedly throughout the semester and fitness gains will be documented. Areas of concentration are strength training, circuits, tabata intervals, Yoga, Pilates, swimming, running, descending ladders, group challenges, Cross fit and other cutting edge activities.

PAF 30X

Health for Life (FEMALES ONLY), Grade 11, (Open)

This course focuses on the development of a healthy active lifestyle and participation in a variety of fitness related activities that have the potential to engage student's interest in personal fitness throughout their lives. Students will be involved in developing a balanced personal program incorporating cardiovascular, strength and flexibility training focusing on what is best for females. A series of fitness tests will be completed and used to goal set throughout the semester. A study of proper nutrition and lifestyle activities will supplement your daily 'workouts'. Social and interpersonal skills & decision making will be discussed.

PAL 30

Recreational Physical Education (CO-ED), Grade 11, (Open)

Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision making, social and interpersonal skills. Daily participation in a variety of fun, creative, and interactive games is crucial for student success. Games will be chosen based on the classes' ability and competitive levels.

PAL 30X – Grade 11 (Open)

Recreational Physical Education (FEMALE)

Course description as per PAL30

PSE 4U

Exercise Science, Grade 12, (University)

Prerequisite: Any Grade 11 University or University/ College preparation course in Science, or any Grade 11 or 12 open course in Health and Physical Education

Recommended Preparation: Any 3U science course and ENG3U

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 sports, and the factors that influence an individual's participation in physical activity. Major topics include functional anatomy, biomechanics, exercise physiology, nutrition, sports injuries and the social aspects of sport.

PAL 40

Recreational Physical Education (CO-ED), Grade 12, (Open)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities. Students will have a daily emphasis on personal fitness, active participation and group work through game play and health topics.

PAL 40X

Recreational Physical Education (FEMALE), Grade 12, (Open)

Course description as per PAL40

PAF 40

Personal Fitness (CO-ED) Grade 12 (Open)

In this grade 12 Fitness course, a personal Program of cardiovascular, strength, toning and flexibility training will be set up for you following an assessment of your fitness level. A study of proper nutrition and lifestyle activities will supplement your daily workouts. Fitness retesting will assess your gains in personal fitness.

PAF 40X – Grade 12 (Open)

Personal Fitness (FEMALE)

Course description as per PAF40

PLF4C

Recreation and Fitness Leadership Grade 12, (College)

Pre-requisite: any Grade 11 or 12 Open course in Health and Physical Education

This is the grade 12 Fitness and Leadership Course. Through personal and professional assessment, students will learn and expand on their leadership skills. Through hands on experience, students will learn the important aspects of life long fitness and how to incorporate these skills with themselves and others. These skills will then be put into practice through the planning and implementation of school and community events.



ENVIRONMENTAL INTERDISCIPLINARY STUDIES PROGRAMS



INTERDISCIPLINARY STUDIES PROGRAMS & COURSES

GRADE 10

COMMUNITY ENVIRONMENTAL LEADERSHIP PROGRAM - CELP

- ENGLISH (ACADEMIC)
- CAREER STUDIES (.5 CREDIT)
- CIVICS (.5 CREDIT)
- OUTDOOR ACTIVITIES
- INTERDISCIPLINARY STUDIES

GRADE 11 (OFFERED BY JOHN F. ROSS CVI)

DAVINCI SCIENCE AND ART ENVIRONMENTAL LEADERSHIP PROGRAM

- VISUAL ART (UNIVERSITY/COLLEGE)
- PHYSICAL GEOGRAPHY (UNIVERSITY/COLLEGE)
- ENGLISH (UNIVERSITY)
- BIOLOGY (UNIVERSITY)

GRADE 12

HEADWATERS PROGRAM

- ENGLISH (UNIVERSITY) OR CANADIAN LITERATURE (UNIVERSITY/COLLEGE)
- THE ENVIRONMENT AND RESOURCE MANAGEMENT (UNIVERSITY/COLLEGE)
- OUTDOOR ACTIVITIES
- INTERDISCIPLINARY STUDIES

GRADE 12

BEYOND BORDERS PROGRAM – 4 CREDITS FROM:

- BUSINESS LEADERSHIP
- INTERNATIONAL BUSINESS
- MEDIA STUDIES
- ENGLISH (UNIVERSITY)
- WRITER'S CRAFT
- FUNCTIONS
- HISTORY



INTERDISCIPLINARY STUDIES



COMMUNITY ENVIRONMENTAL LEADERSHIP PROGRAM (CELP)

CELP has a central theme of helping students *develop a relationship with the natural world.*

HIGHLIGHTS INCLUDE:

- Learning in a community setting comprised of students from all Guelph area high schools.
- Experiencing a five night wilderness trip - either a canoe trip in semester one or a winter snowshoe trip in semester two.
- Providing leadership to over 300 elementary students by teaching the grade five “EARTHKEEPER” program.
- Reading literature related to themes of the course.
- Spending a week discovering and researching their community by bicycle.
- Exploring and showing by example, environmentally friendly lifestyles.

Courses involved in the CELP program:

ENG 2DK	English - Academic Level (compulsory credit)
GLC 2OK	Career Studies (half credit – compulsory)
CHV 2OK	Civics (half credit – compulsory)
PAD 2OK	Outdoor Activities (Health and Physical Education)
IDP 3OK	Interdisciplinary Studies

How does a student sign up for CELP?

- a) Sign up for all the above courses on your option sheet.
- b) Pick up an application form from guidance or look at the CELP website by clicking the following link ([CELP/HEADWATERS WEBSITE](#)). Fill out and return to guidance by specified date.
- c) As this is a limited enrolment course, applications will be reviewed and students will be notified in late April if they are successful in their application.

Cost: There will be a course fee in the \$600.00 range; however, no student will be denied this program due to financial reasons. See our website for more information.

Contact: Mr. J. Barr

Prerequisite: We recommend students have completed Grade 9 Academic English

DA VINCI SCIENCE AND ART ENVIRONMENTAL LEADERSHIP PROGRAM SEMESTER 1 ONLY

The Grade 11 DaVinci Science and Art Environmental Leadership Program is a new package of courses offered by John F. Ross CVI. This unique program takes place off-campus, at the J.C. Taylor Nature Centre at the University of Guelph.

Highlights: Students will take courses in Biology, Art, English and Geography in a natural setting nestled amongst hiking trails, forests and ponds with the University Arboretum and Nature Centre close by. Students will explore nature and environmental issues through literature, visual arts, science and geography. They will consolidate what they have learned and develop their leadership and interpersonal skills by teaching an environmental and art-based program to elementary students. Students will participate in a five day wilderness trip which will include biological and artistic components. Throughout the course students will develop communication, critical and creative thinking skills necessary for success in academic and daily life. There will be opportunities to visit the university and participate in some labs and studios and interact with university students and staff.

Courses/Prerequisites in the DAVINCI Program:

AEA30 Exploring and Creating in the Arts, Grade 11, Open

Prerequisite: Any Grade 9 or 10 Arts Course

HSP3U Sociology and Anthropology, Grade 11, University

Prerequisite: English, Grade 10, Academic

ENG3U English, Grade 11, University Preparation

Prerequisite: English, Grade 10, Academic

SBI3U Biology, Grade 11, University Preparation

Prerequisite: Science, Grade 10, Academic

Cost: There will be a course participation fee of approximately \$300. However, no student will be denied due to financial reasons. Students will be expected to find their own transportation to and from the site.

Application forms are available in the Guidance Office or from the Da Vinci website at www.ugdsb.on.ca/jfr/davinci

HEADWATERS

Headwaters will have as its theme, “*A journey to the source*”.

HIGHLIGHTS INCLUDE:

- Experiencing a 6 night fall canoe trip or winter snowshoe trip, a full day solo, and a 3 night bioregional trip.
- Enhancing the wilderness travel experience on the Canadian landscape through the crafts of carving canoe paddles or sewing snowshoe moccasins.
- Planting and harvesting a food garden.
- Interviewing community citizens through a cultural journalism project with the end goal of publishing a journal
- Uncovering our human impacts on the earth and learning about eco-effective practices and possibilities.
- Beginning a personal narrative journey of one’s own relationship to the land.



Courses involved in the *HEADWATERS* program:

CGR4MK The Environment and Resource Management
 ENG4UK University English (Prerequisite ENG3U) or ETC3MK (Prerequisite ENG3C)
 PAD4OK Outdoor Activities
 IDP4OK Interdisciplinary Studies

How does a student sign up for *HEADWATERS*?

- 1) Sign up for all the above courses on your option sheet.
- 2) Pick up an application form from guidance or look at the Headwaters website at www.celp.info. Fill out and return to the guidance office by the specified date.
- 3) As this is a limited enrolment course, applications will be reviewed and students will be notified in late April if they are successful in their application.

Cost: There will be a course fee in the \$750 range; however, no student will be denied this program due to financial reasons. See our website for more information. **Contact:** Mrs. J. Dalziel

Prerequisite: This program will target students who have already completed the grade 10 CELP program; however, it is not a prerequisite for *HEADWATERS*.

BEYOND BORDERS EXPLORING EDUCATIONAL OPPORTUNITIES SEMESTER 1 ONLY

Beyond Borders offers active, involved, community-minded Grade 12 students a unique, integrated and experiential opportunity to combine Business, English, Media and Leadership learning with a focus on globalization, technology and social responsibility.

Highlights: Leadership development at Camp Tawingo; business competitions via DECA; trips to New York City, Toronto, Hamilton; working with University of Guelph for transition to post-secondary education

Students can choose from the following fall semester course packages:

The CEO Package:

Students will prepare to become effective managers in today's changing world. This package specializes in business leadership development, team work and communication. Students will produce and analyze a range of media and literary works with a focus on meeting the challenges and demands of business in the 21st century.

Mandatory Course Credits: Business Leadership (BOH4M), English (ENG4U), and International Business (BBB4M)

Students choose one of the following: Functions (MHF4U), English Writer's Craft (EWC4U) or Media Studies (IDC4U)

Global Connections Package:

Students will examine a range of contemporary global issues such as the international marketplace and the influence of media institutions on contemporary society. This package specializes in developing critical thinking skills as well as writing skills and business leadership acumen. Students will produce a range of written and visual pieces that correspond to a focus on critical thinking.

Mandatory Course Credits: Business Leadership (BOH4M), English (ENG4U), and History (HZZ4U)

Students choose one of the following: Functions (MHF4U), English Writer's Craft (EWC4U) or Media Studies (IDC4U)

Applications can be found on the Beyond Borders Website: beyondborders1.ca
All applications must be submitted electronically and a hard copy to the Guidance Office by February 27th



URBAN ARTS M.A.D.E. IN GUELPH – OFFERED AT GCVI SEMESTER 2 ONLY

Urban Arts is an innovative program designed for Grade 11 students with a keen interest in the Arts. The courses focus on the creative exploration of the arts and all levels of ability are welcome in this collaborative environment. Students will explore Music, Art, Drama and English in an integrated, non-traditional environment at the Guelph Youth Music Centre. In this downtown setting, student “artpreneurs” will experience real world opportunities through local partner-ships, develop their craft, and become confident, creative thinkers. *There will be a course fee in the range of \$500; however no student will be denied this course due to financial reasons. See your Guidance Office for more information. Offered in the winter semester, 2015.*

Develop new skills and meet working artists through Artist-led workshops

Learn in a collaborative setting comprised of students from all Guelph-area high schools

Earn 20 Community Service hours with local Arts Partners

Travel to Montreal for the Montreal International Festival of Films on Art (cost TBA)

Experience a full day at Toronto's Scratch Lab DJ Institute

Visit the Art Gallery of Ontario (AGO)

Attend professional theatre productions and workshops

Participate in dance workshops designed to enhance the Urban Arts experience

Plan, create and promote student exhibitions and performances for the public

Credits Earned: All courses will be taught from an interdisciplinary perspective.

Music AMC 3M: Music for Creating (University/College)

Experience different approaches to musical creation, performance and dissemination

Create music and sound using instruments, the body and cutting edge technologies prevalent in today's music industry

Learn from professional musicians, composers, sound engineers and radio broadcasters in a variety of settings that drive cultural life in the local community

Art AWT 3M: Non Traditional Media (University/College)

Form collaborative Digital based media productions

Create and experiment with sculpture installations, murals and street art within the community setting

Learn from professional artists in a variety of settings that foster artistic success in the local community and galleries towards becoming an artist as a business

Drama ADD 3M: Drama Production (University/College)

Form a production company and assume the roles of actors and technicians in the development of several dramatic pieces

Perform collaboratively-developed, publicly-presented theatre pieces

English ENG 3U: English (University)

Read and demonstrate an understanding of novels, short stories, and poetry with an emphasis on thematic analysis and language

Produce coherent and effective written work with particular emphasis on Literary Essays through the use of a variety of organizational structures and processes

Prerequisites

ENG 2D (English, Grade 10 Academic)

Experience in one Arts area in either grade 9 or 10

LANGUAGES

**LATIN
FRENCH
JAPANESE
SPANISH**

LANGUAGE COURSES

GRADE 9

- FRENCH

GRADE 10

- FRENCH
- INTRODUCTORY LATIN

GRADE 11

- FRENCH
- LATIN
- INTRODUCTORY JAPANESE
- INTRODUCTORY SPANISH

GRADE 12

- FRENCH
- LATIN

CAREER OPPORTUNITIES IN MODERN LANGUAGES

- Flight Attendant
- Tour Guide
- Translator
- Immigration Officer
- Language Teacher
- International Trade and Tourism Agent
- Government Agent
- Press Attaché
- Foreign News Correspondent
- International Sales Rep
- Professor
- Lawyer
- Librarian
- Travel Agent
- Pilot

CAREER OPPORTUNITIES IN ANCIENT LANGUAGES

- Language Teacher/Prof
- Civil Servant
- Lawyer
- Doctor
- Business Professional
- Publisher
- Insurance Agent/Underwriter
- Writer/Film Making
- Museum Curator
- Banker
- Advertising
- Game Development

LANGUAGES

**FSF1D
FSF1P**

**LVLAD
FSF2D
FSF2P**

**LVLBU
FSF3U

LKJBD
LWSAD**

**LVLBU
FSF3U

LKJBD
LWSAD**

LATIN

LVL AD

Introductory Latin, Grade 10, (Academic) Language of Instruction: English

This course introduces students to the achievements of the Classical world through the study of Latin or ancient Greek. Students will learn vocabulary and grammar 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 speak and read aloud in the Classical language at a beginner's level. Through a variety of activities, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs. In addition, students will enhance their literacy skills through language study, and will make connections across the curriculum between the Classical world and the world around them.

LVL BU

Latin, Grade 11, (University)

Prerequisite: LVL AD Language of Instruction: English

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 speak the Classical language. Students will explore such diverse aspects of Classical culture as science and technology, geography and the environment, religion, and social customs, while developing their ability to think critically and make connections across the curriculum between the Classical world and the world around them.

LVL CU

Latin, Grade 12, (University)

Prerequisite: LVL BU Language of Instruction: English

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 and speaking the Classical language. Students will engage in a variety of activities to strengthen their literacy and research skills and to enhance their ability to make connections between the Classical world and other societies.

FRENCH

FSF1D

French, Grade 9, (Academic)

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

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 continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners.

Workbook available for \$12.00.

FSF 1P

French, Grade 9, (Applied)

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

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and 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 the skills necessary to become life-long language learners.

Workbook available for \$12.00.

FSF2D

French, Grade 10, (Academic)

Prerequisite: FSF1D1 or FSF1P1 with high level of achievement and recommendation of grade 9 teacher as this route will be incredibly challenging

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 continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners.

Workbook available for \$15.00.

FSF2P

French, Grade 10, (Applied)

Prerequisite: FSF1P or FSF1D

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 continue to develop their language knowledge and skills through the consolidation of language-learning strategies for interpreting texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners. **Workbook available for \$13.00.**

FRENCH

FSF3U

French, Grade 11, (University)

Prerequisite: FSF2D

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

Workbook available for \$15.00.

FSF4U

French, Grade 12, (University)

Prerequisite: FSF3U

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

Workbook available for \$15.00.

JAPANESE AND SPANISH

JAPANESE

LKJ BD

Introductory Japanese (Offered in Grade 11)

This course is designed to enable students to begin to communicate with Japanese speakers. Students will also learn to read and write in Japanese. Students will use simple language and read age-and language-appropriate passages for various purposes. They will explore aspects of the culture of Japan, including social customs and the arts. No previous knowledge of Japanese is required.

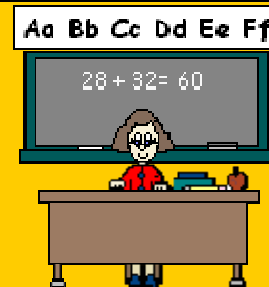
SPANISH

LWSAD

Introductory Spanish (Offered in Grade 11)

This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading, and writing in Spanish. Students participate in interactive activities which prepare them to apply their language skills in communication with native speakers of the language. Students explore aspects of culture in regions where the language is spoken including music, family tradition, food and celebrations.

MATHEMATICS



MATHEMATICS COURSES

GRADE 9

- PRINCIPLES OF MATHEMATICS
- FOUNDATIONS OF MATHEMATICS

GRADE 10

- PRINCIPLES OF MATHEMATICS
- FOUNDATIONS OF MATHEMATICS

GRADE 11

- FUNCTIONS
- PRE-AP FUNCTIONS
- FUNCTIONS & APPLICATIONS
- FOUNDATIONS FOR COLLEGE MATH
- MATHEMATICS FOR EVERYDAY LIFE

GRADE 12

- CALCULUS & VECTORS
- ADVANCED FUNCTIONS
- DATA MANAGEMENT
- COLLEGE TECHNOLOGY
- FOUNDATIONS FOR COLLEGE MATH
- MATHEMATICS FOR WORK & EVERYDAY LIFE
- CO-OP

Careers in Mathematics

Work

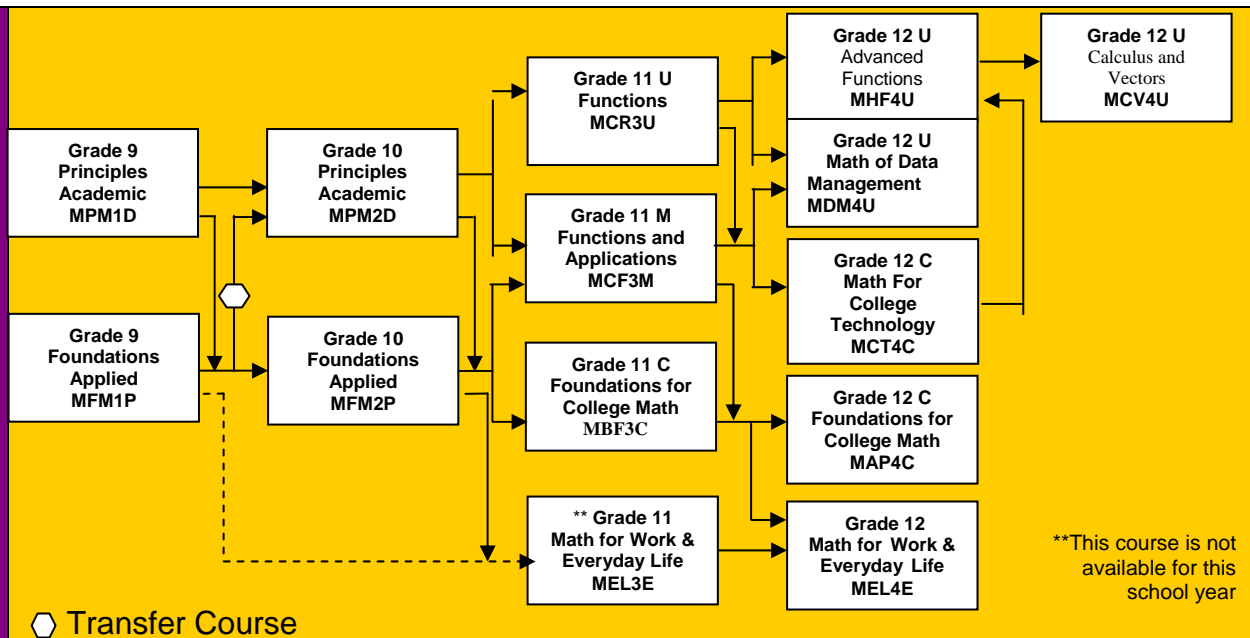
- Cashier
- Bank Teller
- Bookkeeper
- Tile Setter
- Building Superintendent
- Flight Attendant
- Sales Rep

Apprenticeship and College

- Tool and Die Maker
- General Carpenter
- Cabinet Maker
- General Machinist
- Industrial Mechanical Millwright
- Electrician
- Auto Mechanic
- Avionics Technician

University

- Mechanical/Civil Engineer
- Statistician
- Methodologist
- Math Teacher
- Architect
- Aerospace Engineer
- Accountant
- Architectural Assistant
- Senior Draftsperson
- Pilot
- Air Traffic Controller
- Actuary
- Computer Sciences
- Systems Analyst
- Insurance Agent



MPM1D

Principles of Mathematics, Grade 9, (Academic)

This course enables students to develop an 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 relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MFM1P

Foundations of Mathematics, Grade 9, (Applied)

This course enables students to develop an 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 relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MPM2D

Principles of Mathematics, Grade 10, (Academic)

Prerequisite: MPM1D (a minimum of 70% is strongly recommended)

or MFM1P (with a high level of achievement, recommendation of grade 9 math teacher and completion of summer school transfer course)

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 relations 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 and communicate their thinking as they solve multi-step problems.

MPM 2DB

Principles of Mathematics, Grade 10, (Enriched)

Prerequisite: MPM 1D with high achievement and approval of the Mathematics

Department

Enrolment in this course is limited and a separate application including teacher recommendation will be required.

This limited enrolment course will meet the same expectations as MPM 2D1 but some topics will be studied in greater depth. The pace of the course will be faster to allow for expansion of topics plus additional topics to meet the needs and interests of the students. Students must have demonstrated a high level of interest, achievement and self-motivation in MPM1D1 and be able to work both independently and collaboratively.

MFM2P

Foundations of Mathematics, Grade 10, (Applied)

Prerequisite: MFM1P or MPM1D

This course enables students to consolidate their understanding of linear relations 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 relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MCR3U

Functions, Grade 11, (University)

Prerequisite: MPM2D/2DB (a minimum of 70% is strongly recommended)

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

MCR3UP

Pre-AP Functions, Grade 11, (University)

Prerequisite: MPM2D/2DB (a minimum of 70% is strongly recommended)

See MCR3U for course description. This course will prepare students for Advanced Placement Grade 12 Math.

MCF3M

Functions and Applications, Grade 11, (University/College)

Prerequisite: MPM2DB or MPM2D or MFM2P (a minimum of 70% is strongly recommended)

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 applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MBF3C

Foundations for College Mathematics, Grade 11, (College)

Prerequisite: MFM2P or MPM2D

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

MEL3E NOT OFFERED THIS YEAR

Mathematics for Work and Everyday Life, Grade 11, (Workplace)

Prerequisite: MFM1P or MPM1D

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.

MCV4U

Calculus and Vectors, Grade 12, (University)

Prerequisite: Advanced Functions (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

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

MHF4U

Advanced Functions, Grade 12, (University)

Prerequisite: MCR3U or MCT4C (a minimum of 70% is strongly recommended)

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

MDM4U

Mathematics of Data Management, Grade 12, (University)

Prerequisite: MCF3M or MCR3U

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

MCT4C

Mathematics for College Technology, Grade 12, (College)

Prerequisite: MCF3M (a minimum of 70% is strongly recommended),

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.**

MAP 4C

Foundations for College Mathematics, Grade 12, (College)

Prerequisite: MBF 3C or MCF 3M or MCR 3U

Note: This course may not meet the entrance requirements for many college programs.

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

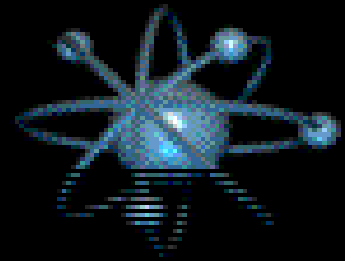
MEL 4E

Mathematics for Work and Everyday Life, Grade 12, (Workplace)

Prerequisite: Any grade 10 math course or approval of Mathematics Department

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will use statistics in investigating questions; apply the concept of probability to solve problems in 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.

SCIENCE



SCIENCE COURSES

GRADE 9

- SCIENCE

GRADE 10

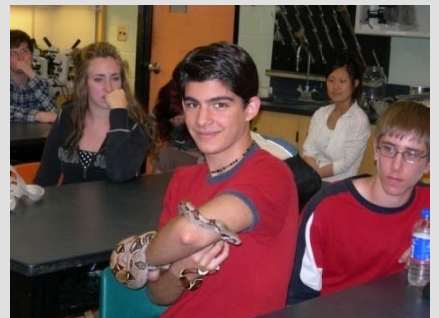
- SCIENCE

GRADE 11

- BIOLOGY
- CHEMISTRY
- PHYSICS
- ENVIRONMENTAL SCIENCE

GRADE 12

- BIOLOGY
- CHEMISTRY
- PHYSICS
- HEALTH SCIENCE
- EARTH AND SPACE SCIENCE
- BIOTECHNOLOGY
- HEALTH SCIENCE
- CO-OP



SCIENCE

SNC1D	SNC2D SNC2DB	SBI3U SCH3U SCH3UP SPH3U SVN3M	SBI4U SBI4UB SCH4U SCH4UP IDP4U SPH4U SES4U SNC4M
SNC1P	SNC2P	SBI3C	SCH4C SPH4C

SNC1D

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.

SNC1P

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.

SNC2D

Science, Grade 10, (Academic)

Prerequisite: SNC1D or SNC11 (with high level of achievement and recommendation of grade 9 teacher)

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.

SNC 2DB

Science, Grade 10, (Enriched)

Prerequisite: SNC 1D with high achievement

Course description as in SNC 2D. Students should have demonstrated a high level of interest, motivation and achievement in SNC 1D and be able to work both independently and collaboratively. Enrolment may be limited – admission will be determined by academic standing in SNC1D, teacher recommendation and/or an application.

SNC2P**Science, Grade 10, (Applied)****Prerequisite: SNC1D or SNC1P**

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.

SBI3U**Biology, Grade 11, (University)****Prerequisite: SNC2D or SNC2DB**

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

SBI3C**Biology, Grade 11, (College)****Prerequisite: SNC2D or SNC2P**

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

This course is for students intending to study applied sciences at community college.

SCH3U**Chemistry, Grade 11, (University)****Prerequisite: SNC2D or SNC2DB****Recommended Preparation: MPM 2D**

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

SCH 3UP**Pre-AP Chemistry, Grade 11****Prerequisite: SNC2DB or SNC2D with high achievement.**

Course description as in SCH 3U. SCH 3U will emphasize preparation for the AP Chemistry Exam

SCH 3C**Chemistry, Grade 11 (College)**

There is no college-level chemistry course offered in Grade 11 in Ontario. Students who select this option will be placed in SCH4C, which is recommended for students intending to study applied sciences at community college.

SPH3U**Physics, Grade 11, (University)****Prerequisite: SNC2D1or SNC2DB.****Recommended Preparation: MPM 2D**

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

SVN3M**Environmental Science, Grade 11, (University/College)****Prerequisite: SNC2D or SNC2DB or SNC2P**

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.

SBI4U**Biology, Grade 12, (University)****Prerequisite: SBI3U****Strongly recommended preparation: SCH3U**

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

SBI 4UB**Biology, Grade 12, (Enriched)****Prerequisite: SBI 3U with high achievement**

Course description as in SBI 4U. The emphasis is preparation for the AP Biology Exam

SCH4U**Chemistry, Grade 12, (University)****Prerequisite: SCH3U or SCH3UB**

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

SCH4UP**AP Chemistry, Grade 12,****Prerequisite: SCH3UB or SCH3U with high achievement**

Course description as in SCH 4U. SCH 4UP will emphasize preparation for the AP Chemistry Exam

SCH4C

Chemistry, Grade 12, (College)

Prerequisite: SNC2D or SNC2P

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

This course is for students intending to study applied sciences at community college.

SPH4U

Physics, Grade 12, (University)

Prerequisite: SPH3U

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

SPH 4C

Physics, Grade 12, (College)

Prerequisite: SNC 2D or SNC 2P

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

This course is for students intending to study applied sciences at community college.

SES 4U

Earth and Space Science, Grade 12, (University)

Prerequisite: SNC2D or SNC2DB

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

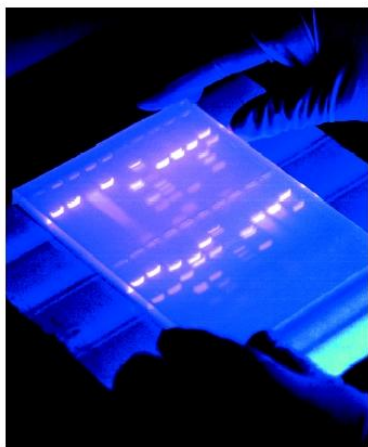
SNC4M

Health Science, Grade 12, (University/College)

Prerequisite: SNC2D or SNC2DB or any Grade 11 U, M or C Science Course

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

BIOTECHNOLOGY COURSE



Electrophoresis of DNA



Fluorescent Bacteria



IDP 4U

Biotechnology, Grade 12, (University)

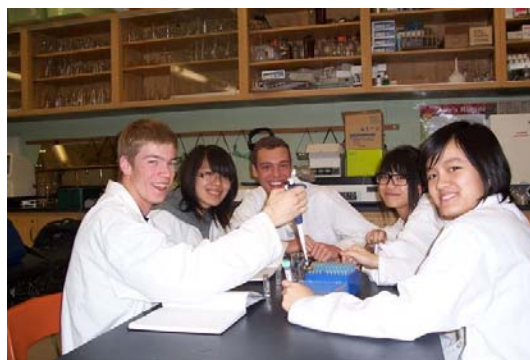
Pre or Co-requisite: SCH 4U and SBI 4U

The grade 12 interdisciplinary Biotechnology course is designed around three goals. These are:

1. to understand the interdisciplinary nature of biotechnology through the application of molecular biology theory, chemical and physical principles during laboratory investigations;
2. to learn and utilize a biotechnology research skill set to design and implement the processes and methods of biological research while critically evaluating, analysing and communicating their data and findings to their peers;
3. To evaluate the impact and consequences of humankind utilizing biotechnology within our society and the global environment.

The course has both theoretical and experimental components.

There is a \$25 lab enhancement fee.



SOCIAL SCIENCE & HUMANITIES

FAMILY STUDIES SOCIAL SCIENCE WORLD RELIGIONS

FAMILY STUDIES COURSES

GRADE 10

- FOOD AND NUTRITION

GRADE 11

- HOUSING AND HOME DESIGN
- UNDERSTANDING FASHION
- RAISING HEALTHY CHILDREN

GRADE 12

- PERSONAL LIFE MANAGEMENT
- NUTRITION AND HEALTH
- FAMILIES IN CANADA
- THE WORLD OF FASHION
- CO-OP

Career Opportunities in Family Studies

People attracted to Family Studies careers like to work with people. Post secondary programs may include education, child and family services and social services.

WORK

Baker
Daycare Worker
Food Preparation Person
Tailor/Dressmaker
Fashion Retailer

APPRENTICESHIP

Early Childhood Educator
Child and Youth Worker
Educational Assistant
Cook or Baker
Hair Stylist
Aesthetician

UNIVERSITY

Teacher
Occupational Therapist
Lawyer
Midwife
Home Economist
Adoption Services Manager
Psychologist
Family Counsellor
Gerontologist
Dietician or Food Technologist
Sociologist
Interior Designer
Architect
Fashion Designer

COLLEGE

Real Estate Agent
Home Care Worker
Child and Youth Worker
Interior Decorator
Social Service Worker
Educational Assistant
Chef
Aesthetician
Event Planner
Fashion Consultant
Hotel and Restaurant Manager

HFN20

**HLS30
HNC3C
HPC30**

**HIP40
HFA4U
HFA4C
HHS4U
HNB4M**

FAMILY STUDIES

HFN20

Food and Nutrition, Grade 10, (Open)

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

Enhancement Contribution is \$30.00

HLS30

Housing and Home Design, Grade 11, (Open)

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

Enhancement Contribution is \$30.00

HNC3C

Understanding Fashion, Grade 11, (College)

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 principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

This course is strongly recommended preparation for HNB4O, The Fashion Industry.

Enhancement Contribution is \$30.00. Additional costs will depend upon the other projects that students select.

HPC30

Raising Healthy Children, Grade 11, (Open)

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

HIP 40

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.

Enhancement Contribution is \$25.00

HFA4U**Food and Nutrition, Grade 12, (University)**

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

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

Enhancement Contribution is \$30.00

HFA4C**Food and Nutrition, Grade 12, (College)**

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

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

HHS4U**Families in Canada, Grade 12, (University)**

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

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

HNB4M**The World of Fashion, Grade 12, (Mixed – University/College)**

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

Enhancement Contribution is \$30.00. Additional costs will depend upon the other projects that students select.

SOCIAL SCIENCE & HUMANITIES

FAMILY STUDIES
SOCIAL SCIENCE
WORLD RELIGIONS

SOCIAL SCIENCE COURSES

HSG 3M

Gender Studies

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

HSB4U

Challenge and Change in Society, Grade 12, (University)

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

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

WORLD RELIGIONS

HRT 3M

World Religions and Belief Traditions in Daily Life, Grade 11, (University/College)

Prerequisite: CHC 2D or CHC 2P

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.

The History department strongly recommends students successfully complete either CHA3U or CHW3M or HRT3M prior to registering in a 4U course of study.

TECHNOLOGICAL EDUCATION

BROAD-BASED TECHNOLOGY

BROAD-BASED TECHNOLOGY COURSES

GRADE 9

- EXPLORING TECHNOLOGIES

GRADE 10

- COMMUNICATIONS TECHNOLOGY
- CONSTRUCTION TECHNOLOGY
- TECHNOLOGICAL DESIGN
- MANUFACTURING TECHNOLOGY
- TRANSPORTATION TECHNOLOGY

GRADE 11

- CONSTRUCTION TECHNOLOGY
- COMMUNICATIONS TECHNOLOGY
- TECHNOLOGICAL DESIGN
- MANUFACTURING ENGINEERING TECHNOLOGY
- TRANSPORTATION TECHNOLOGY
- HEALTH CARE

GRADE 12

- CONSTRUCTION TECHNOLOGY
- COMMUNICATIONS TECHNOLOGY
- TECHNOLOGICAL DESIGN
- MANUFACTURING ENGINEERING TECHNOLOGY
- TRANSPORTATION TECHNOLOGY
- CO-OP



People attracted to careers in this pathway like to work with things. They like to work with their hands with objects, machines, tools, plants, or animals. This career path includes programs related to the technologies necessary to design, develop, install or maintain physical systems. These may include engineering and related technologies, mechanics and repair, manufacturing technology, precision production, electronics, construction.

These courses will allow you, the student, to work at your own level of ability on equipment that is commonly used in industry. This experience lets you apply skills learned in courses such as Mathematics, Science, Physics and English. Technology courses help you to see how these disciplines interrelate in a practical way.

BROAD-BASED TECHNOLOGY

TIJ101

**TCJ201
TDJ201
TGJ201
TMJ201
TTJ201**

**TCJ3C1/3E1
TDJ3M1
TGJ3M1
TMJ3C1
TTJ301
TTJ3CD
TTJ30X**

**TCJ4C1/4E1
TDJ4M1
TGJ4M1
TMJ4C1
TTJ4E1
TTJ4CD**

INTEGRATED TECHNOLOGY COURSES

TIJ101

Integrated Technology, Grade 9, (Open)

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

Course Fee - \$10



CONSTRUCTION TECHNOLOGY COURSES

CONSTRUCTION TECHNOLOGY

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

Course Fee: \$25

TCJ3C1

Construction Technology, Grade 11, (College)

Recommended Preparation: TCJ201

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

Course Fee: \$25

TCJ3E1

Construction Technology, Grade 11, (Workplace)

Recommended Preparation: TCJ201

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.

Course Fee: \$25

BOTH TCJ3C1 AND TCJ 3E MUST BE CHOSEN AS THE DOUBLE CREDIT REQUIREMENT FOR SHSM

CAREER

OPPORTUNITIES IN CONSTRUCTION TECHNOLOGY

Work

Dry Waller

Roofer

Road Construction

Maintenance Worker

Floor Covering Installer

Bricklayer

UNIVERSITY

Architect

Civil Engineer

Industrial Designer

COLLEGE

Construction or

Engineering

Technician

Brick and Stone Mason

Construction or Industrial

Electrician

General Carpenter

Plumber

Sheet Metal Worker

Cabinet Maker

APPRENTICESHIP

General Carpenter

Electrician

Cabinet Maker

TCJ4C1

Construction Technology, Grade 12, (College)

Prerequisite: TCJ3C1

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.

Course Fee: \$25

TCJ4E1

Construction Technology, Grade 12, (Workplace)

Prerequisite: TCJ3E1

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.

Course Fee: \$25

The following courses are approved as construction SHSM major credits:

TCJ3E1

TCJ3C1

TDJ3M

TCJ4E1

TCJ4C1

TDJ4M1

TECHNOLOGICAL DESIGN COURSES

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.

Course Fee: \$10



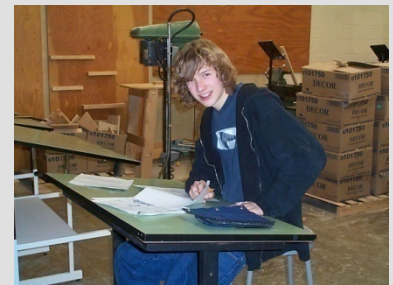
TDJ3M1

Technological Design, Grade 11, (University/College)

Recommended Preparation: TDJ2O1

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.

Course Fee: \$10



TDJ4M1

Technological Design, Grade 12, (University/College)

Prerequisite: TDJ3M1

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.

Course Fee: \$10



COMMUNICATIONS TECHNOLOGY COURSES

TGJ2O1

Communications Technology, Grade 10, (Open)

This course requires students to complete a range of communications technology projects. These may include creating printed stationery, short videos, computer-generated animations, and graphical information displays. Students will learn to transfer information using electronic, live and graphic communication methods. The knowledge and skills they will develop will provide a basis for careers in areas such as publishing, advertising, print production, animation, photography, and journalism.

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 will explore college and university programs and career opportunities in the various communications technology fields.

TGJ4M1

Communications Technology, Grade 11, (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.

Course fee: \$10

MANUFACTURING TECHNOLOGY COURSES

MANUFACTURING TECHNOLOGY

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 moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

Course Fee: \$20

TMJ3C1

Manufacturing Engineering Technology, Grade 11, (College)

Recommended Preparation: TMJ2O1

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

Course Fee: \$20

TMJ4C1

Manufacturing Engineering Technology, Grade 12, (College)

Prerequisite: TMJ3C1

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

Assessment Fee: \$20

The following courses are approved as manufacturing SHSM major credits:

TEJ3M
TEJ4M1

TDJ3M1
TDJ4M1

TMJ3C1
TMJ4C1

TMJ3E1

CAREER

OPPORTUNITIES IN MANUFACTURING TECHNOLOGY

WORK

Machine Operator
Mechanic
Quality Control Inspector

UNIVERSITY

Mechanical Engineer
Chemical Engineer

COLLEGE

Manufacturing Engineering
Mechanical Engineering
Technician – Numerical
Control Robotics
Distribution/Logistics

APPRENTICESHIP

General Machinist
Mould Maker
Industrial Mechanic
Millwright
Machine Tool Builder and
Integrator
Welder
Heavy Duty Equipment
Technician
Tool and Die Maker

TRANSPORTATION TECHNOLOGY COURSES

TTJ201

Transportation Technology, Grade 10, (Open)

This course is an introduction to the transportation industry. It is a progression that leads students from basic bicycle repairs to small engine repairs and finishes with basic automotive maintenance. A series of practical tasks will help students develop problem solving, diagnostic, and mechanical aptitude. Students will also explore career and college opportunities in the transportation sector.

Assessment Fee: \$10

TTJ301 (formerly TTJ3C1)

Transportation Technology, Grade 11, (Open)

Recommended Preparation: TTJ201

This course is designed as a general interest course that enables students to become familiar with the options and features of various vehicles, registration issues, legal requirements of owning a vehicle and the maintenance required to keep a vehicle in good running shape. Students will develop skills and explore careers in the transportation industry.

Assessment Fee: \$10

TTJ3CD

Transportation Technology, Grade 11, (College)

2-Credits, 1 each semester

Recommended Preparation: TTJ201

This course is designed for students wanting to obtain apprenticeship or enter college programs that will lead to careers in the transportation industry. Students will develop technical knowledge and skills as they study, test, service and repair engine, electrical, suspension, brake and steering systems on shop, student, and customer vehicles. Students will develop diagnostic skills that will serve them in the skilled trade or workplace.

Assessment Fee: \$10

TTJ30X FEMALES ONLY MAY APPLY

Transportation Technology: Vehicle Ownership, Grade 11, (Open)

This course is designed as a general interest course that enables students to become familiar with the options and features of various vehicles, registration issues, legal requirements of owning a vehicle and the maintenance required to keep a vehicle in good running shape. Students will develop skills and explore careers in the transportation industry.

Assessment Fee: \$10

CAREER OPPORTUNITIES IN TRANSPORTATION TECHNOLOGY

WORK

Tire, Wheel, and Rim
Mechanic
Trucker
Airport Ground Crew
Road Maintenance
Automotive Glass
Technician

UNIVERSITY

Aeronautical Engineer
Mechanical Engineering

COLLEGE

Materials Manager
Distributor/Logistician

APPRENTICESHIP

Auto Service Technician
Truck and Coach Technician
Farm Equipment Technician
Heavy Duty Equipment
Technician
Small Engine Technician
Auto body and Collision
Repairer

TTJ4E1**Transportation Technology, Grade 12, (Open)****Prerequisite: None**

This course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into apprenticeship in the motive power trades. Students will learn about careers in the transportation industry and the skills and training required for them.

Assessment Fee: \$10

TTJ4CD**Transportation Technology, Grade 12, (College)****2-Credits, 1 each semester****Prerequisite: TTJ3CD**

This course allows 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. Students will refine their skills through practical tasks, using a variety of tools and equipment. A further exploration into careers in the transportation sector will be reviewed.

Assessment Fee: \$10

HEALTH CARE

TPJ3C1

Health Care, Grade 11, (College)

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

TPJ3M1

Health Care, Grade 11, (Mixed)

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

CO-OPERATIVE EDUCATION

**SUBJECT-BASED Co-OP
GUIDANCE Co-OP
O.Y.A.P.**

CO-OP PROGRAMS

What is Co-operative Education?

Co-operative Education is a unique educational process designed to promote skill development, individual career development, and self-awareness by integrating classroom learning with planned and supervised practical experiences in a community placement.

Basic Principle of Co-operative Education

The basic principle of Co-operative Education is that personal growth and career development are best achieved by an educational method which combines classroom learning with practical experiences. Learning does not confine itself to academic mastery. A student's attitude, interests, values, needs, and motives depend equally upon practical experience and traditional academic learning. Co-operative Education provides the reality and relevancy to education and develops the whole person because it bridges the gap between classroom study and what a student needs to know to become a productive member of society.

Goals of Co-operative Education

- a) To better prepare students for careers.
- b) To assist students to better understand classroom learning through practical application in real life situations.
- c) To develop in students an understanding of employers' expectations in real job situations.
- d) To increase student motivation.
- e) To assist students in developing appropriate plans for post-secondary employment and/or education.
- f) To develop in each student a positive self-image.
- g) To assist students in developing, reinforcing and/or expanding marketable skills.
- h) To assist students to better understand and appreciate the world of work.
- i) To help students discover their true interests and abilities and test their aptitudes.

What Are The General Criteria And Features For All Co-op Credit Courses?

- Students are usually not paid while on the job during regular school time. Students earn credits for the education experience.
- Generally, students are responsible for their own transportation to and from the workplace.
- Co-op teachers regularly monitor the students at the work site.
- Student preferences for Co-op placements are identified before the program begins, in consultation with Co-op teachers who are knowledgeable in the subject field. During pre-employment, students interview with prospective employers, and following an in depth selection process, job placements are made. Individual Learning Plans are developed to ensure that a meaningful experience occurs at the work site.

- Students on Co-op are required to spend 3 hours per day on the job. Generally, students are not required to go to their work stations during school holidays or examination periods.
- Accident and liability insurance is carried by the Board of Education for students participating in Co-operative Education programs. Co-op students are covered by Workers' Compensation during the period they are on Co-op. The employer is responsible for Workers' Compensation coverage for time worked beyond the agreed Co-operative Education hours.

How Are Students Selected?

Students participating in co-op courses are screened by Co-op teachers and then by employers prior to final placement. The screening involves an application, resume and interviews, and requires students to secure references from former teachers. This also helps to ensure that the students are matched to the appropriate Co-op program.

How Does Co-op Work?

Co-op courses are designed so that students spend half days (2 credits) or full days (4 credits) in a work placement for the entire semester. Students must have successfully completed, or be enrolled in, an in-school credit course related to the Co-operative Education placement. Students may earn up to 2 credits in each Co-op course for every in-school related credit. There is no limit to the total number of Co-op credits a student may earn. Some classroom sessions are scheduled throughout the semester for de-briefing purposes.

How Are Co-operative Education Students Evaluated?

Marks are based on in-school assignments, reports or independent study projects, and final summative activities. Formal written performance appraisals completed by the community supervisor in conjunction with the Co-op teacher are also taken into consideration.

PRE-SCREENING PROCESS

Some businesses, by their very nature, have a limited number of Co-op placements. Examples include placements in television, graphic arts, photography, police & security, fire departments, physiotherapy, hospital, hotels/hospitality industry, architecture and veterinary medicine.

For these highly desirable, but limited placements, there may be a pre-screening process in the spring of each year.

CO-OPERATIVE EDUCATION

SUBJECT-BASED Co-OP GUIDANCE Co-OP O.Y.A.P.

CO-OP PROGRAMS

1. Choose FTECO2 if you are a SHSM student or if you have taken or are enrolling in any senior level course that relates to the work you want to do. Choose GWL3OCC if you are interested in exploring many different options and you are not a SHSM student. If you have taken GWL30CC previously, choose GLN4OCC and if you are a junior student, choose GLD2OC.
2. If you choose FTECO2, look closely at the pre/co-requisite course to make sure that you have already earned a credit in that course, or that you are also selecting this course on-line. If you are not sure what to select, make a Guidance appointment to see Mrs. Aitken.
3. Co-op is usually a two-credit package. You may be able to earn 3 or even 4 credits in one semester. If you are interested in this option, make a Guidance appointment to see Mrs. Aitken.

Subject Area	Pre/Co-requisites	Co-op Course Code	Types of placements/jobs
Business			
Accounting	BAF3M BAT4M	FTEDU	Banks, Accounting Dep't or Company
Marketing	BMI3C		Marketing Dep't or Company, Advertising, Community Organizations, Market Research, Customer Service, Events Co-ordinator
Information Technology	BTA3O BTX4C		Office (Software Applications), Computer Lab, Teaching Assistant, Technical Editor, PC/LAN Support
Business Leadership	BOH4M		HR Department
Computer Science			
Computer Engineering	TEJ3M TEJ4M	FTEDU	PC/LAN Support, IT Dep't in Companies, Computer Lab
Computer Science	ICS3U ICS4U		Software Development, Web Development/Publishing
Family Studies			
Parenting	HPC3O	FTEDU	Teaching, Day Care Facilities, Preschool Program Assistant, In-school Mentor
Food Science	HFA4M		Restaurants, Food Labs, Food Preparation Facilities - Catering, Bakery, Other Hospitality Services
Fashion	HNC3O HNB4O		Fashion Retail, Garment Design & Production
Housing	HLS3O		Interior Design Company
Guidance			
Discovering the Workplace		GLD2OC	Retail, Office, Restaurant, Fire Department, Military, Teaching Assistant, Horse Barn, Vet Clinic, University, Hotel, Big Brothers, Hair Salon, Aesthetics, Security, Seniors' Homes, Museum, etc.
Designing Your Future	GWL3O	GWL3OCC	
Navigating the Workplace	GLN4O	GLN4OCC	

CO-OPERATIVE EDUCATION

Science

Biology	SBI3C SBI3U SBI4U/E	FTEDU	Human & Animal Health Care - Hospital, Vet Clinic, Physiotherapy, Hospital, U of G, etc.
Chemistry	SCH3U/E SCH4U/E SCH4C		Labs, Pharmacy, U of G, Hospital, etc.
General	SVN3E SVN3M SNC4E SNC4M		Vet Clinic, Teaching Assistant, Lab, Nursing, Research and Development, U of G, Environmental and Waste Management Agencies
Physics	SPH3U SPH4U SPH4C		Optometry, Engineering, Hospital, Lab

Technological Studies

Construction Technology	TCJ3C1 TCJ4C1	FTEDU	Construction Trades - Electrician, Carpentry, Plumbing, Cabinet Making, Drywall Assistant, Maintenance, Stone Mason
Technology Design	TDJ3M TDJ4M1		Drafting - Architecture Firm, Engineering
Manufacturing Design	TMJ3C1 TMJ4C1		Welding, Machining, Tool and Die, Steel Fabrication, Millwright Assistant, Maintenance
Transportation Technology	TTJ3C1 TTJ3E1 TTJ4C1 TTJ4E1		Auto Service, Auto Body, Heavy Equipment Repair, Small Engines

Other

Art	Any Senior Level Course	FTEDU	Floral Design, Teaching Assistant, Gallery, Studio, Graphic Design
Drama			Teaching Assistant, Theatre Group
English			Journalism, T A, Technical Writing, Production
French			Teaching Assistant
Geography			Surveying, Resource Management, Travel Agency
History			Teaching Assistant, Museum
Mathematics			Financial Institutions, Teaching Assistant
Music			Teaching, Retail, Recording Studio
Physical Education			Health Assistant, Fitness Instructor Assistant, Teaching Assistant, Physiotherapy

NOTE: Some businesses have a limited number of co-op placements. Examples include placements in television, graphic arts, photography, police & security, fire departments, physiotherapy, hospital, hotels/hospitality industry, architecture and veterinary medicine. For these highly desirable, but limited placements, there will be a pre-screening process in the spring of each year.

CO-OPERATIVE EDUCATION

**SUBJECT-BASED Co-OP
GUIDANCE Co-OP
O.Y.A.P.**

GUIDANCE CO-OP PROGRAMS

Contact: Mrs. Doris Aitken

DESIGNING YOUR FUTURE CO-OP, GRADE 11 GWL3OCC

This course prepares students to make successful transitions to post-secondary work and education or training. Students will explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students will target appropriate post-secondary education or training options and begin to implement an action plan for post-secondary success.

NAVIGATING THE WORKPLACE CO-OP, GRADE 12 GLN4OCC

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences (e.g. information interviews, work experiences). They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required.

GUIDANCE COOP

COURSE CALENDAR

CO-OPERATIVE EDUCATION

**SUBJECT-BASED CO-OP
GUIDANCE CO-OP
O.Y.A.P.**

ONTARIO YOUTH APPRENTICESHIP PROGRAM-OYAP

Are You Considering a Career in the Skilled Trades? If so, consider OYAP!

Contact: Mrs. Aitken

The Ontario Youth Apprenticeship Program (OYAP) is a specialized Co-op Program for those students interested in Apprenticeship Training. This program allows senior students to complete Co-op credits toward their Ontario Secondary School Diploma (OSSD) and earn hours towards an apprenticeship.

How Will OYAP Benefit You?

OYAP will enable you to:

- focus your educational courses on your desired apprenticeship
- strengthen your skills and expand your knowledge related to your chosen trade
- accumulate a substantial number of hours towards the apprenticeship requirements of your chosen trade
- earn a wage, in some cases, while still receiving credits towards your OSSD

How Does OYAP Work?

All of the descriptions listed in the Co-op section apply to OYAP with the following additions:

- OYAP is generally a 2 year program, usually in grades 11 and 12.
- Students should take a “package” of courses to complement their chosen apprenticeship (i.e. transportation technology is necessary for students interested in the auto service technician apprenticeship).
- OYAP students will complete a “trial” pre-apprenticeship placement; if successful the student may then be “registered” as an apprentice.
- Students on placement will work under the supervision of a qualified journeyman.
- The Workplace Safety and Insurance Board coverage is provided by the Ministry of Education until such time as the student is paid, after which the employer assumes this responsibility.
- Once the student is registered, the Co-op teacher works in conjunction with the Ministry of Training, Colleges and Universities to monitor the progress of the student.
- The Personalized Placement Learning Plan (PPLP) for a “registered” apprentice must complement skills in the training standard for the chosen trade.

O.Y.A.P.

ONTARIO YOUTH APPRENTICESHIP PROGRAM-OYAP

How Do You Apply?

Students interested in OYAP must do the following:

- select Co-op on their option sheet
- complete and return a Co-op application form to the Co-op teacher, indicating their **trade interest**
- submit references from 3 teachers (one of which must be from a teacher in the related subject area)
- participate in a structured interview with the Co-op teacher(s)

Students interested in the OYAP Program must...

- be enrolled as a full-time student
- demonstrate competency in the trade-related subject(s)
- plan their educational courses very carefully to ensure that all graduation requirements are met and preparation is adequate for the desired apprenticeship (see sample chart)
- demonstrate a serious attitude and commitment to their apprenticeship goal

Note: A student's acceptance into the OYAP program does NOT guarantee that a student will be "registered" as an apprentice. School staff and the central Co-op office will do their best to locate a position, but placements and registrations rely on the size and type of placement opportunities within the community, on economic conditions, and on job performance skills demonstrated by the student (OSSD requirements must be met to remain in the OYAP program).

SAMPLE PATHWAY FOR AN OYAP STUDENT: AUTO SERVICE TECHNICIAN

Grade 11 Suggested Courses

- Transportation technology
- Mathematics
- English
- 2 Co-op Credits (Work Placement) tied to Transportation technology
- Choose 2 other courses as electives (Physics is recommended)

Grade 12 Suggested Courses

- Transportation technology
- Mathematics
- English
- 2 Co-op Credits (Work Placement) tied to Manufacturing technology
- Choose 2 additional Co-op credits or 2 electives

NOTE: The apprenticeship will continue after graduation subject to employer satisfaction.

O.Y.A.P.

SPECIALIST HIGH SKILLS MAJOR AT CENTENNIAL

What is it?

The Specialist High Skills Major (SHSM) is one of the six new innovative programs in the Student Success Strategy offered by the Ministry of Education.

Students complete five components required within their SHSM sector and earn a specialized Ontario Secondary School Diploma (OSSD).

Why pursue a SHSM?

The SHSM 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 SHSM 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.

What are the components of a SHSM?

Students in the Specialist High Skills Major:

- select a bundle of 9-10 required credits identified in a Ministry approved framework including:
 - 4 'Major' credits within the sector (2 Grade 11, 2 Grade 12 – see sectors and course codes below)
 - 2 co-op credits linked to the 'Major' credits
 - other required credits including English, science and mathematics;
- earn sector recognized certifications such as First Aid, CPR and WHMIS;
- engage in experiential learning such as job shadowing, job twinning, participating in contests, attending a conference or workshop focusing on the sector;
- engage in 'reach ahead' experiences which provide students with the opportunity to experience the next step in their chosen pathway (i.e.: visit a workplace setting or an approved apprenticeship delivery agent, tour a University or College campus);
- Use the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits. This is completed in co-op.

When do students start a SHSM?

Students are able to enter a SHSM in Grade 11.

What SHSM sectors are offered at Centennial?

Centennial currently has over 150 students enrolled in seven SHSM sectors: Business, Construction, Environmental Studies, Health and Wellness, Information and Communication Technology, Manufacturing and Transportation.

See below for Required SHSM Course Credits for each Sector:

Business SHSM – 9 Credits		
Major Courses	2 Grade 11 Credits	2 Grade 12 Credits
	BAF3M	BAT4M
	BDI3C	BOH4M
	BMI3C	BTX4C
	BTA3O	CIA4U
	CLU3E	CLN4U
	CLU3M	ICS4U
	GPP3O	TCJ4C
	HIR3C	TEJ4M
	ICS3U	
	NDA3M	
	TDJ3M1	
	TEJ3M	
COOP	2 Credit Business Coop	
English		1 Credit Grade 12 English*
Math	1 Credit Grade 11 Math	1 Credit Grade 12 Math**

*Workplace students require Grade 11 and Grade 12 English

**Workplace students required Grade 11 Math only

Construction SHSM – 10 Credits		
Major Courses	2 Grade 11 Credits	2 Grade 12 Credits
	HLS3O	CGW4U
	SPH3U	SPH4C
	TCJ3C1	SPH4U
	TCJ3E1	TCJ4C
	TDJ3M1	TCJ4E1
	TMJ3C1	TDJ4M1
		TMJ4C1
COOP	2 Credit Construction Coop	
English		1 Credit Grade 12 English
Math	1 Credit Grade 11 Math	1 Credit Grade 12 Math*
Business or Science	1 Credit Grade 11 or Grade 12 Business or Science	

* Workplace students require Grade 11 Math only.

Environment SHSM – 9 Credits		
Major Courses	2 Grade 11 Credits	2 Grade 12 Credits
	BAF3M	BAT4M
	BTA3O	BTX4C
	CGF3M	CGO4M
	CGG3O	CGR4M
	CHW3M	CGU4C
	CLU3E	CGW4U
	CLU3M	CLN4U
	GPP3O	PAF4O
	HRT3M	PAL4O
	NBV3E	PLF4C
	NDA3M	PSE4U
	PAD3O	SBI4U
	PAL3O	SCH4C
	SBI3C	SCH4U
	SBI3U	SES4U
	SCH3U	SNC4E
	SPH3U	SNC4M
	SVN3E	SPH4C
	SVN3M	SPH4U
	TCJ3C	TCJ4C1
	TCJ3E1	TCJ4E1
	TDJ3M1	TDJ4M1
	TTJ3C1	TTJ4C1
	TTJ3O1	TTJ4E1
COOP	2 Credits Environmental Coop	
English	1 Credit Grade 11 English	1 Credit Grade 12 English
Math	1 Credit Grade 11 Math	

Health & Wellness SHSM – 9 Credits		
Major Courses	2 Grade 11 Credits	2 Grade 12 Credits
	ATC3M	ATC4M
	GPP3O	HFA4M
	HIR3C	HHS4M
	HPC3O	HSB4M
	HRT3M	PAF4O
	NDA3M	PAL4O
	PAD3O	PLF4C
	PAF3O	PSE4U
	PAL3O	SBI4U
	SBI3C	SCH4C
	SBI3U	SCH4U
	SCH3U	SNC4E
	SPH3U	SNC4M
	SVN3E	SPH4C
	SVN3M	SPH4U
COOP	2 Credit Health & Wellness Coop	
English		1 Credit Grade 12 English
Math	1 Credit Grade 11 Math*	
Science or Social Sciences and Humanities	1 Credit Grade 11 or 12 Science or Social Sciences and Humanities	

*University students require Grade 12 Math only

Information & Communication Technologies SHSM – 9 Credits		
Major Courses	2 Grade 11 Credits	2 Grade 12 Credits
	AWS3M	ICS4U
	ICS3U	SPH4C
	SPH3U	SPH4U
	TCJ3C1	TCJ4C1
	TCJ3E1	TCJ4E1
	TDJ3M1	TDJ4M1
	TEJ3M	TEJ4M
COOP	2 Credit Info Tech Coop	
English		1 Credit Grade 12 English
Math	1 Credit Grade 11 Math	
Art, Business, or Science	1 Credit Grade 11 or 12 Art, Business or Science	

Manufacturing SHSM – 9 Credits		
Major Courses	2 Grade 11 Credits	2 Grade 12 Credits
	HNC3O	ICS4U
	ICS3U	MCV4U
	SCH3U	MHF4U
	SPH3U	SCH4C
	TCJ3C1	SCH4U
	TCJ3E1	SPH4C
	TDJ3M1	SPH4U
	TEJ3M	TCJ4C1
	TMJ3C1	TCJ4E1
	TTJ3C1	TDJ4M1
	TTJ3O1	TEJ4M
		TMJ4C1
		TTJ4C1
		TTJ4E1
COOP	2 Credit Manufacturing Coop	
English	1 Credit Grade 11 English	
Math		1 Credit Grade 12 Math*
Science	1 Credit Grade 11 or 12 Science**	

* Workplace students require Grade 11 Math only.

** Workplace students do not require a Science credit.

Transportation SHSM – 9 Credits		
Major Courses	2 Grade 11 Credits	2 Grade 12 Credits
	BDI3C	ICS4U
	ICS3U	SCH4C
	SPH3U	SCH4U
	TCJ3C1	SPH4C
	TCJ3E1	SPH4U
	TDJ3M1	TCJ4C1
	TEJ3M	TCJ4E1
	TMJ3C1	TDJ4M1
	TTJ3C1	TEJ4M
	TTJ3O1	TMJ4C1
		TTJ4C1
	TTJ4E1	
COOP	2 Credit Transportation Coop	
English	1 Credit Grade 11 English*	
Math		1 Credit Grade 12 Math**
Business or Science	1 Credit Grade 11 or 12 Business or Science	

*Workplace students require Grade 12 English.

**Workplace students require Grade 11 Math only.

UGDSB E-LEARNING PROTOCOL

The Upper Grand District School Board and Centennial Collegiate, through the Ontario e-Learning Consortium, are able to offer selected students the opportunity to take online courses (e-learning). Students who are unable to take a course through our daytime program may have the opportunity to gain that credit through e-learning. In addition, students with specific needs as outlined in the protocol may also enrol in e-learning courses. These courses meet the Ministry standards, are taught by Ontario teachers and count as credits towards the Ontario Secondary School Diploma. In order to register for an e-learning course you must see your guidance counsellor at your home school. There you will also receive information about course availability and online learning requirements. **All decisions are based on the principal's discretion.**

Profile of a Successful E-Learner:

- A problem-solver
- Organized
- Self-directed
- Able to manage his/her time
- Able to multitask
- Flexible – with a willingness to learn
- Willing & able to provide a working computer
- Computer literate
- Self-motivated
- Responsible
- Critical thinker
- Honest
- An effective communicator

Time Commitment: As an e-learner, you will spend at least as much time with your online course as you would expect to spend in a regular classroom.

Rights & Responsibilities of E-learning Students

An e-learning student is responsible for:

- obtaining approval for an e-learning course registration through his/her home school guidance department
- participating in an e-learning orientation
- following the policies outlined in the course syllabus with respect to acceptable use and student conduct
- meeting participation requirements as outlined in the course syllabus

Guidance for Approval for Enrolment in E-Learning Courses

Students must be approved by the principal to take an e-learning course. Criteria to be considered include:

- They are home-schooled students
- The course is **not available** in the home school (because of course conflicts, over- enrolment or under-enrolment)
- Health issues that prevent full-time attendance
- Special education needs (such as giftedness)
- Students who fit the profile of a successful online learner as described in the School Course Handbook.



E-Learning in the Upper Grand District School Board 2015-2016

E-Learning Courses are credit courses authorized by the Ontario Ministry of Education. Students and teachers work in an online learning environment to complete course expectations. Formal registration for online courses will occur with your Guidance Counsellor.

E-Learning Courses may be a good option if you:

- need flexibility in your timetable choices;
- need flexibility for when you will do your course work;
- are self-motivated and able to meet deadlines;
- get G's and E's for the Learning Skills on your report card;
- are comfortable using and have access to an internet enabled device;
- Have strong reading and communication skills.

Semester Courses Offered By The U.G.D.S.B. In The School Year 2015-2016*

BBB4MZ	EW4C4UZ	MDM4UZ
CGW4UZ	GLC2OZ	MHF4UZ
CHV2OZ	GWL3OZ	NBV3EZ
CLN4UZ	HHS4MZ	NDA3MZ
ENG3UZ	HSB4MZ	OLC4OZ
ENG4CZ	ICS4UZ	PPZ3OZ
ENG4UZ	IDC4UZ	SES4UZ
ETS4UZ	MCT4CZ	SPH4CZ
EW4C4CZ	MCV4UZ	SPH4UZ

There are over **100 e-courses** offered through the **Ontario e-Learning Consortium** for which our students are also eligible. **Students should contact their Guidance Counselor for details.**

** E-Learning courses will only run based on adequate enrolment.*

DUAL CREDITS

The Dual Credit program provides an opportunity for senior students to attend college to take courses in selected career areas in the College or Apprenticeship Pathway. These certificate, diploma or level one apprenticeship programs count on both the secondary school and college transcripts. They provide new and varied learning opportunities by exposing students to the college setting, culture and expectations. Upper Grand DSB is partnered with three colleges through the School to College Work Initiative, a consortium that covers all costs for students to participate.

Dual Credit programs are packaged with two credits in co-operative education and are taught in semester two, where the co-op placement hours are scheduled around the dual credit instruction hours. Registration is through an application process. Speak to your Guidance and Co-op Departments.

See list of courses on next page.

Earn College Credits While in High School!

PROPOSED DUAL CREDIT PROGRAMS 2015 -16

College courses, selected from those listed below, are **best** packaged with two credits in co-operative education. Co-op placement hours are scheduled around the dual credit instruction hours. Tuition and books are paid for. Transportation is provided or travel expenses are reimbursed for all programs. Ask your Guidance Counsellor or Co-op Teacher for an application form.

NOTE: Dual Credit course offerings are subject to SCWI approval and a minimum number of student participants.

Student Name: _____ **School:** _____

COLLEGE PATHWAY PROGRAMS:



Semester 1:

Early Childhood Education Program:

Promoting Health and Safety

Child Development: Prenatal to 2 ½ years

Semester 1

Wellness and Leadership

Lifestyle Management

Developing Leadership

Semester 2:

Police Foundations Program:

Canadian Criminal Justice System
Criminology

Semester 2:

Esthetician/Spa Management

Introduction to Spa Management & Client Service
Introduction to Cosmetics

OYAP Level 1 Apprenticeship Programs (Semester 2):

Brick and Stone Mason – Waterloo Campus

Cook – Waterloo Campus

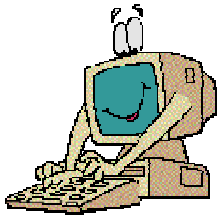
Auto Service Technician – Guelph Campus

General Machinist (common core) – Doon Campus

Truck & Coach (common core) – Guelph Campus



Interested? Complete the Dual Credit Application Form and return it to your school.



SECTION V

CHOOSING YOUR COURSES ON-LINE

INSTRUCTIONS: CHOOSING YOUR COURSES ON-LINE

Deadline for choosing options is February 21, 2014.



Online Course Selection Guide for Students

This step-by-step guide will help you complete online course selection using the myBlueprint website. **You will require the information below to get started.**

1) VISIT WWW.MYBLUEPRINT.CA

2) **CREATE AN ACCOUNT**

a) If you are a **New User**, enter your **Activation Key** and click **Create Account**.

- School Activation Key: centennialcvi
- Ontario Education # (OEN, 9-digit number (no spaces between) on your report card or timetable)
- Date of Birth (DOB)

b) **Existing User?** Enter your email and password and click **Login**.

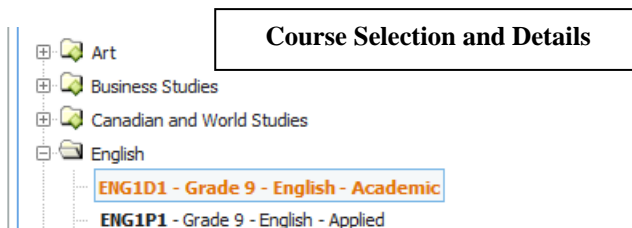
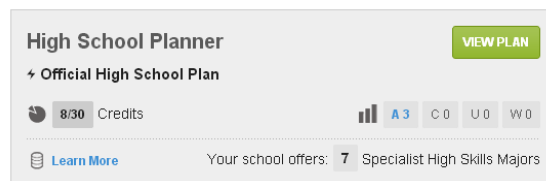
c) **Forgot your password?** Click 'forgot your password', and a new password will be sent to your email address.

CHOOSING YOUR COURSE ON-LINE

3) ADD COURSES FOR NEXT YEAR

Once you are in your profile, go to **High School Planner**,

- Click “View Plan” then make sure it says “Official High school Plan”
- Click on any box and in the **Course Selection and Details** screen, explore the available courses. Click **Add Course to Plan** when you find the course you want. Continue until all your selections are complete.



4) SUBMITTING YOUR CHOICES

- SUBMITTING:** When submission is open, you will see a “submit” button in the high school planner. Once you are ready to submit your choices, click “submit” to send your choices. **Once you submit you cannot make any further changes and you must go to Guidance to edit your choices.**
- REVIEW** – Carefully review the **Submission Details** page to ensure that you are meeting the requirements for the courses you have selected and that the courses that appear are correct.
- YOU'RE DONE!** Once you have reviewed, click **Confirm & Print** and print a copy for your records.

5) OTHER USEFUL THINGS

- **GRADUATION INDICATOR:** This will help you keep track of your progress. Click **View Progress** for a list of specific graduation requirements.
- **View Credit History:** Allows you to see credits earned or being taken.

COURSE SELECTIONS ARE DUE BY FEBRUARY 27. DON'T WAIT TO THE LAST MINUTE!

FREQUENTLY ASKED QUESTIONS

I can't find the subject on the list of courses.

First of all, check to be sure you are selecting from the correct department and grade level. If you require a special course, for example Alternative Education Program, please check with your Guidance Counsellor.

I am not returning next year. Do I need to pick options?

No, you do not need to go on-line. Please return your Course Selection Form to your homeroom teacher after signing it, thus indicating that you are “**Not returning**”.

I am planning on returning for only one semester. Can you guarantee my courses will be placed in semester 1 only?

No. If you are returning for 12+, you must see your Guidance Counsellor for course selection. You will not be able to choose your courses online.

I plan on working semester one and returning semester two. What do I do?

Students cannot be on the register for semester one without a timetable. Therefore, you will be removed from the register and will need to re-register for semester two in January. We suggest that you submit the courses you would like and check later to find out the semester in which the course was timetabled. The course(s) you may need, may only be available in semester one.