

## Erin District High School

### Course Selection Booklet 2016 - 2017

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## WELCOME

Erin D.H.S. is a strong community-based school that takes pride in the achievement of its students and staff. Through collaboration with our community partners, we can offer an educational environment and experience unique in the Upper Grand District School Board.

We are committed to creating a learning environment that allows all students to achieve their full academic potential and enjoy a strong sense of school community that results from the practice of good citizenship.

It is expected that everyone at EDHS will show respect for themselves, others and the environment. Through the involvement of staff, students and School Council members, policies have been developed to help the school meet its primary goal of academic excellence in an environment that fosters positive interaction and growth. The student agenda book you will receive upon registering details our Code of Student Behaviour that helps us meet that goal.

We are happy to have you with us and look forward to your contribution to life at E.D.H.S. For more information about a wide range of topics, check out our website at: <http://www.ugdsb.on.ca/edhs/>

The high school experience can be very exciting and challenging. It offers a world of new experiences, opportunities and friendships. It is also a time when students, with a view to the future, have the opportunity to select courses that best meet their learning needs and interests. Starting in Grade 9, students make choices about both the subjects and the types of courses they take. Teachers, other staff and parents/guardians work with students to help them make the best possible choices. These choices are made based on the student's interests, learning styles, past successes, future goals and diploma requirements.

Specific information about choices and programs can be obtained from the staff at Erin D.H.S. This information will be shared through Parent Information Night and through information shared with students during the option selection process. This process takes place in February each year. Course outlines are available in the school office.

For up-to-date admission requirements for University and College programs visit the Ontario University and College application websites at

[www.electronicinfo.ca](http://www.electronicinfo.ca) or [www.ontariocolleges.ca](http://www.ontariocolleges.ca)

For up-to date descriptions of trades, plus information and tips on becoming an apprentice, visit the following useful websites:

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

[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

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

## CO-CURRICULAR ACTIVITIES/CLUBS

*Students are encouraged to get involved in one or more of these programs in which to participate. Some of these activities include:*

### **Academic**

Math Club  
Reach for the Top

### **Athletics**

Athletic Council  
Badminton  
Basketball  
Curling  
Endurance Club  
Girls Softball  
Golf  
Hockey  
Inter-murals  
Mountain Biking  
Power Lifting  
Rugby  
Soccer  
Tennis  
Track and Field  
Ultimate Frisbee  
Volleyball

### **Character Education/Equity Clubs**

GSA  
School Culture & Community Committee

### **Community Services**

Interact Club  
Terry Fox Run  
30 Hour Famine  
The Environment Club  
Habitat for Humanity

### **Leadership**

Link Crew (Peer Mentors/Mediators)  
Student Council

### **Publications**

Yearbook  
Video Club

### **Technology**

Morning Announcements  
Lunch Time DJ Club  
Skills Canada Competitions

### **The Arts**

Art Council  
Drama Council & Productions  
Sears Drama Festival  
EDHS Singers  
Erin Radio  
Music Council  
Band Concerts and Tours  
Graphic Arts Club  
Star Search

## **Tips for Parents**

### ***How to help your child be successful in school***

#### **Be Interested**

Make certain that your child/children know that their academic progress is important to you. Try to attend all open houses and parent - teacher interviews. Make sure you see all report cards, and phone the school if there's a problem or concern.

#### **Discuss classes and set goals**

Sit down with your children at the beginning of each semester and help them set realistic academic goals. Setting goals gives them something to work for, and it makes them aware of exactly what your expectations are. Recognize their efforts and improvement and acknowledge each success. Rewards are particularly good when you want to encourage a change in attendance, effort, or behaviour. Consequences, on the other hand, should be logical whenever possible. For example, a logical consequence for routinely being late to school is an earlier bedtime. Do not, however, take away a positive activity like sports or music lessons.

#### **Offer to help**

Offer to help with homework, but don't give more help than is wanted. Keep in mind that it is your child's responsibility to be organized, to get homework done, and to prepare for tests.

#### **Listen**

Talk to your child about what's happening in school and be a good listener.

#### **Encourage involvement**

Students who are involved in school-related activities seem to enjoy school more and they generally have greater academic success. Encourage your child to be involved in one or more activities at school.

#### **Monitor activities and jobs**

Make sure that your child is not spending too much time watching TV, playing computer games, or talking on the phone. Also, make sure that he/she is not working too many hours or working too late at a job.

#### **Work with the school**

Know that teachers, counsellors, and principals are there to help your child get the best education possible. A health concern, a death in the family, or a divorce can affect your child's attitude and performance in school. If such a circumstance should arise, call the school and tell them what's happening.

#### **Avoid these "don'ts"**

- Don't nag about school or grades. Your child will tune you out.
- Don't allow your child to miss school unless he/she is really ill. You're sending a message that school isn't important.
- Don't criticize a teacher in front of your child. He/she will only lose respect for that teacher.
- Don't make your child's failures (or successes) your own. Your child may see getting poor grades as a way to rebel.

# If Your Child Is Not Doing Well In School

Most students who don't do well in school feel like failures. They are frustrated, discouraged, and sometimes angry. The "I don't care" attitude they display is often a defense mechanism. It's important for these students to know that their parents have not given up on them. They also need to know that their parents are interested, supportive, and willing to take the time and effort to help them figure out how to be more successful in school. Students who are not doing well in school usually have problems in one or more of the following areas:

**ATTENDANCE:** It is extremely important for students to be in school, on time, every day. Unless a child is truly ill, he/she needs to be in school.

**APPROPRIATENESS OF COURSES:** We cannot expect students to get good grades if they are in the wrong classes. If any of your son/daughter's courses are too difficult, too easy, or inappropriate, call the school counsellor. You may also want to look at vocational opportunities. Many students are happier and more successful in vocational programs where the courses are more "hands-on".

**ACCOUNTABILITY:** It's human nature to be tempted to "slack off" when we're not held accountable. How seriously would most workers take their jobs if they knew that their boss didn't know how many days they missed?

Your child needs to know that someone cares, and is checking on how he/she is doing. They need to know that successes will be recognized and that poor performances will be noticed. Be consistent in your interest.

**ALCOHOL/DRUG USE:** Students who abuse alcohol or drugs are often distracted to the point where their school performance is affected. If you know or suspect that your child is drinking or using drugs, talk to him/her. If you need information or advice, talk to your doctor or to the school counsellor or social worker. They can help you.

***Recognizing that there is a problem is the first and most important step in finding a solution.***

Work Cited

O'Brien, Linda. How To Get Good Grades. Ohio: Woodburn Press

## RESPONSIBILITY IN COURSE SELECTION

The final decision and responsibility for the selection of courses rests with the pupil and parents. Teachers, guidance staff and school administration are willing and eager to be of assistance in both the long-range planning and the selection of courses. Please give careful consideration to your course selection. It may be difficult to make changes to your program.

The diploma requirements are listed in this booklet, but a total of 30 credits are required for a student to receive the Ontario Secondary School Diploma (OSSD).

The 18 compulsory courses within the 30 credits will ensure a variety of program experiences and the optional courses provide students with the opportunity to explore areas of interest or focus on preparing for goals after high school.

## AVAILABILITY IN COURSE SELECTION

Every effort is made to run all of the courses offered in this booklet. **However, when there is not adequate enrolment the course may be cancelled for that year. In addition, a particular course may not fit an individual's timetable OR when a class reaches its cap size, a student may need to go on a waiting list.** The guidance department will work with students and parents to resolve these problems as early as possible. Students in grades 9 and 10 must take 8 courses per year. In grades 11 and 12, students are expected to take a minimum of 7 courses per year. The principal's approval is required if fewer than 3 courses are taken in one semester. The Upper Grand District School Board offers night school, summer school, e-learning and correspondence courses to students whose needs cannot be met locally. For further information call Continuing Education at 519-836-7280.

## SOME TERMS USED IN HIGH SCHOOL

### COURSES

Courses are available in many subject areas in high school. Within a subject area, students can further specialize their study, depending on their personal interests.

### TYPES OF COURSES

- Courses in Grade 9 and 10 are divided into four types: **Academic, Applied, Essential, and Open.**
- Courses in Grades 11 and 12 are divided into five types:  

<b>University preparation courses</b>	<b>University/College preparation courses</b>
<b>College preparation courses</b>	<b>Workplace preparation courses</b>
<b>Open courses</b>	

Partial credit transfer courses are available for students moving from grade 10 to 11 or grade 11 to 12, and changing the type of course taken.

## **COURSE CODES**

Each secondary school course is identified by a six-character code. eg. ENG1D0

- The first three characters refer to the subject and specific area.  
e.g., ENG is English. SNC is Science.
- The fourth character normally refers to the grade:  
1=grade 9    2=grade 10    3=grade 11    4=grade 12
- The fifth character refers to the type of course as outlined above:  
D=academic   P=applied    O=open    L=essential  
U=university   C=college    M=university/college   E=workplace
- The sixth character is significant for school purposes for example:  
F=French Immersion    C=Co-op

## **CREDITS**

A full credit is granted when a course of 110 hours of course study is completed successfully.

## **PREREQUISITES**

Some courses require that students hold a credit in one course before taking another. These prerequisite requirements are indicated in the individual course descriptions. Students and their families should study carefully the requirements for senior level courses when selecting a program in earlier grades.

## **SEMESTERS**

Erin D.H.S. is fully semestered; therefore, students study 4 courses from September to January, and 4 courses from February to June. Examinations and culminating activities are completed near the end of each semester. A mid term report is issued at the halfway point of each semester, as well as a final report in February and June.

## THE PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS

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. 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**.

### The Challenge Process

**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 Assessment is NOT:** an independent study or an opportunity to learn, guided by a teacher.

Students may challenge Grade 10, 11, or 12 courses, as indicated in provincial curriculum policy documents. 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.

- 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 .
- 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.

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.

### 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.



## **ONTARIO STUDENT TRANSCRIPT AND ONTARIO STUDENT RECORD**

- The Ontario Student Transcript (O.S.T.) is a provincially standardized document that is the student's official record of credits earned. Copies are available to students on request. For current students, the first copy is free and additional copies may be requested for a small charge.
- The O.S.T. is kept in the student's Ontario Student Record folder (O.S.R.). This folder contains achievement results, credits earned, and other information important to the education of the student. The O.S.R. is created when a student enters the Ontario school system, and moves with the student from school to school. The O.S.R. is created under the authority of the Education Act, and the contents of the O.S.R. are protected under the Freedom of Information and Protection of Privacy Act. The parents/guardians and the student may examine the contents of the O.S.R. on request, with the assistance of the Principal or a Guidance Counsellor.

### **FULL DISCLOSURE**

Effective September 1999, the Ontario Student Transcript will reveal all Grade 11, 12, or OAC courses attempted, including those failed, dropped or repeated. This change to the transcript (O.S.T.) will allow a more valid evaluation of each student's academic performance. Any courses dropped prior to the fifth school day after the mid-term report will not appear on the Ontario Student Transcript. In grade 9 and 10 only courses successfully completed will appear on the O.S.T.

### **COURSE CHANGES: Policies and Procedures**

In exceptional circumstances students may make course changes by appointment with a Guidance Counsellor. This must be done as early as possible in the semester in order to maximize the chances of success in attaining the credit. Although the final responsibility for the course selection rests with the student and parents, the school staff, student success teacher, and particularly the guidance counsellor are available to assist students by providing as much information as possible to help make appropriate choices. As a result of these choices, the school must make important decisions which affect staffing, budget, and timetables. Therefore it is expected that students will remain in the courses they have chosen for the entire semester. Students who drop or fail a course in semester one should not assume that they can automatically be eligible for, or be able to take, the same course in semester two. All timetable conflicts will be resolved as quickly as possible at the start of each the semester.

### **EVALUATION AND EXAMINATION POLICIES**

As these differ from course to course, students will receive the necessary information on the first day of classes.

70% of the final mark is accumulated over the course of the semester; 30% is determined from culminating activities, which may include a final examination or other assessment tasks.

## Changing Pathways: Policies and Procedures

### Crossover Material

Grade 9 students who intend on changing from one course type to another (e.g. from a grade 9 Applied Science to grade 10 Academic Science) will be encouraged to complete additional course work called *Crossover Material* through ILC in order to demonstrate achievement of the learning expectations of the course, and to help prepare the student for the grade 10 academic course in science or French that they wish to enter. More information about Crossover material can be obtained from the following website:  
<http://www.ilc.org/COU/Courses/Crossover/main1.html>

### Transfer Courses

The purpose of transfer courses is to enable students who alter their post secondary plans to transfer from one type of course to another in Grades 10, 11, and 12 (e.g. the prerequisite for Grade 11 University Preparation course in English is the grade 10 Academic course in English). Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. These courses will provide partial credits. These credits can be earned at summer school, and will only qualify as optional credits towards the diploma requirements.

### Courses with Similar Expectations

If two courses share a significant number of similar learning expectations, a credit will not be granted for the successful completion of both courses. For example, credit would not be granted for both the Grade 9 Applied English and the Grade 9 Academic English course. Therefore, students may not take both courses in the same discipline that contain many of the same learning expectations for credit.

## Alternative Ways of Earning Credits

### Correspondence Courses

The Independent Learning Centre (ILC) offers secondary school credits designed primarily for individuals who wish to work independently towards the secondary school diploma. Information concerning eligibility, enrolment procedures, and course offerings is available through guidance or from the ILC website at [www.ilc.org](http://www.ilc.org)

### e-Learning

Some school boards in the province, including the Upper Grand District School Board as of 2008, offer online courses for students who wish to work independently towards their diploma. For more information about e-learning courses refer to pages 10 to 11 of this document.

### Continuing Education

Continuing education courses may include: credits courses for adults, mature students, and secondary students offered through evening, or summer school classes. To be considered for admission a day-school student must provide a statement signed by the principal indicating that there has been consultation with either themselves or the school's guidance counselor regarding enrolment. There must also be evidence of parental approval if the student has not attained the age of eighteen. For more information contact Continuing Education in Guelph at (519) 836-7280

## UGDSB e-Learning Protocol

The Upper Grand District School Board and **Erin District High School**, 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 enroll 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 counselor 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 Enrollment 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-enrollment or under-enrollment)
- 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.

### In addition:

1. A student may only enroll in a maximum of 4 courses per semester as this constitutes a full-time course load. This total of 4 includes all classes in the home school as well as online.
2. Any decisions with respect to elearning enrollment are made by the student and his/her parent in consultation with the guidance department and the school principal. Notwithstanding, a principal may deny a student the opportunity to take an elearning course when the principal feels that the student will not be successful.
3. Students cannot opt out of a course currently offered at the home school to take the same course online.
4. Any courses at UGDSB Secondary Schools that are cancelled due to low enrollment in a given location may be available online. Students with these choices will be contacted about availability of courses online by the home school's guidance department.

1. **e-Courses** are credit courses authorized by the Ontario Ministry of Education. They are for eligible students and they are delivered through qualified teachers. Students and teachers use computers to communicate the majority of the course work. Students must contact a Guidance Counsellor at their school to enroll in an eLearning course offering. (*see Ms. Paterson for info*)

2. **e-Resources** are educational resources some of which are posted by the Ontario Ministry of Education through the OERB (Ontario Educational Resource Bank) while many others are posted by sources through the world wide web. The OERB is available to residents of Ontario who are parents, students or teachers.

3. **The Ontario e-Learning Consortium** includes the U.G.D.S.B. and 20 other School Boards, which work together to optimize e-Learning programs and enhance student learning through emerging technologies and innovative practices. Through this partnership students in the UGDSB have access to a broader range of courses taught by Ontario certified teachers.



## **e-Learning in the Upper Grand District School Board 2016-2017**

**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 will occur with your Guidance Counselor.

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.

### **Potential Courses Offered By The U.G.D.S.B. In The School Year 2016-2017\***

#### **Semester e-Learning:**

BAT4MZ	EWC4UZ	MHF4UZ
BBB4MZ	GLC2OZ	NBV3EZ
CHA3UZ	HSB4UZ	NDA3MZ (French)
CHV2OZ	HSC4MZ	PPZ3OZ
CLN4UZ	ICS3U/4UZ	SPH4UZ
ENG3UZ	IDC4UBZ	
ENG4CZ	MCV4UZ	
ENG4UZ	MCR3UZ	
EWC4CZ	MDM3UZ	

#### **Full Year, Continuous Intake:**

BAI3EZ	OLC4OZ
BTA3OZ	SVN3MZ
EBT4OZ	
ENG3CZ	
ENG4CZ	
MAP4C	
MBF3C	
MEL3E	
MEL4E	

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*

## Specialist High Skills Major

### What is it?

The Specialist High Skills Major (SHSM) is one of the six new innovative programs in the Student Success Strategy. The SHSM is a Ministry-approved Specialized Program that consists of a defined combination of courses and experiences that relate to a specific economic sector.

### Why pursue a SHSM?

The SHSM allows students to customize their high school experience to suit their interests and talents, and prepare for a successful post secondary 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.

### General Outline for SHSM Requirements

#### Components for the SHSM

- 1) *A bundle of Grade 11 and Grade 12 credits that include:*
  - i. 4 major credits that provide sector-specific knowledge and skills;
  - ii. 3 or 4 other required credits from the Ontario curriculum, in English and Mathematics, in which some expectations are met through learning activities contextualized to the sector;\*
  - iii. 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practice sector-specific knowledge and skills
- 2) *Sector-recognized certifications and training courses (some are compulsory, and a choice of additional training from a list of Ministry approved certifications and training courses . The requirement is different for each sector)*
- 3) *Experiential learning activities within the sector*
- 4) *“Reach Ahead” experiences in the area of the student’s postsecondary destination of choice*
- 5) *Development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation*

## Specialist High Skills Major (con't)

**At Erin District High School we are offering the following sectors:**

Arts and Culture  
The Environment  
Manufacturing  
Transportation  
Sport  
Hospitality & Tourism

What can I do to prepare?

- Plan accordingly: take the grade 9 and grade 10 courses that will lead into the specific SHSM sector
- See Mr. Watson and Mr. Spira (the SHSM school leads) or Ms. Paterson (in guidance) at EDHS for further information and an application form
- See Mr. Murphy (co-op teacher) for more information about co-op placements

When can I get started?

- Apply in your grade 9 year (grade 10 and 11 students may also apply)
- **Enrollment is limited.** If you are interested, students must complete an application form which can be picked up from the guidance department or from the SHSM school lead

## Specialized Programs Taken Outside of School Accepted for Credit

### Music Certificates

Students who have successfully completed the requirements for various music certificates can earn one credit towards their OSSD. For example a student who has successfully completed the requirements for Grade VIII Practical and Grade II Rudiments from the Royal Conservatory of Music, Toronto, can count a maximum of one credit towards their diploma. More information regarding music certificates accepted for credit can be obtained from the Ministry website at <http://www.edu.gov.on.ca>

### Summer Enrichment/Travel Programs

Some Ministry approved programs such as MEI International Academy offer students the opportunity to gain an Ontario, Ministry approved credit in another country. For example a student may be able to earn a grade 12 University Classical Civilization (LVV4U) credit in Greece and Italy over the summer. Please contact the school board or guidance department for a list of accepted programs.

## Dual Credit Programs

15

*Earn college credits while in high school!* <http://www.ugdsb.on.ca/schooltocareer/dualcredit/>

The Dual Credit program provides a unique opportunity for senior students to take courses in selected career areas at the college level, while exposing students to the college setting, culture, and expectations. Students receive credit at both the secondary school and college levels by taking courses that align with certificate, diploma, or level-one apprenticeship programs at college. All tuition, books, and transportation costs for students are paid for.

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 only. Please visit the Guidance Department to inquire.

### ***Proposed College Pathway Dual Credit Courses – 2016-17***

Title	Transportation	Timing	Subject Area	DC Code	College Code	# of dual credits	Pass grade
Exploring the Trades: Manufacturing	Bus to Doon Campus	Sem 2	Machining CNC	TBA	TBA	1	55%
				TBA	TBA	1	55%
Exploring the Trades: Motive Power	Bus to Guelph Campus	Sem 2	Truck and Coach Heavy Equipment	TTD4T TTO4T	MOTV1125 MOYV1135	1 1	55% 55%
Exploring the Trades: Construction Students will take 2 courses, based on college schedule	Bus to Waterloo Campus	Sem 2	Exploring HRAC Mechanical	TCN4T	CONS1710	1	50%
			Electrical Fundamentals	TNC4T	ELEC1620	1	50%
			Welding	TBA	TBA	1	50%
			Plumbing Practical	TSM4T	PLMB1250	1	50%
Exploring the Trades: Food Production	Bus to Community Venue, Guelph	Sem 2	Basic Kitchen Production I	TVC4T	CUL1400	1	55%
			Basic Kitchen Production II	TVD4T	CUL1410	1	55%
Exploring the Trades: Culinary	Bus to Waterloo Campus	Sem 2	Applied Baking Techniques	TUF4T	CUL1145	1	55%
			Exploring Culinary Arts	TUS4T	CUL1450	1	55%
Community Leadership Students will take the first or Second package of courses Doon Campus      Bus to Sem 2			Human Services Get Fit	HHK4T PLI4T	HSF1050 LIBS1230	1	60%
			Canadian Criminal Justice System Security Guard Licensing in Ontario	HCF4T	LAW1060	1	55%
				CLH4T	SECU1040	1	50%
Early Childhood Education College Pathway	Bus to Doon Campus	Sem 2	Introduction to ECE	TOQ4T	ECE1050	1	60%
			Child Development: The Early Years	TOF4T	ECE1065	1	60%
Design Fundamentals	Bus to Doon Campus	Sem 2	Basic Design A	AEL4T	ARTS1000	1	55%
			Basic Design B	AEF4T	ARTS1100	1	55%

*All Dual Credit courses will be run based on funding approvals and student interest*



## Dual Credit Programs

Earn college credits while in high school! <http://www.ugdsb.on.ca/schooltocareer/dualcredit> 16

The Dual Credit program provides a unique opportunity for senior students to take courses in selected career areas at the college level, while exposing students to the college setting, culture, and expectations. Students receive credit at both the secondary school and college levels by taking courses that align with certificate, diploma, or level-one apprenticeship programs at college. All tuition, books, and transportation costs for students are paid for.

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 only. Please visit the Guidance Department to inquire.

### ***Proposed OYAP Level 1 Apprenticeship Dual Credit Courses – 2016-17***

<b>Title</b>	<b>Transportation</b>	<b>Timing</b>	<b>Subject Area</b>	<b>DC Code</b>	<b>College Code</b>	<b># of dual credits</b>	<b>Pass grade</b>
<b>Automotive Service Technician – OYAP</b>	Students reimbursed for travel to Guelph Campus	Sem 2	AST Apprenticeship	TTE4Y	Level 1	2	70%
<b>Brick and Stone – OYAP</b>	Students reimbursed for travel to Waterloo Campus	Sem 2	Brick and Stone Mason Apprenticeship	TCK4T TSZ4Y	Prep. Masonry + Level 1	3	70%
<b>Child Development Practitioner – OYAP</b>	Students reimbursed for travel to Doon Campus	Sem 2	CDP Apprenticeship (ECE through Apprenticeship Pathway)	TOL4Y	Level 1	3	70%
<b>Cook – OYAP</b>	Students reimbursed for travel to Waterloo Campus	Sem 2	Cook Apprenticeship	TKA4Y	Level 1	3	70%
<b>General Carpenter - OYAP</b>	Students reimbursed for travel to Waterloo Campus	Sem 2	General Carpenter Apprenticeship	TSA4Y	Level 1	2	70%
<b>Truck and Coach Technician – OYAP</b>	Students reimbursed for travel to Guelph Campus	Sem 2	Truck and Coach Technician Apprenticeship	TTD4Y	Common core Level 1 for T&C, HET, Agr. Equip, Power Lift	2	70%
<b>Welder/Metal Fabricator – OYAP</b>	Students reimbursed for travel to Waterloo Campus	Sem 2	Welder Metal Fabricator Apprenticeship	TLA4Y TRD4Y	Common Core Level 1	2	70%

***All Dual Credit courses will be run based on funding approvals and student interest***

## ***NEW*\* Dual Credit Program at Erin District HS!**

*Earn college credits while in high school!*

<http://www.ugdsb.on.ca/schooltocareer/dualcredit/>

This new Culinary Dual Credit program will be team taught here at Erin District High School. An Erin District High School teacher will team-teach one credit with a Conestoga College teacher, who will also deliver the second credit. The credits are: Exploring the Trades: Food Production: TVC4T - Basic Kitchen Production I, and TVD4T – Basic Kitchen Production II. We are offering this unique opportunity for senior students who have taken the grade 11 Hospitality (prerequisite) course and who have the skills to meet the expectations of a college course. Students may select the courses on their option forms and in my blueprint, but final selection will be by a separate application process.

\* This program offering is subject to continuous funding from the College and will only run with a minimum number of students. As a result this program may not run every year.

### **TVC4T**

**Credits:** 1.0

**Passing Grade:** 55%

Students will demonstrate the principles of safety, sanitation and hygiene in food preparation areas as well as in the operation of small professional kitchen equipment. Students will apply this knowledge in practical lab experience preparing recipes as a team in preparation for live production. Students will be able to measure products accurately, meet set timelines, and use correct culinary terminology. Evaluation will be based on Skill (Practical knowledge) 70% and a Final Practical Exam 30%

### **TVD4T**

**Credits:** 1.0

**Passing Grade:** 55%

Students will learn to prepare, plate and present foods in a professional working kitchen, serving real customers. Students will rotate through the various areas of the kitchen and will have to perform as an effective team member in each area, while applying the principles of safety, sanitation and hygiene. Students will demonstrate a professional attitude and appearance during preparation and live service. Evaluation will be based on Skill (Practical production plus job knowledge) 70% and a Final Practical Exam 30%.

## STUDENT SUPPORT SERVICES

### Erin Community Library

#### Combined E.D.H.S. Library and the Wellington County Public Library

The Library in our building is an exciting and beautiful combination of school library and public library in one convenient location. It will provide support and resources for their research and reading, assignments and hobbies and space for study and group work. We hope to encourage student-community interaction in areas like Internet access and use, electronic document creation, and reading across the age levels.

This facility also provides a challenge to all users to respect the various needs of different types of library users, from preschoolers and their parents for story time, to high school students needing instruction and a work area for class assignments and for reading, to seniors seeking a tranquil place to read. We will all work to create an atmosphere welcoming to all.

### GUIDANCE

The Guidance Program, including Student Success and Teacher Advisers and Mentors, is a vital and integral part of the total school curriculum. The primary focus of Guidance is to enhance a student's educational, social, and career success by helping them develop the necessary skills to become more independent individuals. This includes the following services:

- Academic and Course Selection Counselling
- Post Secondary Destination and Career Planning
- Personal and Group Counselling with referral assistance to Community Services

### SPECIAL NEEDS OF STUDENTS

**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.

**I.P.R.C. and I.E.P.** - The Identification, Placement and Review Committee (I.P.R.C.) 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 I.P.R.C. committee meets once a year to review the student's identification and placement. An Individual Education Plan (I.E.P.) must be developed for exceptional students, in consultation with the parents. The I.E.P. 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.

**S.E.A.C.** - The Upper Grand District School Board has established a Special Education Advisory Committee (S.E.A.C.) 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. S.E.A.C. 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.

**U.G.D.S.B. 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 available at the school. Please contact the Special Education Coordinator to request a copy of the Parent Guide or with any further questions at 519-833-9665 ext. 237.

**Erin District High School Resource Room** - The E.D.H.S. Resource Room is located next to the office on the upper level of the school. The Resource Room offers a range of services and technology that enable students to read, write and research more effectively. We provide: small group instruction, one-to-one assistance, computer lab, technology training, resource loans, quiet testing area, organization coaching and assistance for studying. The technology available include: Dana (Alphasmart), Kurzweil 3000, Dragon Naturally Speaking, Read Out Loud, CoWriter SE, Smart Ideas 4.1, Inspiration and Word Q. For further information please call the Special Education Coordinator at 519-833-9665 ext. 237.

## GRADUATION REQUIREMENTS ONTARIO SECONDARY SCHOOL DIPLOMA (O.S.S.D.)

All students entering Grade 9 after September, 1999 will be working to achieve the Ontario Secondary School Diploma (O.S.S.D.). To obtain the O.S.S.D., students must earn 30 credits of 110 hours each (including 18 compulsory credits and 12 elective credits).

The following 18 compulsory credits must be included in any student's program in order to obtain an Ontario Secondary School Diploma:

- 4 credits in English (1 "ENG" credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credit in civics
- .5 credit in career studies

Plus:

- 1 additional credit in English, *or* French as a second language, *or* a Native language, Native Studies, *or* a classical or an international language, *or* social sciences and the humanities, *or* Canadian and world studies *or* ***guidance and career education, or cooperative education\*\****
- 1 additional credit in health and physical education, *or* the arts, *or* business studies ***or cooperative education\*\****
- 1 additional credit in Science *or* technological education ***or cooperative education\*\****

***\*\*up to two cooperative education credits can count towards the 18 compulsory credits***

### **The Requirements of the O.S.S.D.**

In order to earn the O.S.S.D., a student must:

- earn **18 compulsory credits**;
- earn **12 optional credits**;
- complete **40 hours of community involvement** activities
- successfully complete **the provincial secondary school literacy test**.

### **SUBSTITUTION FOR COMPULSORY COURSES**

In order to allow flexibility in designing a student's program and to maximize students' opportunity to qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credits. To meet individual students' needs, the principal may, with parental approval of students under 18 years, replace up to three courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. This is intended to meet the needs of identified students.

## ADDITIONAL GRADUATION REQUIREMENTS

### ONTARIO SECONDARY SCHOOL LITERACY TEST

Students will write the Grade 10 Ontario Secondary School Literacy Test (O.S.S.L.T.) before the end of Grade 10. This test is provincially created and provincially administered by the EQAO. It is designed to evaluate students' reading and writing skills based on the cross-curricular literacy expectations in all courses up to and including Grade 9. Students must pass this test in order to graduate from High School. The successful completion of the test, including the date, will be recorded on the Ontario Student Transcript. Students who do not pass the test successfully will receive remedial help to prepare for re-testing. Accommodations for students identified as exceptional can be put in place in accordance with the Ministry Document.

#### **Accommodations for the Ontario Secondary School Literacy Course:**

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the Secondary School Literacy Test. Students needing such accommodations must request these from the principal.

**Deferrals:** Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test. If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted.

**Exemptions:** Students whose IEP indicates that they are not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the Ontario Secondary School Literacy Test. Students who do not successfully complete this test will not be able to receive a secondary school diploma.

For students who have been unsuccessful in the OSSLT and had a second opportunity to write the test, the **Ontario Secondary School Literacy Course** is available. Successful completion of this grade 12 credit course fulfils the literacy requirement for graduation.

### **MANDATORY COMMUNITY INVOLVEMENT**

Students are required, as part of their Ontario Secondary School Diploma (O.S.S.D.), to complete 40 hours of unpaid community involvement over their four years of Secondary School. This involvement cannot start until the student enters Secondary School, will be in addition to the 30 credits required to graduate, and must be arranged by the students and parents. Students must keep a record of this involvement and have it validated by the school Principal. Possible placements include charity work, service clubs, coaching, or involvement in certain extra-curricular activities within the school as defined by the guide provided by the Ministry. The Upper Grand District School Board has prepared its Community Involvement Manual, which all grade 9 students receive through homeroom in the fall upon entering secondary school. Students, along with their parents, have the responsibility for choosing their community involvement activities and having them approved within the guidelines given.

## HONOUR ROLL CALCULATION

At the end of June all courses taken within the past school year at Erin District High School (including e-learning courses taken through the Ontario Consortium) are considered for honour roll.

The following courses are **not** included in the calculation of a student's average:

- Courses completed through correspondence (ILC)
- External credit courses (summer school or night school)
- Courses completed through study travel programs (MEI, Blyth)
- External music credits (Conservatory)

## SCHOLARSHIPS AND HONOUR ROLL REQUIREMENTS

<b>Grade 9 Honour Roll:</b>	80% or higher average in all 8 courses taken in year 1
<b>Grade 10 Honour Roll:</b>	80% or higher average in all 8 courses taken in year 2
<b>Grade 11 Honour Roll:</b>	80% or higher average in best 7 senior level courses taken in year 3
<b>Grade 12 Honour Roll:</b>	80% or higher average in best 6 senior level courses taken in year 4
<b>Ontario Scholar Award:</b>	80% or higher average in best 6 "U", "M", "E" or "O" stream grade 12 courses
<b>Governor General's Medal:</b>	This medal is awarded to the student who achieves the highest average upon graduation from a secondary school. The average includes all grade 11 and 12 courses regardless of stream or subjects chosen. Courses taken after graduation to upgrade marks are not included.

## THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

### **Compulsory credits** (total of 7)

2 credits in English	1 credit in Canadian Geography <i>or</i> Canadian History
1 credit in Mathematics	1 credit in Health and Physical Education
1 credit in Science	1 credit in the Arts <i>or</i> Technological Education

### **Optional credits** (total of 7)

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

## THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The student's Ontario Student Transcript will accompany the Certificate of Accomplishment. For those students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.



## **COURSE ORGANIZATION**

<b>GRADE 9 &amp; 10</b>
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Grade 9 & 10 courses are organized into four types: *Academic*, *Applied*, *Essential*, and *Open*. All courses prepare students for study in the senior grades. Both Academic and Applied courses have high expectations of students and focus on the key concepts of the subject. 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 is possible but it will not be easy. Students switching between Academic and Applied courses should complete up to 30 hours of crossover materials available at the Guidance Office or on the Internet. Successful completion of the Grade 9 program, excellent work habits and motivation are key in moving from Applied to Academic. The Essential courses are intended to upgrade students' skills and are offered in grade 9 only. (Essential courses may be recommended through discussion with Grade 8 program teachers). Grade 10 courses will prepare students in specific ways for Grade 11 and 12 and for what they want to do when they finish High School. Grade 11 and 12 courses are the pathways to post secondary destinations. Many of these courses will require students to have successfully completed a particular course in Grade 10 (a "prerequisite"), so students will have to make sure the Grade 10 courses they want will get them into the senior courses that they need.

### **ACADEMIC COURSES**

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

### **APPLIED COURSES**

- emphasize practical, concrete applications of essential concepts
- incorporate theory when appropriate
- place greater emphasis on practical, hands-on applications of the essential concepts

### **ESSENTIAL COURSES**

- are appropriate for students who are functioning below the provincial standard
- place greater emphasis on practical hands-on application of the concepts
- provide upgrading to allow students to progress to the applied level and/or the Grade 11/12 Workplace Preparation Courses

### **OPEN COURSES**

- have the same expectations for all students in grades 9 and 10
- all subjects other than those offered as academic, applied or essential will be open courses
- are appropriate for all students
- are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12
- prepare students for their role in society

<b>GRADE 11 AND 12 COURSE TYPES</b>
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In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for post-secondary goals.

There are four types of destination – related courses, as well as open courses.

### **UNIVERSITY PREPARATION COURSES**

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of independent research skills and independent learning skills.

### **UNIVERSITY/COLLEGE PREPARATION COURSES**

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. University/college preparation courses are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

### **COLLEGE PREPARATION COURSES**

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. College preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of independent research skills and independent learning skills.

### **WORKPLACE PREPARATION COURSES**

These courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications. Workplace preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of generic employment skills, as well as independent research skills and independent learning skills.

### **OPEN COURSES**

These courses allow students to broaden their knowledge and skills in a subject that may or may not be directly related to their post-secondary goals. These courses are appropriate regardless of post-secondary destination. They are not designed with the specific requirements of university or college programs or the workplace in mind.

**Choosing a high school program is an important task for students and their parents. The teachers, counsellors and administration of Erin D.H.S. will be pleased to assist you in any way they can.**

**Should you have missed (failed) a compulsory credit by the end of Grade 10, you must, of course, include this course in your third year.**

## LIST OF COURSES OFFERED AT ERIN D.H.S. - 2016-2017

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Arts</b>	ADA 1O AMU 1O AVI 1O	ADA 2O AMU 2O AVI 2O	ADA 3O ADA 3M AVI 3M ADA3MF <sub>(Immersion)</sub>	ADA 4M AVI 4M AWM 4M <sub>(Emphasis)</sub>
<b>Business</b>	BTT 1O	BBI 2O	BAF 3M BMI 3C	BOH 4M
<b>COOP</b>			FTECO2 (2 credits) FTECO4 (4 credits)	FTECO2 (2 credits) FTECO4 (4 credits)
<b>Dual Credit</b>				TVC4T (1 credit) TVD4T (1 credit)
<b>English</b>	ENG 1D ENG 1P	ENG 2D ENG 2P	ENG 3U ENG 3C ENG 3E	ENG 4U ENG 4C ENG 4E ETS 4U (2017-18) EWC 4U (online)
<b>French</b>	FSF 1D FSF 1P	FSF 2D	FSF 3U	FSF 4U
<b>French Immersion</b>	FIF 1D	FIF 2D	FIF3U	FIF4U
<b>Geography</b>	CGC 1D CGC 1P CGC1DF <sub>(Immersion)</sub>		CGG 3O	CGR 4M CGW 4U
<b>Guidance</b>		GLC 2O GLC2OF <sub>(Immersion)</sub>		
<b>History</b>		CHC 2D CHC 2P CHV 2O CHV2OF <sub>(Immersion)</sub> CHC2DF <sub>(Immersion)</sub> (2017-18)	CHW 3M CLU 3M	CHY 4U CLN 4U

<b>Math</b>	MFM 1P MPM 1D	MFM 2P MPM 2D	MEL 3E MBF 3C MCF 3M MCR 3U	MAP 4C MCT 4C (online) MCV 4U MDM 4U MEL 4E (2017-18) MHF 4U
<b>Native Studies</b>			NBV3C	
<b>Physical &amp; Health Education</b>	PPL 1OY (Boys) PPL 1OX (Girls)	PAD 2O PPL 2O	PPL 3O PAF 3O	PAL 4O PAF 4O PSK 4U
<b>Science</b>	SNC 1P SNC 1D	SNC 2P SNC 2D	SVN 3E SBI 3C SBI 3U SCH 3U SPH 3U	SNC 4E (2017-18) SCH 4C (2017-18) SPH 4C SBI 4U SCH 4U SPH 4U
<b>Social Science &amp; Humanities</b>			HPC 3O HSP 3U & 3C	HFA 4C HHS 4U & 4C HSB4UF (Immersion)
<b>Technology</b>	TIJ 1O TGJ 1OF (Immersion)	TDJ 2O TFJ 2O TGJ 2O TMJ 2O TTJ 2O	TDJ 3M TDJ 3O TFJ 3E TGJ 3O TGJ 3M TTJ 3O ICS 3U	TDJ 4M TDJ 4O TDA4M (Emphasis) TFJ 4E TGJ 4M TGJ 4O TGJ 4ME (Emphasis) TTJ 4E ICS 4U

**Detailed courses of study are available at the school.**

## GRADE 9 PROGRAM

- The Grade 9 program will consist of both COMPULSORY and OPTIONAL courses.
- All Grade 9 students must take 8 courses.
- Promotion is on a subject-by-subject basis.

### COMPULSORY COURSES INCLUDE:

English   Mathematics   Science   French   Geography   Healthy Active Living  
(Strongly recommended)

These courses are streamed, reflecting the new curriculum and are offered at both the Academic and Applied Levels, except for Healthy Active Living which is offered at the open level.

You may take Academic level in one subject and the Applied level in the other subjects.

Essential courses are offered in Mathematics, Science and English.

**Grade 9 English Program students will select 2 of the optional courses.**

### OPTIONAL COURSES INCLUDE:

Business	Integrated Technologies
Drama	Music
Skills for Success in Secondary School	Visual Arts

**NOTE:** All Optional Courses are offered at the OPEN level.

<b>GRADE 10 PROGRAM</b>
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- The Grade 10 program will consist of both COMPULSORY and OPTIONAL courses.
- All Grade 10 students must take 8 courses.
- Promotion is on a subject-by-subject basis.

**COMPULSORY COURSES INCLUDE:**

English   Mathematics   Science   History   Civics (.5 credit)   Career Studies (.5 credit)

English, Mathematics, Science, and History courses will be offered at the Applied and Academic level. English is also offered at the essential level.

Civics and Career Studies will be offered at the Open level.

**Grade 10 English Program students must choose 3 of the OPTIONAL courses.**

**OPTIONAL COURSE CHOICES:**

Business

Physical Education

Drama

Visual Arts

French

Music

Technological Studies (Design, Communication,  
Transportation, and Hospitality & Tourism)

## GRADE 11 PROGRAM

- The Grade 11 Program will consist of both COMPULSORY and OPTIONAL courses.
- Grade 11 students are strongly encouraged to take 8 courses.
- Promotion is on a subject basis

### COMPULSORY COURSES INCLUDE:

ENGLISH

MATHEMATICS

### OPTIONAL COURSES

ARE TAKEN FROM ALL OTHER SUBJECT AREAS

### FOUR OF THE COURSE TYPES ARE DESTINATION COURSES REFLECTING THE NEW CURRICULUM:

University preparation

College/University preparation

College preparation

Workplace preparation

Open type courses are also offered.

YOU MAY TAKE A COMBINATION OF COURSE TYPES BUT READ CAREFULLY THE ADMISSION GUIDELINES FOR UNIVERSITIES AND COLLEGES TO ENSURE CORRECT PLANNING FOR POST-SECONDARY EDUCATION. INFORMATION CAN BE FOUND AT THE FOLLOWING WEBSITES: [www.ouac.on.ca/101/](http://www.ouac.on.ca/101/) and [www.ontariocolleges.ca](http://www.ontariocolleges.ca) or contact the guidance office.

## GRADE 12 PROGRAM

- The Grade 12 Program will consist of both COMPULSORY and OPTIONAL courses.
- Grade 12 students must take enough courses to reach the 30 credits requirement for OSSD.
- A minimum of 7 courses recommended

### COMPULSORY COURSES

ENGLISH

### OPTIONAL COURSES

ARE TAKEN FROM ALL OTHER SUBJECT AREAS

### FOUR COURSES ARE DESTINATION COURSES REFLECTING THE NEW CURRICULUM:

University preparation

College/University preparation

College preparation

Workplace preparation

Open type courses are also offered.

YOU MAY TAKE A COMBINATION OF COURSE TYPES BUT READ CAREFULLY THE "INFO 71 FALL 2006 ISSUE" FOR UNIVERSITY REQUIREMENTS TO ENSURE CORRECT PLANNING FOR POST-SECONDARY EDUCATION. YOU CAN ACQUIRE THIS AT:

[www.ouac.on.ca/101/](http://www.ouac.on.ca/101/)

ADMISSION INFORMATION FOR COLLEGES IS FOUND AT:

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



## COURSE REQUIREMENTS AND DESCRIPTIONS

### ARTS COURSES:

#### **ADA 10 – DRAMA**, grade 9, Open

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

**Prerequisite:** None

#### **AMU 10 – MUSIC**, grade 9, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

**Prerequisite:** None

#### **AVI 10 – VISUAL ART**, grade 9, Open

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

**Prerequisite:** None. Individual Art Kit Fee may be charged.

#### **ADA 20 – DRAMA**, grade 10, Open

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

**Prerequisite:** None

#### **AMU 20 – MUSIC**, grade 10, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** None

**AVI 20 – VISUAL ARTS**, grade 10, Open

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

**Prerequisite:** None. Individual Art Kit Fee may be charged.

**ADA 30 – DRAMATIC ARTS**, grade 11, Open

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

**Prerequisite:** None

**ADA3M – DRAMATIC ARTS**, grade 11, university/college preparation

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

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

**AVI 3M – VISUAL ARTS**, grade 11, University/College Preparation

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

**Prerequisite:** Visual Arts, Grade 9 or 10, Open. Individual Art Kit Fee may be charged

**ADA 4M – DRAMATIC ARTS**, grade 12, University/College Preparation

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

**Prerequisite:** Dramatic Arts, grade 11, university/college preparation.

Admission may also be granted with an interview.

**AVI 4M – VISUAL ARTS**, grade 12, University/College preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Prerequisite:** Visual Arts, grade 11, university/college preparation

Individual Art Kit Fee may be charged.

**AWM 4M – VISUAL ARTS EMPHASIS— Drawing & Painting**, grade 12, Univ./College prep.

The Visual Arts Emphasis course will focus on a particular area of study (art form). Students will create thematic works of art in a particular area of art and use the critical analysis process to deconstruct art works and explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Prerequisite:** Visual Arts, grade 11, university/college preparation, or grade 12 AVI 4M

Individual Art Kit Fee may be charged.

## **BUSINESS COURSES:**

### **BTT10 - INFORMATION AND COMMUNICATION 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 technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite:** None

### **BAF3M – FINANCIAL ACCOUNTING FUNDAMENTALS, Grade 11, University/College Preparation**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

**Prerequisite:** None

### **BMI 3C – MARKETING: GOODS, SERVICES, EVENTS, Grade 11, College Preparation**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite:** None

### **BOH4M – BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, Grade 12, University/College Preparation**

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

**Prerequisite:** None

## **CANADIAN AND WORLD STUDIES: GEOGRAPHY**

### **CGC1D - Issues in Canadian Geography, Grade 9 Academic**

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

**Prerequisite:** None

### **CGC1P - Issues in Canadian Geography, Grade 9 Applied**

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

**Prerequisite:** None

### **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.

**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied

### **CGW4U - World Issues: A Geographic Analysis, Grade 12 University Preparation**

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.

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

**CGR4M - The Environment and Resource Management, Grade 12 University/College Preparation**

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.

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

## **CANADIAN AND WORLD STUDIES: HISTORY**

### **CHC2D - Canadian History since World War I, Grade 10 Academic**

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

**Prerequisite:** None

### **CHC2P - Canadian History since World War I, Grade 10 Applied**

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

**Prerequisite:** None

### **CHV20 - Civics and Citizenship, Grade 10, Open**

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

**Prerequisite:** None

### **CHW3M - World History to the End of the Fifteenth Century (Ancient Civilizations), Grade 11 University/College Preparation**

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.

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

**CHY4U - World History since the Fifteenth Century, Grade 12 University Preparation**

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

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



## CANADIAN AND WORLD STUDIES: LAW AND POLITICS

### **CLU3M - Understanding Canadian Law, Grade 11 University/College Preparation**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of 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.

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

### **CLN4U - Canadian and International Law, Grade 12 University Preparation**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop 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.

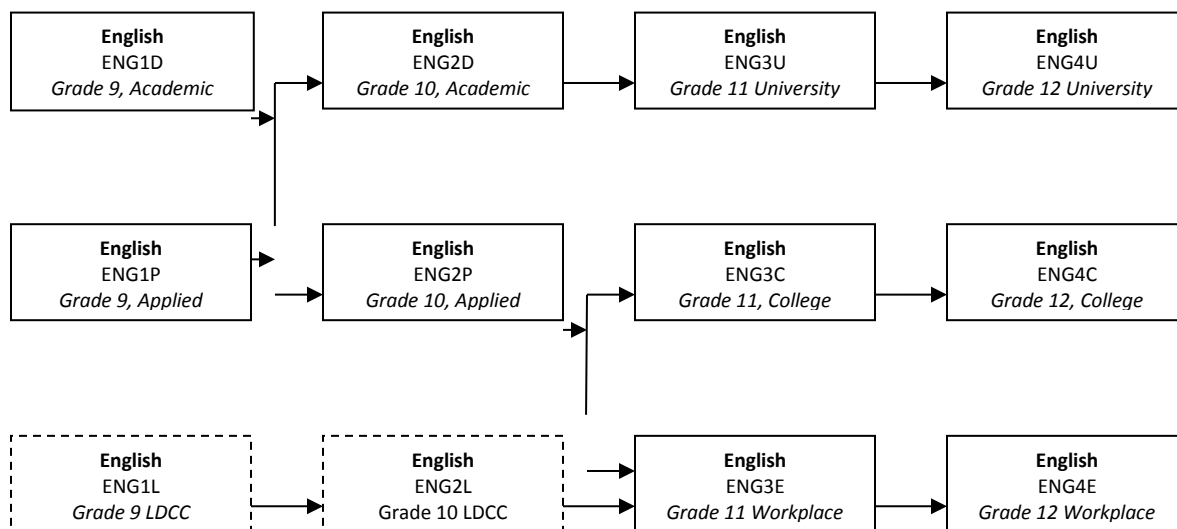
**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## Draft Chart for English, Grades 9-12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them.

It does not attempt to depict all possible movements from course to course.

### Compulsory Course



## ENGLISH COURSES:

### Compulsory Courses

#### **ENG 1D English**, grade 9, academic

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

**Prerequisite:** None

#### **ENG 1P English**, grade 9, applied

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

**Prerequisite:** None

#### **ENG 2D English**, grade 10, academic

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

**Prerequisite:** English, grade 9, academic or applied

#### **ENG 2P English**, grade 10, applied

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

**Prerequisite:** English, grade 9, academic or applied

**ENG 3U English**, grade 11, university preparation

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

**Prerequisite:** English, grade 10, academic

**ENG 3C English**, grade 11, college preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**Prerequisite:** English, grade 10, applied

**ENG 3E English**, grade 11, workplace preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

**Prerequisite:** English, grade 10, applied or ENG 1L

**ENG 4U English**, grade 12, university preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Prerequisite:** English, grade 11, university preparation

**ENG 4C English**, grade 12, college preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

**Prerequisite:** English, grade 11, college preparation

**ENG 4E English**, grade 12, workplace preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

**Prerequisite:** English, grade 11, workplace preparation

## **Optional English Courses**

**ETS 4U Studies in Literature**, grade 12, university preparation

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

**Prerequisite:** English, grade 11, university preparation

**This course is offered in 2017-2018**

**EWC 4U The Writer's Craft**, grade 12, university preparation

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

**Prerequisite:** English, grade 11, university preparation.

**This course will only be offered *online* through the e-Learning Consortium**

## FRENCH COURSES:

### **FSF1D - Core French, Grade 9 Academic**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will 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. **Students are expected to speak French at all times**

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

### **FSF1P - Core French, Grade 9 Applied**

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. **Students are expected to speak French at all times**

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

### **FSF2D - Core French, Grade 10 Academic**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will 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. **Prerequisite:** Core French, Grade 9, Academic or Applied

### **FSF3U - Core French, Grade 11 University Preparation**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their 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. **Students are expected to speak French at all times**

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

### **FSF4U - Core French, Grade 12 University Preparation**

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. **Students are expected to speak French at all times**

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

## FRENCH IMMERSION PROGRAM

Students who enter grade 9 with a minimum of 3800 hours of Immersion French instruction can enroll in the grade 9 Immersion courses.

In order to receive the Certificate of Immersion French Study **10 courses** must be successfully completed including: FIF4UF

<b><u>GRADE 9:</u></b>	<b><u>Compulsory Courses:</u></b> English Mathematics Science Healthy Active Living (strongly recommended) Technologie des communications (TGJ1OF) Francais (FIF1D) Geographie (CGC1DF) <b>alternates with CHC2DF</b>	<b><u>Optional Courses: Select 1</u></b> Music Visual Arts Info. & Communication in Business Drama Integrated Tech
<b><u>GRADE 10:</u></b>	<b><u>Compulsory Courses:</u></b> English Mathematics Science Francais (FIF2D) Education a la Citoyennete (CHV2OF) Exploration des Carrieres (GLC2OF) Histoire (CHC2DF) <b>alternates with CGC1DF</b>	<b><u>Optional Courses: Select 2</u></b> Business Music Visual Arts Physical Education Technological Studies Drama
<b><u>GRADE 11:</u></b>	<b><u>Compulsory Courses:</u></b> English Mathematics Francais (FIF3U) Drame (ADA3MF)	<b><u>Optional Courses: Select 2 or 3</u></b>
<b><u>GRADE 12:</u></b>	<b><u>Compulsory Courses:</u></b> English Francais (FIF4U) Changements et defis sociaux (HSB4UF)	<b><u>Optional Courses: Select 5 or 6</u></b>

## **FRENCH IMMERSION COURSES BY GRADE**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
FIF 1D French	FIF 2D French	FIF 3U French	FIF 4U French
TGJ 10F Comm. Tech	CHC 2DF History	ADA 3MF Drama	HSB 4UF Sociology
CGC 1DF Geography	CHV 20F/GLC 20F Civics/Careers		

### **COURSE DESCRIPTIONS:**

#### **TGJ 10F - Initiation à la technologie des communications**

Ce cours de découverte familiarise les élèves avec les concepts et les habiletés liés à la technologie des communications, ce qui englobe, entre autres, la production d'images vidéo, télévisuelles et cinématographiques, la production de documents sonores et radiophoniques, l'impression et la communication graphique, la photographie et l'animation. Les élèves seront sensibilisés à certaines questions sociales et environnementales et entameront leur parcours de découverte des itinéraires d'études secondaires et postsecondaires menant à des carrières dans ce secteur.

#### **TGJ10F – Exploring Communications Technology, grade 9, open**

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

#### **CGC 1DF – Géographie du Canada, académique**

Ce cours explore le caractère distinct et changeant du Canada dans la géographie physique, écologique, humaine et économique. L'élève va examiner les connexions parmi le climat, le sol, les plantes, les animaux et les formes aux écosystèmes canadiens dans le but d'améliorer les connaissances et habiletés géographiques qui contribuent à la compréhension de la diversité canadienne et son rôle mondiale. **This course will be offered in 2016-17 (Alternates with CHC2DF)**

#### **CGC1DF - Issues in Canadian Geography, Grade 9 Academic**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live. **This course will be offered in 2016-17 (Alternates with CHC2DF)**

#### **FIF 1D – 9e Année, Immersion Française (théorique)**

Dans ce cours l'élève développe ses compétences langagières par la lecture et l'écriture de divers textes. L'élève acquiert une plus grande aisance en communication orale en faisant de diverses présentations. En littérature, l'élève examine des œuvres contemporaines: un roman, des poésies, légendes, chansons, films, articles des journaux des régions (pays) francophones en Amérique du Nord.



### **FIF1D – French Immersion, Grade 9 Academic**

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners. **Prerequisite:** Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent

### **CHC 2DF – Le Canada au cours du 20 ieme siecle , academique**

Ce cours retrace l'évolution politique, économique, sociale et culturelle du Canada depuis la Première Guerre mondiale jusqu'à nos jours et souligne son rôle sur la scène internationale. Il amène l'élève à prendre conscience des influences internes et externes qui ont façonné l'identité du Canada et de l'Ontario français. L'élève étudie la diversification croissante de la population, la transformation de la société à la suite de l'industrialisation et de l'avènement de la technologie ainsi que la participation du Canada à des événements mondiaux et à des ententes internationales. Le cours lui permet ainsi de confronter différentes interprétations historiques, d'établir des liens de cause à effet, de soutenir des hypothèses, de faire des recherches et d'en présenter les résultats. **This course is offered in 2015-16 (Alternates with CGC1DF)**

**Préalable :** Aucun

### **CHC2DF - Canadian History since World War I, Grade 10 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. **This course is offered in 2015-16 (Alternates with CGC1DF)**

### **CHV 2OF – Education a la Citoyennete**

Dans ce cours, l'élève acquiert les connaissances et développe les qualités qui lui permettront d'être une bonne citoyenne ou un bon citoyen de sa communauté, de sa province, de son pays et du monde. L'élève découvre les éléments de la démocratie en étudiant les rouages du système politique du Canada et prend conscience de la complexité de la vie démocratique dans une société pluraliste comme le Canada. Le cours lui permet aussi d'appliquer sa pensée critique et créative dans le processus de résolution de problèmes et de prise de décisions pour explorer différentes façons d'être une citoyenne ou un citoyen actif et responsable.

### **CHV2OF - Civics and Citizenship, Grade 10, Open**

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.

**FIF 2D – French Immersion, academique**

Dans ce cours l'élève développe ses compétences langagières par la lecture et l'écriture de divers textes. L'élève acquiert une plus grande aisance en communication orale en faisant de diverses présentations. En littérature, l'élève examine des œuvres contemporaines: un roman, des poésies, légendes, chansons, films, articles des journaux des régions (pays) francophones en Amérique du Nord.

**FIF2D - French Immersion, Grade 10 Academic**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language-learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary and historically well-known French European literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

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

**GLC 20F – Exploration des Choix de Carrière**

Ce cours porte sur la définition et l'atteinte des objectifs de l'élève sur le plan des études, du travail et de la vie communautaire, durant et après le palier secondaire. L'apprentissage de l'élève comprend une évaluation globale de ses connaissances, de ses habiletés et de ses capacités ainsi qu'un survol des grandes tendances économiques et sociales. L'élève étudie également l'organisation du milieu de travail ainsi que les façons d'accéder au marché du travail. La préparation d'un plan de formation détaillé et une réflexion sur la nécessité de s'adapter au changement visent à favoriser l'atteinte des objectifs de l'élève.

**GLC 20F – Career Studies, Grade 10, open**

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 options, 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.

**Prerequisite:** None

**ADA 3MF – Premier Cours en Arts Dramatiques - Immersion Française**

Ce cours vise à développer la confiance en soi, le comportement, la concentration, la coopération et l'imagination. Travail individuel et en petits groupes développeront chez l'étudiant l'habileté de travailler en équipes et d'être conscient des autres. L'étudiant sera exposé à des pièces de théâtre en classe et hors de l'école dans le but de développer une appréciation critique des productions dramatiques. Des unités sur la concentration, le tableau, le mime, l'improvisation, l'analyse et la rédaction des scènes et des pièces développeront le but primaire de la créativité.

**ADA 3MF – The Introductory Course in Dramatic Arts, Open** The course aims to develop self-confidence, self-control, concentration, co-operation and imagination. Individual and small group work will develop the students' ability to work with a team and to become more aware of others. Students will be exposed to theatrical productions both in and out of school in order to develop a critical appreciation of dramatic productions. The primary goal of the course is creativity, which will be developed through units such as concentrating tableau, mime, improvisation and elementary scene and play-writing.

**FIF 3U – French Immersion, grade 11, university preparation**

Ce cours permet à l'élève de consolider ses connaissances de la langue française à travers l'étude de la littérature et de la culture des pays francophones. L'élève étudiera des ouvrages tels que romans, poèmes, films, pièces...qui l'aideront à écrire une variété d'ouvrages. On lui demandera aussi d'écrire au moins une rédaction de recherche formelle. Ses connaissances linguistiques, écrites et orales, seront consolidées et améliorées dans ce cours.

**Prerequisite:** FIF 2DF

**FIF 3U – French Immersion, University Preparation**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will apply language-learning strategies while exploring a variety of concrete and abstract topics, and will increase their knowledge of the language through the study of French literature from around the world. They will also continue to deepen their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

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

**FIF 4U – French Immersion, grade 12, university preparation**

Ce cours continue une étude intensive de la littérature et de la culture française du Moyen Âge au présent. On examinera des ouvrages variés et on écrira plusieurs rédactions. On continuera à souligner l'importance d'un bon usage de la langue parlée aussi bien que la langue écrite.

**Prerequisite:** FIF 3UF

**FIF4U - French Immersion, Grade 12 University Preparation**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate language-learning strategies and apply them while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

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

**HSB 4UF - Changements et défis sociaux, 12e année, cours préuniversitaire/précollégial**

Ce cours permet à l'élève d'explorer des courants d'idées, des transformations en cours et des tendances sociales de la société contemporaine. Les habiletés d'analyse, de recherche et de communication qu'elle ou il acquiert grâce à cet apprentissage lui permettent de développer une perspective critique et originale sur des changements structurels importants de la société contemporaine et des défis auxquels seront confrontées les sociétés du XXI<sup>e</sup> siècle. L'élève découvre certaines approches utilisées en psychologie, en sociologie et en anthropologie afin de mieux comprendre comment l'individu et la société réagissent ou s'adaptent à ces changements.

**Préalable :** Tout cours des programmes-cadres de sciences humaines et sociales, de français ou d'études canadiennes et mondiales, filière préuniversitaire, préuniversitaire/précollégiale ou précollégiale

**HSB4UF – Challenge and Change in Society, Grade 12 University Preparation**

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

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

## **GUIDANCE AND CAREER EDUCATION:**

### **GLC 20 – CAREER STUDIES (.5 credit), grade 10, open**

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 options, 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.

### **FTE CO2 – CO-OPERATIVE EDUCATION (2 credit), grade 11 and 12**

### **FTE CO4 – CO-OPERATIVE EDUCATION (4 credit), grade 11 and 12**

This course prepares students to make successful transitions to postsecondary 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. The co-op course must be based on a "related" course (or courses) in which the student is enrolled or which s/he has successfully completed. For example a student may earn a TTJ4EC Transportation Technology Co-op. The co-op course and the related course together constitute a student's co-op program, designed to suit the student's strengths, interests and needs to enhance the student's preparation for the future. Students will target appropriate postsecondary education or training options and begin to implement an action plan for postsecondary success.

\* Students choose FTECO2 for ½ day Co-op (2 credits) or FTECO4 for full day Co-op (4 credits)

**Prerequisite:** Career Studies, grade 10, open

## **COOPERATIVE EDUCATION - IT'S WORKING!**

Co-op is an experiential learning program that allows students to integrate classroom study with experiences in the workplace.

A co-op course must be based on a "related" course (or courses) in which the student is enrolled or which s/he has successfully completed. The co-op course and the related course together constitute a student's co-op program, designed to suit the student's strengths, interests and needs to enhance the student's preparation for the future.

Co-op involves a partnership between education and business consisting of students, parents, teachers and employers. Students may spend half a day to a full day in their work placements and have the opportunity to learn by "doing" with on-the-job training.

### **WHY TAKE CO-OP?**

Co-op students:

- develop employability skills and on-the-job training
- develop a good work ethic
- gain valuable work experience that can help when applying to post-secondary institutions or when entering the world of work
- establish relationships with employers and supervisors within the community
- feel a sense of pride and ownership over their learning
- feel like they are contributing to the wider community
- explore potential careers and learn more about post-secondary options

### **Pre-Course Interview & Counselling**

The purpose of this initial interview with the student is to ensure that:

- the student is ready and committed to undertake learning in the workplace
- the placement is appropriate to the student's goals and interests

### **Pre-Placement Instruction**

Instruction must be provided on:

- health and safety in the workplace
- employment law and unions
- workplace ethics, human rights and confidentiality

### **Personalized Placement Learning Plan (PPLP)**

A PPLP must be developed for each student. It must be:

- based on expectations from the related course in the Ontario curriculum and industry-specific requirements
- developed by the co-op teacher in partnership with the employer and student

### **Assessment and Evaluation**

A qualified teacher will assess and evaluate the student's progress through regular workplace monitored visits (a minimum of three per credit).

During workplace monitoring, the teacher will:

- observe student performance tasks and troubleshoot problem situations
- conduct formal evaluations with the student's supervisor

Student achievement is also assessed through:

- written assignments, seminars presentations, reflective journals, and career portfolios
- a culminating independent-study activity that is linked to the related course expectations
- a minimum of two performance appraisals written by the placement supervisor

### **Regular In-School Integration Sessions:**

- provides students with the opportunity to analyse and share their workplace experience

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

**Apprenticeship** programs combine a skilled trade with some classroom instruction and on-the-job training. Students who prefer a hands-on approach to learning may want to consider applying for an apprenticeship program. *"The older average age of many tradespeople and their stated intention to retire suggest that if efforts are not made to train the next generation of skilled workers, Canada's future economic competitiveness will be in serious jeopardy."* Canadian Apprenticeship Forum ([www.caf-fca.org](http://www.caf-fca.org))

### What is Apprenticeship?

To become a journey person in a regulated skilled trade requires a combination of on-the-job experience and in-school training, called APPRENTICESHIP. It is an agreement between a young person who wants to learn a skilled trade, and an employer who wants a skilled worker.

### What is OYAP?

OYAP is an opportunity for learning that allows students to work towards an apprenticeship and their OSSD through a combination of in-school and placement experiences. OYAP students choose either the 2-credit or 4-credit co-op options. In other words, it allows students to earn co-op credits and begin logging their hours toward a chosen trade – at the same time!

### Why Choose a Skilled Trade?

- Canada is going to have a dramatic demand for people with excellent technical skills training because many of today's trades people will be retiring in the next ten years.
- Skilled trades people earn higher than average incomes.
- Forty per cent of new jobs will be in skilled trades and technologies in the next two decades. Contrary to other post secondary training and education, an apprentice is paid for the 2 – 5 years of required training by the employer.

### Please note:

- Placements in the construction trades are available only in the 4-credit option.
- The student must be 16 years old, have already earned 16 credits, and must have his/her own transportation to and from the placement. Placements cannot be with a family member.

### New

Students may earn credits towards a Specialist High Skills Major in Transportation or Manufacturing AND gain Apprenticeship hours in the OYAP program.

For more information about the Ontario Youth Apprenticeship Program contact the OYAP office at (519) 766-9140.

### Some Website Resources:

[www.apprenticesearch.com](http://www.apprenticesearch.com)  
[www.oyp.com](http://www.oyp.com)  
[www.skilledtrades.ca](http://www.skilledtrades.ca)

## **HEALTH AND PHYSICAL EDUCATION POSSIBLE CREDITS BY GRADE**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
PPL10Y Healthy Active Living PPL10X Education	PPL20 Health Active Living Education  PAD20 Outdoor Activities	PPL30 Healthy Active Living Education  PAF30 Personal Fitness	PAL 40 Large Group Activities  PAF 40 Personal Fitness – Cross Training  PSK 4U Introductory Kinesiology
Total Possible Credits: 1	Total Possible Credits: 2	Total Possible Credits: 2	Total Possible Credits: 3



## HEALTH AND PHYSICAL EDUCATION COURSES:

### **PPL 10Y (boys)/PPL10X (girls) HEALTHY ACTIVE LIVING EDUCATION,** grade 9, open

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

**Prerequisite:** None

### **PAD 20– HEALTHY LIVING and OUTDOOR ACTIVITIES,** grade 10, open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This co-educational course features the following activities that promote healthy active living for life: aquatic games, canoeing, kayaking, camping, hiking, backpacking, skiing, snowshoeing, skating, orienteering, cycling, indoor rock climbing, paddle making, wild edibles, photography, wilderness first aid, leadership and initiative tasks. A compulsory part of the course is a four-day canoe trip. ***Enrichment Experience Fee: \$250***

**Prerequisite:** None                      Recommended Prerequisite: PPL 10

### **PPL 20– HEALTHY ACTIVE LIVING EDUCATION,** grade 10, open

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

**Prerequisite:** None                      Recommended Prerequisite: PPL 10

### **PPL 30 –HEALTHY ACTIVE LIVING EDUCATION,** grade 11, open

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

**Prerequisite:** None



**PAF 30 – HEALTHY LIVING and PERSONAL and FITNESS ACTIVITIES**, grade 11, open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. A central focus of this course is on fitness, resistance and cardiovascular training. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as, to encourage others to lead healthy lives.

**Prerequisite:** None

**PAL 40 – HEALTHY LIVING and LARGE GROUP ACTIVITIES**, grade 12, open, co-ed

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

**Prerequisite:** None

**Recommended Prerequisite:** PPL 10

**PAF 40 – HEALTHY LIVING and PERSONAL AND FITNESS ACTIVITIES – CROSS TRAINING**, grade 12, Open

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

**Prerequisite:** None

**PSK 4U – INTRODUCTORY KINESIOLOGY**, grade 12, university preparation

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

**Prerequisite:** Any grade 11 university or university/college preparation course in Science, or any grade 11 or 12 open course in Health and Physical Education.

**\*\* It is strongly recommended that students have taken at least one senior science credit at the university level.**

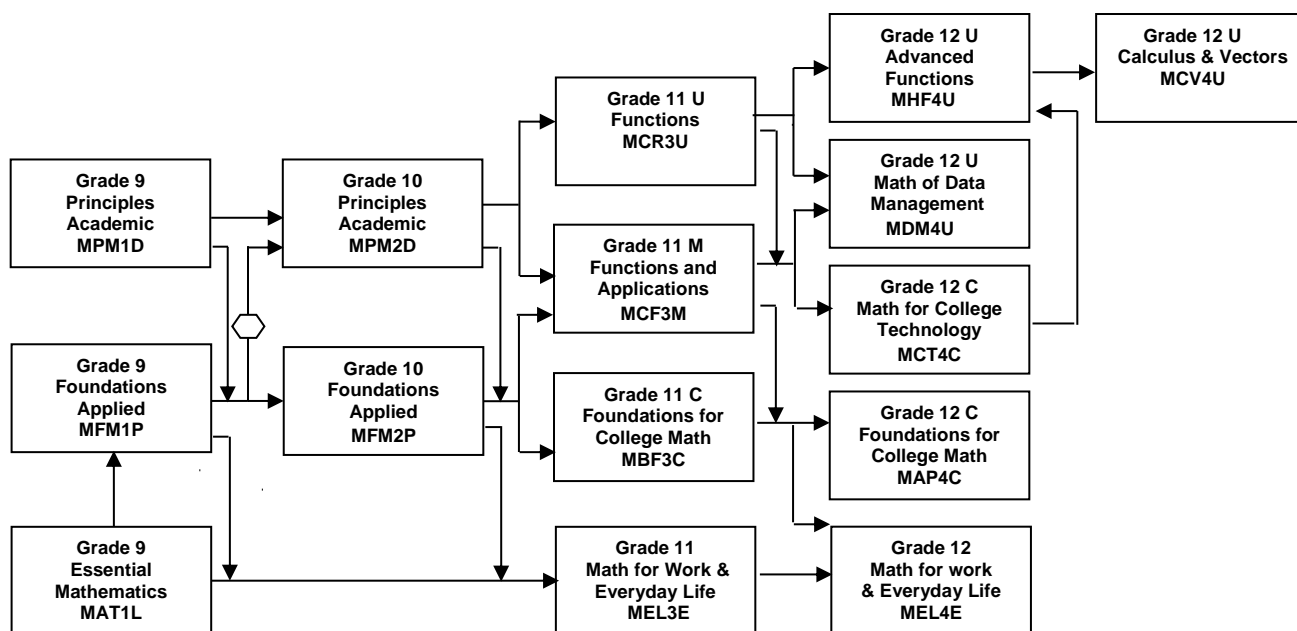
## Prerequisite Chart for Mathematics, Grades 9 –12

This chart maps out all of the courses in the discipline and shows the links between courses and the prerequisites for them.

It does not depict all possible movements from course to course.

Students should check university/college/apprenticeship admission requirements to ensure they selected the proper pathway.

Three math courses are compulsory requirements for a secondary school diploma.



There is a mandatory transfer course required for students to switch streams, these are offered at summer school, or through ILC.

## MATH COURSES:

### **MPM 1D – MATH - Principles of Mathematics**, grade 9, academic

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

\*Note: It is strongly recommended that students purchase their required scientific calculator from the EDHS Math Dept. in Sept. This is a non-profit venture to standardize scientific calculators at EDHS.

### **MFM 1P – MATH - Foundations of Mathematics**, grade 9, applied

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

\*Note: It is strongly recommended that students purchase their required scientific calculator from the EDHS Math Dept. in Sept. This is a non-profit venture to standardize scientific calculators at EDHS.

### **MPM 2D – MATH - Principles of Mathematics**, grade 10, academic

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

**Prerequisite:** MPM 1D

### **MFM 2P – MATH - Foundations of Mathematics**, grade 10, applied

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

**Prerequisite:** MPM 1D or MFM 1P – A mark of 70% is recommended.

**MCR 3U – Functions**, grade 11, university preparation

This course introduces the mathematical concepts 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 including applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MPM 2D – A mark of 70% is recommended.

**MCF 3M - Functions and Applications**, grade 11, university/college preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MPM 2D or MFM 2P **NOTE:** Students in the grade 10 applied level course (MFM 2P) should have the recommendation of their teacher prior to selecting this course.

**MBF 3C - Foundations for College Mathematics**, grade 11, college preparation

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

**Prerequisite:** MFM 2P – A mark of 70% is recommended.

**MEL 3E - Mathematics for Work and Everyday Life**, grade 12, workplace preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will 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. Workbook fee will be charged.

**Prerequisite:** MFM 1P, MPM 1D, or MAT 1L

**Offered in 2016-2017. (This course alternates with MEL4E)**

**MCV 4U - Calculus and Vectors**, grade 12, university preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **This course prepares students for university programs in mathematics, engineering, and some specialized sciences.**

**Prerequisite:** MHF 4U - a mark of 70% is recommended.

**MHF - 4U Advanced Functions**, grade 12, university preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics.

**This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.**

**Prerequisite:** MCR 3U OR MCT 4C – a mark of 70% is recommended.

**MDM - 4U Mathematics of Data Management**, grade 12, university preparation

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

**Prerequisite:** MCF 3M OR MCR 3U – a mark of 70% is recommended.

**MCT 4C - Mathematics for College Technology**, grade 12, college preparation

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **This course prepares students for a variety of college technology programs.**

**Prerequisite:** MCF 3M – a mark of 70% is recommended.

**\*\* This course is only offered ONLINE. Please see Mr. M. Filion for more info.**

**MAP 4C - Foundations for College Mathematics**, grade 12, college preparation

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.**

**Prerequisite:** MBF 3C – a mark of 70% is recommended.

**MEL 4E - Mathematics for Work and Everyday Life**, grade 12, workplace preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MEL 3E, MFM 1P, MDM 1D, or MAT 1L

**The next time MEL4E is offered will be in 2017 - 2018. (This course alternates with MEL 3E)**

**NATIVE STUDIES:****NBV3C - Beliefs, Values and Aspirations of Aboriginal Peoples in Contemporary Society, Grade 11 College Preparation NBV3C**

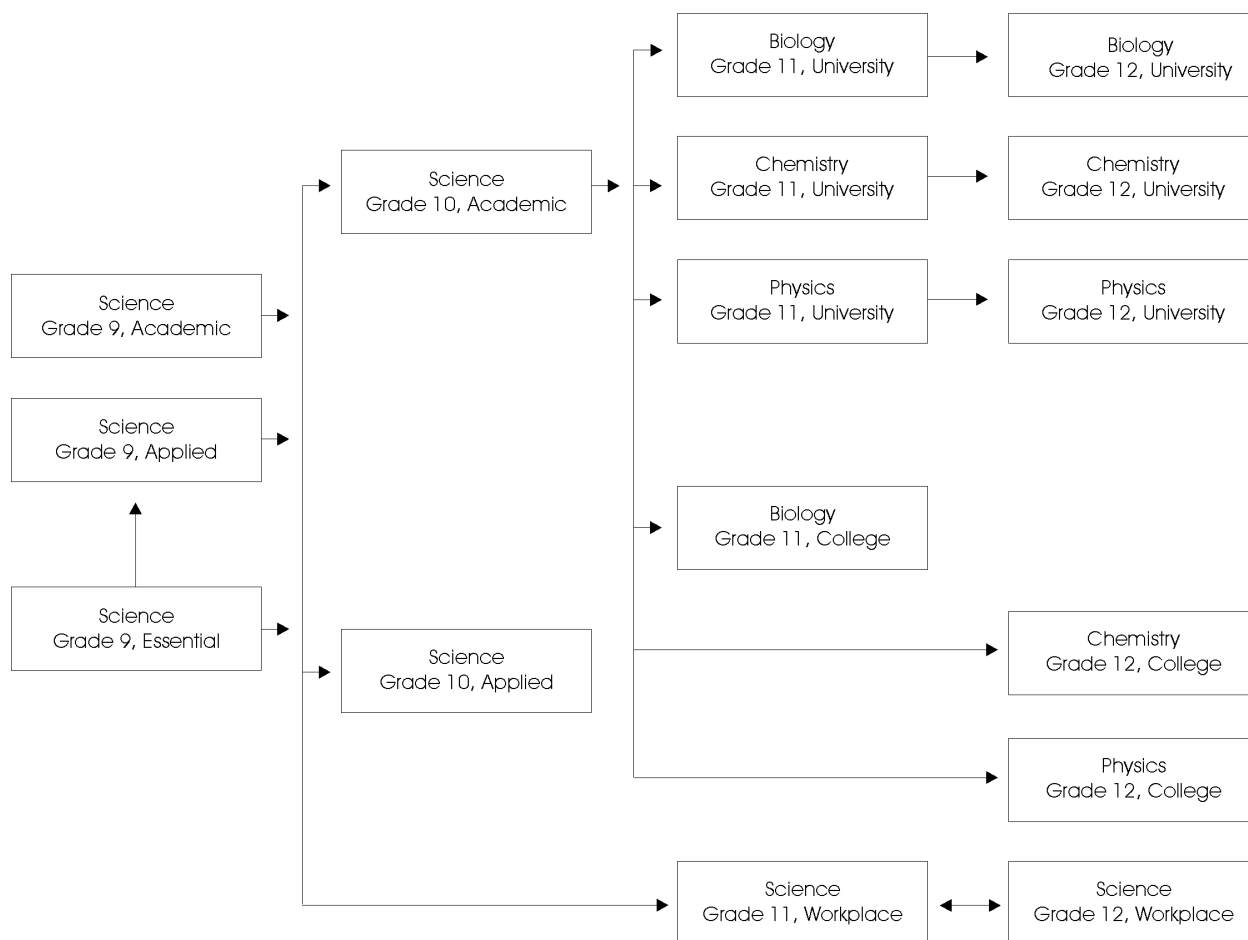
This course focuses on the diverse beliefs, values, and aspirations between First Nations, Métis, and Inuit peoples of Canada and the political, economic, cultural and social challenges facing Aboriginal individuals and communities from various regions and cultures. By examining their own beliefs, values and assumptions, the worldviews of others and factors that influence world views, students will appreciate how traditional and contemporary beliefs and values influence present and future aspirations of Aboriginal peoples.

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



## Prerequisite Chart for Science, Grades 9 – 12

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



## SCIENCE COURSES:

### **SNC 1D – 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.

**Prerequisite:** None

### **SNC 1P – 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.

**Prerequisite:** None

### **SNC 2D – SCIENCE**, grade 10, academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

**Prerequisite:** grade 9 Science, academic or applied

### **SNC 2P – SCIENCE**, grade 10, applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

**Prerequisite:** grade 9 Science, applied or academic

### **SBI 3U – BIOLOGY**, grade 11, university preparation

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

**Prerequisite:** Science, grade 10, academic.

**SCH 3U – CHEMISTRY**, grade 11, university preparation

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

**Prerequisite:** Science, grade 10, academic

**SPH 3U – PHYSICS**, grade 11, university preparation

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

**Prerequisite:** Science, grade 10, academic

**SBI 3C – BIOLOGY**, grade 11, college preparation

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

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

**SVN 3E – ENVIRONMENTAL SCIENCE**, grade 11, workplace preparation

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

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

**Offered in 2016-2017 (alternates with SNC 4E)**

**SBI 4U – BIOLOGY**, grade 12, university preparation

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

**Prerequisite:** Biology, grade 11, university preparation.

**SCH 4U – CHEMISTRY**, grade 12, university preparation

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

**Prerequisite:** Chemistry, grade 11, university preparation

**SPH 4U – PHYSICS**, grade 12, university preparation

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

**Prerequisite:** Physics, grade 11, university preparation

**SCH 4C – CHEMISTRY**, grade 12, college preparation

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

**Prerequisite:** Science, grade 10, academic or applied

**Offered in 2017-2018 (alternates with SPH 4C Physics)**

**SPH 4C – PHYSICS**, grade 12, college preparation

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

**Prerequisite:** Science, grade 10, academic or applied

**Offered in 2016-2017 (alternates with SCH 4C Chemistry)**

**SNC 4E - SCIENCE**, grade 12, workplace preparation

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

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

**Offered in 2015-2016 (alternates with SVN 3E)**

## SOCIAL SCIENCE AND HUMANITIES COURSES:

### **HPC30 - Raising Healthy Children (Parenting), Grade 11 Open**

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

**Prerequisite:** None.

### **HSP3U - Introduction to Anthropology, Psychology, and Sociology, Grade 11 University Preparation**

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

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

### **HSP3C - Introduction to Anthropology, Psychology, and Sociology, Grade 11 College Preparation**

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

**Prerequisite:** None.

### **HFA4C - Nutrition and Health, Grade 12 College Preparation**

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

**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 Preparation**

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

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

**HHS4C - Families in Canada, Grade 12 College Preparation**

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

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

## TECHNOLOGICAL EDUCATION:

### **TIJ 10 – EXPLORING TECHNOLOGIES**, grade 9, open

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

**Prerequisite:** None

### **TGJ 20 – COMMUNICATIONS TECHNOLOGY**, grade 10, open

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

**Prerequisite:** None

### **TDJ 20 – 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.

**Prerequisite:** None

### **TFJ 20 – HOSPITALITY AND TOURISM**, grade 10, open

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

**Prerequisite:** None

**TMJ 20 – MANUFACTURING TECHNOLOGY**, grade 10, open

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

**Prerequisite:** None

**TTJ 20 - TRANSPORTATION TECHNOLOGY**, grade 10, open

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

**Prerequisite:** None

**ICS 3U – INTRODUCTION TO COMPUTER SCIENCE**, grade 11, university preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

**Prerequisite:** None

**TGJ 3M – COMMUNICATIONS TECHNOLOGY**, grade 11, university/college preparation

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None

**TGJ 30 - COMMUNICATIONS TECHNOLOGY: BROADCAST AND PRINT PRODUCTION**, grade 11, Open

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

**Prerequisite:** None



**TDJ 3M – TECHNOLOGICAL DESIGN**, grade 11 university/college preparation

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

**Prerequisite:** None

**TDJ 30 - TECHNOLOGICAL DESIGN AND THE ENVIRONMENT**, grade 11, open

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

**Prerequisite:** None

**TFJ 3E - HOSPITALITY AND TOURISM**, grade 11, workplace preparation

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

**Prerequisite:** None

**TTJ 30 - TRANSPORTATION TECHNOLOGY: VEHICLE OWNERSHIP**, grade 11, open

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

**Prerequisite:** None.

**TGJ 4M – COMMUNICATIONS TECHNOLOGY**, grade 12, university/college preparation

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment

**Prerequisite:** Communications Technology, grade 11, university/college preparation

**TGJ4ME - COMMUNICATIONS TECHNOLOGY – EMPHASIS COURSES**, grade 12, University/College

Students interested in pursuing careers or post secondary education in the area of communication technology may take ONE emphasis course in any of the following areas:

***TGI 4M Communications Technology: Interactive New Media and Animation,***  
***TGP 4M Communications Technology: Photography and Digital Imaging,***  
***TGV 4M Communications Technology: TV, Video and Movie Production.***

It is intended to enable students to practice and refine their skills to bring them to industry standards. *Successful completion of TGJ 4M and a successful interview are prerequisites for admission to this course.*

**TGJ 40 - COMMUNICATIONS TECHNOLOGY: DIGITAL IMAGERY AND WEB DESIGN**, Grade 12, Open

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modeling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities.

**Prerequisite:** None

**TDJ 40 - TECHNOLOGICAL DESIGN IN THE TWENTY-FIRST CENTURY**, grade 12, open

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

**Prerequisite:** None

**TDJ 4M - TECHNOLOGICAL DESIGN**, grade 12, University/College

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

**Prerequisite:** Technological Design, Grade 11, University/College Preparation

**TECHNOLOGICAL DESIGN – EMPHASIS COURSES**, grade 12, University/College

Students interested in pursuing careers or post secondary education in the area of architectural design should take an emphasis course in the following area:

**TDA 4M Technological Design: Architectural Design.**

It is intended to enable students to practice and refine their skills to bring them to industry standards. *Successful completion of TDJ 4M and a successful interview are prerequisites for admission to this course.*

**TFJ4E - HOSPITALITY AND TOURISM**, grade 12, workplace preparation

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

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

**TTJ 4E - TRANSPORTATION TECHNOLOGY: VEHICLE MAINTENANCE**, grade 12, workplace preparation

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them

**Prerequisite:** None

**ICS4U – COMPUTER SCIENCE**, grade 12, university preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

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

## *My Education Plan*

### COMPULSORY CREDITS

4 English (1 credit per grade)  
 1 French-as-a-second Language  
 3 Math (at least 1 credit in Grade 11,12)  
 2 Science  
 1 Canadian History  
 1 Canadian Geography  
 1 Arts  
 1 Physical & Health Education  
 1 Civic and Career Studies  
 1 additional Science or Tech **or cooperative education\*\***  
 1 additional credit in English, *or* French as a second language, *or* a Native language, Native studies, *or* a classical *or* an international language, *or* social sciences and the humanities, *or* Canadian and world studies **or guidance and career education, or cooperative education\*\***  
 1 additional Physical Education or Music or Art or Drama or Dance *or* Business/Entrepreneurial Studies **or cooperative education\*\***  
**PLUS** 12 elective credits selected from available courses

#### Additional requirements for graduation will include:

- Successful completion of the Ontario Secondary School Literacy Test
- Successful completion of mandatory community involvement of 40 hours

**\*\*up to two cooperative education credits can now count towards the 18 compulsory credits**

Grade 9	Grade 10	Grade 11	Grade 12

Choose your courses wisely . . . it may not be possible to change your courses later