
Orangeville District Secondary School

Course Calendar 2015 - 2016



22 Faulkner Street
Orangeville, Ontario
L9W 2G7

<http://ugdsb.on.ca/odss>

519-941-0491

Fax: 519-942-4901

Principal:

Darryl Kirkland
Bill Lenny (Acting)

Vice Principals:

Pam Eurig
Wendy McIntosh-Clodd

Supporting Secondary School Students with Student Success

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

New to the Student Services cluster is the Student Success Teacher. This person works directly with students who have, or may experience difficulties in their courses. The Student Success Teacher works closely with the other members of the Student Success Team including the school administration, Guidance and Special Education in order to determine the best interventions within the school to support students and help get them back on track. Some of the services that the Student Success Teacher may provide include mentoring students, monitoring their progress, supporting their teachers and coordinating Credit Recovery and Alternative Education programs.

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

If you have questions about . . .	Contact
<ul style="list-style-type: none">• Changing courses or option selections• Social-Emotional or wellness concerns• Careers, Apprenticeships, College, Universities	Guidance
<ul style="list-style-type: none">• your student's Individualized Education Plan (IEP)• IPRC reviews	Special Education
<ul style="list-style-type: none">• Academic Support• Credit Recovery	Student Success Teacher
<ul style="list-style-type: none">• Attendance• Behaviour	Vice Principal

GRADE NINE

The first year of high school is an exciting and energizing time for students. O.D.S.S. offers students a rich program of curricular and co-curricular activities. Studies on Student Success indicate student engagement in the secondary program is a key predictor of success in high school. We encourage all students to get involved not only in their studies but in the many co-curricular activities available. Although O.D.S.S. is no doubt larger than the school our grade nine students have left, it is important that they feel comfortable and safe. Please contact a vice principal or the principal if your child is feeling uncomfortable at our school. We will do whatever possible to create that comfort.

It is also very important that student success begins with a successful start in grade nine. Studies on high school drop-outs indicate that students who experience failure in their first years of school and who become credit-poor have a higher chance of dropping out. For this reason, the program taken in grade nine should be carefully selected to challenge students without a high risk of failure. If your child is experiencing difficulty with their studies please contact the subject teacher for assistance, or contact a member of the Student Services Team if an intervention is required.

Alternatives to the Classroom

The Independent Learning Centre (Correspondence Courses): Secondary school credit courses are available through the ministry's Independent Learning Centre (ILC). Information about eligibility, enrolment procedures, and course offerings may be found in the current edition of the Independent Learning Centre Student Guide and through the ILC website. (www.ilc.org).

Distance Education: Distance education courses are credit courses that are offered by schools through various technological means, such as teleconferencing, the Internet, and video-conferencing. By making distance education courses available to students, schools can provide them with a wider range of program choices. These courses are designed to enable students to participate actively in a course despite being at a distance from the school that is offering the course. Information on distance education courses is available through school boards. Please note that a student actively enrolled in a secondary school program may not register with ILC or Distance Education without the principal's permission and only in extenuating circumstances.

E-Learning: The UGDSB is now involved in an exciting new Student Success Initiative from the Ministry of Education: e-Learning. e-Learning Ontario provides School Boards with online tools, courses and learning resources. In addition to the e-Learning Support for School Boards in the Provincial Partnership, the Province of Ontario has changed registration requirements for students who wish to enroll in online courses in other school boards. This change enables students to access courses online in other school boards. This option may be available for students in the event that the programming is not available to them through the UGDSB. Please see your guidance counselor to determine if this option is available to you. All decisions are based on the principal's discretion.

[e-Learning in the Upper Grand District School Board 2013-2014](#)

A successful online, e-Learner will be:

- a problem solver
- organized
- self-directed
- able to manage his/her time
- able to multitask
- flexible with a willingness to learn
- willing and able to provide a working computer
- computer literate
- self-motivated
- responsible
- a critical thinker
- honest
- an effective communicator

Time Commitment: As an online e-Learner, you will spend at least as much time with your online course as you would expect to spend in a regular classroom. Each course requires approximately 110 hours of “classroom” time (reading, learning, corresponding, doing experiments, etc.) and additional “homework” time (studying and completing assignments). Considering this time commitment, enrollment in e-Learning program outside Upper Grand, after Oct. 31 and March 31 in a given semester is not recommended and in many programs, not an option. Upper Grand e-Learning course registration will coincide with semester school time lines

Rights and Responsibilities of the e-Learning Student

The 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

Note: Suspension and expulsion rules, as outlined in provincial and school board policies apply to students participating in e-Learning.

Guidelines 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 gifted)
- Students who fit the profile of a successful online learner as described in the School Course Handbook.

In addition:

- A student may only enroll in a maximum of four courses per semester as this constitutes a full-time course load. This total of four includes all classes in the home school as well as online.
- Any decisions with respect to e-Learning 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 e-Learning course when the principal feels that the student will not be successful.
- Students cannot opt out of a course currently offered at the home school to take the same course online

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 school guidance department.

Attendance Procedures

There is an established link between student absenteeism and academic success. Regular attendance at school is critical for the student's learning and achievement of course expectations. To encourage regular attendance by students, O.D.S.S. will ensure that students and their parents are informed about ATTENDANCE PROCEDURES in the student agenda and in newsletters.

Where a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff should meet with the student and parents to explain the potential consequences of the absences, including failure to gain credits and/or removal from course(s), and discuss steps that could be taken to improve attendance. Students of compulsory school age whose absence is reported to the school board attendance counselor will have the reasons for their absence investigated.

Planning, Assessment, Evaluation and Reporting Handbook 2003, states that ***“major summative tasks should be completed under the supervision of a teacher in a classroom or with an ongoing conference or monitoring process.”*** If a student is frequently absent, he or she will not be able to meet the expectations of the course and will run the risk of being unsuccessful.

The focus and rationale for our **ATTENDANCE PROCEDURES** are the creation of an optimal learning environment for staff and students.

Course Changes

Types of Changes-Course Codes

Students should make a serious commitment to the courses which they choose for the year. Changes to timetable are often impossible to make due to class size; therefore, be certain that you choose wisely.

Students should be aware that a list of all grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned, will be recorded on the student's official transcript. If a student withdraws from a grade 11 or grade 12 course after the Ministry set deadline, the course will be recorded on their permanent transcript as "withdrawn" with no credit given, and the student's current mark will be assigned. The deadline is one week after the distribution of the midterm report card.

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses specified in various curriculum policy documents. A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course can take a transfer course to qualify for the Grade 11 course if his/her educational goals should change.

When a student plans to switch from one course type in Grade 9 to the other in Grade 10 in the same subject, the student will be strongly encouraged to successfully complete additional course work of up to 30 hours and as defined by the ministry in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work can be taken in summer school or in a program outside the regular school hours or during the school day.

Students should make a serious commitment to the courses which they choose for the year. Changes to timetable are often impossible to make due to class size; therefore, be certain that you choose wisely.

Students should be aware that a list of all grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned, will be recorded on the student's official transcript. If a student withdraws from a grade 11 or grade 12 course after the Ministry set deadline, the course will be recorded on their permanent transcript as "withdrawn" with no credit given, and the student's current mark will be assigned. The deadline is one week after the distribution of the midterm report card.

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses specified in various curriculum policy documents. A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course can take a transfer course to qualify for the Grade 11 course if his/her educational goals should change.

When a student plans to switch from one course type in Grade 9 to the other in Grade 10 in the same subject, the student will be strongly encouraged to successfully complete additional course work of up to 30 hours and as defined by the ministry in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work can be taken in summer school or in a program outside the regular school hours or during the school day.

Types of Courses

Courses in Grades 9 and 10 are divided into four types:

Academic, Applied, Open and Locally Developed.

Courses in Grades 11 and 12 are divided into five types:

**“Workplace preparation” courses,
“College preparation” courses,
“University preparation” courses,
“University/College preparation” courses,
“Open” courses**

Course Codes

Each high school course is identified by a five-character “code.”

- 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
U = University prep.
C = College prep.
M = College/University prep
E = Workplace
L = Locally Developed**

The sixth character is used by the school.

Credit Definition and Course Organization

Credit Definition

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Ministry of Education and Training for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

Course Organization

GRADES 9 and 10

Grade 9 and 10 courses are organized into four types: Academic, Applied, Open and Locally Developed. All courses prepare students for the senior grades. Because the emphasis is on core concepts in Grade 9 and 10 courses, students may move from one type of course to another between Grades 9 and 10. Moving from a Grade 9 Academic Course to a Grade 10 Applied Course is possible. Moving from a Grade 9 Applied Course to a Grade 10 Academic Course is possible but it will not be easy. Excellent work habits and motivation are key when changing program levels.

ACADEMIC and APPLIED COURSES

- High expectations for all students
- Focus on the essential concepts of the discipline

ACADEMIC COURSES - D

- essential concepts of the subject and exploration of related material
- emphasize theoretical and abstract applications
- abstract thinking and problem solving
- incorporate practical applications when appropriate
- greater depth and more abstract reasoning when using the essential concepts
- faster pace

APPLIED COURSES - P

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

OPEN COURSES - O

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

LOCALLY DEVELOPED COURSES - L

- for students who have completed modified courses of Grade 8 curriculum
- emphasize continuing to develop skills needed to reach grade level in reading, writing, mathematics and science
- usually for students who have been IPRC'd as exceptional and have an IEP stating their needs and strategies that assist them in pursuing goals in the classroom.
- students may take the applied level courses after completing the locally developed course provided they have satisfied the prerequisites.
- if a student earns compulsory credits in a grade nine locally developed class the credit for that grade nine applied credit would be considered an elective credit (not an additional compulsory credit).

GRADES 11 and 12

In Grades 11 and 12, students will choose from among four destination-related courses types: and Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. All university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of post secondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

- **University preparation courses (U)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation courses (M)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **College preparation courses (C)** are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.
- **Workplace preparation courses (E)** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **Open courses (O)** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.
- **Interdisciplinary Studies** are courses designed to help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline.
- **Prerequisites** are specified for many of the courses offered in Grades 11 and 12.

- **Locally Developed Courses** are courses that meet educational needs not met by provincial curriculum policy documents. Such courses may be developed to accommodate the educational needs of students receiving special education programs and services. At O.D.S.S., Locally Developed courses are offered in Grade 9 Mathematics, English, and Science as well as Grade 10 Mathematics, English and History.

Diploma and Certificate Requirements

O.S.S.D. REQUIREMENTS

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.

Compulsory Credits (**total of 18**)

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

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health 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, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education or cooperative education.
- 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education
- 1 additional credit in science (Grade 11 or 12) or technological education, or French as a second language, or computer studies, or cooperative education.

Optional Credits (total of 12)

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

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed in this calendar.

Community Involvement Activities

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to Guidance by the student. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgment by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities.

The Ontario Secondary School Literacy Test

All students who enter Grade 9 in the 1999-2000 school year or in subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

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 or Canadian history

1 credit in mathematics

1 credit in science

1 credit in health and physical education

1 credit in the arts or technological education

Optional credits (total of 7)

7 credits selected by the student from available course

The Certificate of Accomplishment

Students who leave the school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment is a 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.

Minimum Course Load

- Students who have accumulated at least 16 credits may choose to have one spare per year.
- Students who have accumulated at least 24 credits may choose to have one spare per semester.
- Senior students must take a minimum of three courses per semester.
- Part-time Status for Senior Students: Students planning to take less than three courses per semester must have approval from an administrator to do so. A part-time student contract will be created.

Literacy Test Accommodations, Deferrals and Exemptions

Students will write the Ontario Secondary School Literacy Test in their grade 10 year. This test is provincially created and assessed. The literacy test evaluates students' reading, writing and comprehension skills based on the expectations in Language and Communication up to and including Grade 9. ***Students must pass this test in order to graduate from secondary school.*** The successful completion of the test 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. English as a Second Language students will take the test only when they have reached an equivalent level in their language studies.

Accommodations:

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 (I.E.P.) have a fair and equal opportunity to successfully complete the secondary school literacy test. The accommodations made will be the same as those that are set out in the student's I.E.P. and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation and in accordance with EQAO guidelines for allowable accommodations. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

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 and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Exemptions:

Students whose I.E.P. indicates that the student is 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 secondary school literacy test. Students who do not successfully complete the literacy test will not receive a secondary school diploma. Should the learning expectations contained in the student's I.E.P. be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test.

Ontario Student Transcript, Ontario Student Record and Full Disclosure

- The Ontario Student Transcript (O.S.T.) is a provincially standardized document which is the student's official record of credits earned. Copies are available to students on request.
- 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. Students and their parents (if the student is not an adult) may examine the contents of the O.S.R.
- Full Disclosure: Since September 1999, the Ontario Student Transcript reveals all Grade 11, and 12 courses attempted including those failed, dropped or repeated. This change to the transcript allows a more valid evaluation of each student's academic performance. Students must be careful to meet the deadline (one week after distribution of mid term reports) to drop a course from their timetable. Failure to meet this deadline could result in a course remaining on the Ontario Student Transcript and thus part of the student's permanent record - Ontario Student Record (O.S.R.).

Dual Credits

Dual Credits allow students to participate in college courses while still in high school. courses count towards both a high school diploma and a post secondary diploma or certificate. Dual Credits program may provide new and varied learning opportunities by exposing students to the college setting and culture. Upper Grand is partnered with Conestoga College—Grand Connections and Humber College—Connecting GTA Teachers in the delivery of three dual credit programs. Speak to your Guidance Department about the availability of a program in your area.

Special Education Programs

Students enrolling in Special Education programs are identified by an Identification, Placement and Review Committee (I.P.R.C.). There are a variety of courses and programs offered to students in grades 9 and 10 at O.D.S.S. An Individual Education Plan (I.E.P.) must be developed and maintained for students who have been identified through an I.P.R.C.. Information concerning these programs is available from the Head of Special Education.

Alternative Program

A four credit package program for grade 9 students at-risk of dropping out. Placement by referral only.

“Locally Developed” Courses:

These courses meet educational needs not met by provincial curriculum policy documents. They are developed to accommodate education and/or career preparation needs of students. Students choosing these courses will have experienced difficulty in achieving success at previous grade level expectations and may have completed a modified Grade 8 curriculum.

At O.D.S.S., Grade 9 students may choose to take the “Locally Developed” courses in English, Mathematics, Geography and Science. In addition, students are advised to choose GLE10, the Learning Strategies course. Students and parents/guardians are strongly encouraged to consult with the Head of Special Education prior to making course selections.

Grade Nine Program

The grade 9 Locally Developed programs will be offered in packages that meet the needs of the students. These will narrow the optional courses available to the students. Students who have difficulty keeping up with the pace of the curriculum may need to repeat the course in order to complete the learning expectations that are required to receive that credit.

Grade Ten Program

Students in Grade 10 will be encouraged to include English, Mathematics and History at an appropriate level of difficulty depending on individual achievement. A second Learning Strategies course is available for identified exceptional students. Students and parents/guardians are encouraged to consult with the Head of Special Education prior to choosing courses. Students may need to take one or more subjects at the Locally Developed level while others may be at the applied level.

Grade 11 identified students may have the opportunity to take a third learning strategies course (GLE30). It is imperative that students and parents work carefully with the Special Education Department when selecting workplace, college or university bound courses in order to meet Ministry of Education criteria for diploma purposes. Course offered:

GLE30 (Learning Strategies: Transition planning for students preparing for the workplace)

Grade 12 identified students entering their Grade 12 year must work carefully with the Special Education Department to ensure that courses selected lead to the achievement of outcomes upon school leaving.

GLE40 (Learning Strategies: Preparation for entering the World of Work) + courses in preparation for the world of work.

Transitions Program:

The Transitions Program classes are one of the most highly specialized programs at O.D.S.S. It is by an I.P.R.C. placement that students enter this class. An individualized program is developed to meet the needs of each student. The programs will emphasize life-skills, functional literacy and numeracy skills needed for successful independent living and appropriate social skills. Physical and Health Education and recreational and leisure activities may be included in some programs. Students may, in special circumstances be integrated into classes to work on achieving instructional needs according to their I.E.P.s. Students will be given the opportunity to gain work experience. Initially, this is done through in-school work placements. Eventually, students participate in the school to work transition program involving job coaching as well as an in-class portion of school to work transition. Above all, the Transitions Program is structured in such a way as to accommodate each student's personal growth to ensure that [s]he will be able to function as independently as possible upon completion of secondary school.

Remedial

Students may access the Resource Room to receive assistance with courses that they are finding difficult. Primarily, students with I.E.P.s and who have been identified as exceptional through an IPRC can access this service. However, any student experiencing difficulty in their classes can access help through the Resource Room.

Summer School

Sign up for summer school is held during May and June of each school year. Summer school is available for upgrades, make-up, new credit, transfer courses (Grade 7 and 8 preparation for Grade 9), failed courses. All courses are subject to enrolment.

Smart Start Program

A five week (15 hour) course for student who wish to prepare for the OSSLT (Ontario Secondary School Literacy Test) is available after school for two days per week prior to the OSSLT.

Special Education Advisory Committee

The Upper Grand District School Board's Special Education Advisory Committee (SEAC) is a committee established under the Education Act which may make recommendations to the board in respect of any matters affecting the establishment and development of special education program and services in respect of exceptional pupils of the board. SEAC is made up of parents, trustees, and community representatives who are concerned about the education of exceptional children. Information about the Upper Grand School Board's Special Education Plan, or copies of the parent guide, as well as policies to Special Education are available from the Program Department located at 40 Amelia Street in Orangeville, (941-6191), or by contacting the Head of Special Education or the Principal at O.D.S.S., (941-0491).

Annual Education Plan

- An annual plan must be developed by the student, their parents and teacher advisor during each year of high school.
- This is a requirement for all grades.
- The intent is designed to assist students in the acquisition of knowledge and skills for:
 - the student's goals for academic achievement
 - education planning and goals
 - long-term career planning
 - decision making over a period of 6 years
- The AEP will include the extracurricular activities, co-operative education programs and work experience opportunities in which the student will participate.

The plan will be reviewed at least twice a year.

Prior Learning Assessment & Recognition (PLAR)

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

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. A Challenge Assessment is NOT an independent study or the opportunity to learn guided by a teacher.

Students may challenge Grade 10, 11, or 12 courses, as indicated in provincial curriculum policy documents. (See OSS, section 6.6 and Policy/Program Memorandum No. 129, page 2). Students are able to successfully challenge up to four courses with a maximum of two in any one subject. In order to be accepted for the PLAR, students must provide strong evidence to the principal that they would be successful in the challenge process. The completed PLAR application and supporting materials must be submitted to the Principal by January.

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

- a course in any subject if a credit has already been granted for a course in that subject in a later grade
- a transfer course
- a locally developed course
- a cooperative education course

- a course in English as a second language if the student has one or more credits in English from the curriculum policy documents for English for grades 9 to 12 under OSS or from the curriculum guidelines for English for Grades 9 to 12 under OSIS
- a course in French as a second language (FSL), if the students has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12 under OSIS.

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

The Equivalency Process

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

Please contact the Guidance Department if you need more information.

Substitutions for Compulsory Credits

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be granted for a limited number of compulsory credit courses from the remaining courses offered by the school that meet the requirements for compulsory credits.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal or designate may also initiate consideration of whether a substitution should be made. Each substitution will be noted on the student's Ontario Student Transcript. Documentation will be placed in the Ontario Student Record.

Transfer Courses

The purpose of a transfer course is to enable students who alter their postsecondary plans to transfer from one type of course to another in Grades 10, 11, and 12.

- Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types.
- In most cases, transfer courses are shorter and more focused than other types of courses, and can be delivered in a variety of ways.
- Transfer courses will provide partial credits since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits toward diploma requirements.
- Transfer courses are not remedial instruction provided to enable students to achieve the curriculum expectations of a course that they have failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a *different type* of course.

Specialist High Skills Major

- A **Specialist High Skills Major (SHSM)** is a type of ministry-approved specialized program. A SHSM allows students to focus on knowledge and skills that are of particular importance in certain economic sectors, and to obtain certifications recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). Students who graduate with a SHSM designation on their transcript are prepared for success in a particular sector and in the postsecondary destination of their choice, whether it be apprenticeship training, a college or university program, or the workplace.
- Every SHSM must include the following five components, which are outlined in detail in ministry-approved frameworks developed for each area of specialization:
 - “Reach ahead” opportunities, which allow students to experience learning in their intended postsecondary destination and which can range from a day of attendance at college, a university, or a workplace to the completion of a dual credit.
 - Use of the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits.
 - Experiential learning through job shadowing, work experience, and a minimum of 2 credits earned through co-operative education.
 - Compulsory certifications, which are identified in each SHSM framework.
 - one-half credit for the Grade 10 Career Studies courses (which also meets a compulsory half-credit requirement for the O.S.S.D.
 - A package of 9—11 required credits (the majority earned in Grade 11 and 12 courses) that constitute a pathway to one of four possible destinations: apprenticeship training, college, university, or the workplace. The package must include:
 - four credits—called the “major” credits—for courses that provide knowledge and skills closely related to the particular sector of specialization, which are specified in each of the frameworks;
 - three or four additional required credits for courses in English and other relevant disciplines (e.g., science, mathematics, or business studies), as specified in each of the frameworks, which include units of study that are customized to the particular sector. Some credits (e.g. English) may be used to meet compulsory credit requirements for the O.S.S.D.
 - two cooperative education credits, which may be used to meet two of the 18 compulsory credit requirements for the O.S.S.D

School Evaluation/Examination Procedures

Course Outlines: During the first week of school, course outlines will be provided by the subject teachers. Information on these outlines will include a brief description of the course and the categories of evaluation.

Assignments: The course outlines will clearly indicate all major assignments for each course. Students requesting an extension on a major assignment must submit a written request a full day ahead of the due time. Completion of all major course requirements is required in order to be eligible for course credit. The major course requirements will be outlined at the beginning of the course in writing. Specific criteria shall be communicated clearly to students at the beginning of each major assessment and evaluation. Students shall be given ongoing formative assessment/feedback to guide their efforts towards improvement prior to evaluation on summative tasks.

Qualification for Credit: To be considered for a credit a student must not only have achieved a passing grade but must also have been present regularly in class. Frequent absences make it impossible for teachers to adequately assess accomplishment of the curriculum expectations. It is a long established fact that regular attendance results in more academic success and, therefore, we expect students to be in class, attend all general school assemblies, and participate in course-related field trips. If a student is absent for any reason, the student is responsible for all work missed. It is recommended that a student keep a record of all absences including the date and reason for each absence in the Student Planner. All students will need to account for non-school related absences by providing a note to the home form teacher the first day the student returns.

Late Assignments: If a major summative evaluation is not completed on time, the student and the teacher must discuss when the evaluation will be completed. If that date passes and the evaluation is not done, the student and the teacher need to agree on an alternative evaluation. If this is not done, the credit is in jeopardy. The teacher, parents, student and the administration will work together to try to ensure other assignments are completed. Appeals may be made to the teacher or the appropriate vice-principal. All assignments will be marked and returned promptly.

Examinations: No field trips, tests or other activities which take a student out of the class of another teacher are permitted during the school days in January and June before exams. Scheduled examinations are considered to be "Course Requirements" and failure to write them will result in either a failed mark or a course incomplete unless the vice-principal rules otherwise. Examinations must be written at the date and time required.

The **time expectations** for examinations are:

Grades 9, 10 - minimum 1.0 hours; maximum 1.5 hours

Grade 11 and 12 - minimum 1.5 hours; maximum 2.0 hours

- While examinations are being written, all students present at school will be expected to be either in an examination room or a study area. Students will be expected to remain in an examination area, under normal circumstances, for at least the first hour of the examination.

- Students who do not have examinations on a particular day during the final examination time period are not required to attend school.
- If a student is absent from a scheduled examination, the student should make every effort to contact the school and state the reason for the absence. When the student returns to school, the student should report directly to the office.
- Students who miss examinations due to illness are required to provide a Doctor's note to verify the absence.
- Absence from examinations because of vacations or work is not a legitimate reason for missing a scheduled examination.
- If a student is absent from an examination without legitimate reason, the student will be given a "0" for the missed examination, and that mark will be included in the calculation of the final mark for that course.
- Prior to writing an examination, students are required to return texts, library books and other materials or equipment loaned by the school. Students will be required to pay compensation for lost materials, texts or equipment belonging to the school. Arrangements for compensation should be made with an administrator prior to the scheduled exam period.
- When buses are canceled on an examination day, the examinations will be canceled for that day, and those exams will be scheduled for the NEXT school day. The examination sequence does not change (e.g. if day 2 of the exam schedule must be canceled, the next school day will be day 2).

Routines during Examination Week:

- Students who arrive late for an examination may not have extra time to complete the exam.
- Students may begin to write an examination as soon as they are seated.
- Students are not to leave an examination area without the permission of one of the presiding teachers.
- All books and papers will be left at the front of the examination room, unless special arrangements have been made by a subject teacher.
- During the first hour of each examination, students who are not writing an examination are not permitted in the halls.
- Students found using unauthorized resources (cheating) on an examination can normally expect to be given a mark of "0" for the examination. In such cases, parents/guardians will be contacted.

Student Services

The goal of the Guidance and Career Education program plan is to ensure that students have access to the information they need in order to make informed decisions and to prepare for further education, apprenticeship programs or the workplace.

The school Guidance office is open during the last week of August and daily during the school year. Guidance counsellors are available to students to talk about school, career and life choices. Career exploration activities are offered in all courses throughout the curriculum and specifically through the Grade 10 Careers course.

Library Information

HELPFUL WEBSITES FOR STUDENTS	
osca.ca ontariocolleges.ca ouac.on.ca ilc.org careermatters.tv.org workinfonet.ca apprenticesearch.com studentawards.com osap.gov.on.ca eqao.com edu.gov.on.ca schoolfinder.com scholarshipscanada.com	Click on <Student Resources> Ontario College info/application Ontario University info/application free online tutors, Correspondence Courses online tutors, Correspondence Courses interest survey, career planning career info, interest tests apprenticeship info scholarships student loans Grade 10 Literacy Test questions Ontario Education website scholarships, career quiz, scholarships

The Library Resource Centre has an excellent collection of books, magazines, online databases, information CD's and other reference material for your use. When you need help finding resources, conducting research, or proofreading your writing, just ask the library staff for assistance. Check out the O.D.S.S. Library website at <http://www.ugdsb.on.ca/odss/Library.htm> for your portal to our catalogue, the UGDSB video library, academically credible websites, online databases, research strategies and assignment pathfinders.

DID YOU KNOW THAT ?

- You can search for full text articles in Canadian and international magazines and newspapers by using online subscription databases. Lessons and tips sheets are available.
- 15,000 books sit on our shelves.
- The O.D.S.S. Library subscribes to approximately 50 magazines.
- Photocopies cost only 10 cents per copy.
- Internet connections are available for research using search engines and subject directories.

All students will be assigned a library account, which can be accessed only with their student card. The student is responsible for all materials signed out on her/his account. Replacement fees will be charged for lost or damaged cards.

Report the loss of your card immediately so no other student may make use of it! **The loan period varies with the kinds of materials borrowed:**

- Fiction books 3 weeks, Non-fiction 2 weeks
- Magazines and some reference materials may be used only in the library.

-
- Senior students may extend the loan period for Independent Study Research. An extension must be requested. It will not be given automatically.
 - A maximum of six (6) items may be borrowed at one time, excluding fiction. All materials may be renewed up to 3 times provided the materials are not needed by other students or staff.
 - Fines are levied on all overdue materials. \$.20/day per item is charged for overdue materials to a maximum amount of \$5.00 per item. Until all overdue materials are returned and all fines paid, NO MORE materials may be signed out from the library.
 - Check the date due card in the card pocket for the return date.
 - The borrower is charged with the cost of replacement or repair. A flat fee of \$10.00 is charged for all lost fiction paperbacks. You will be charged the full replacement cost of non-fiction books, which traditionally cost considerably more. If you lose a book, please report the loss to the library staff at the circulation desk immediately.
 - In order to keep our books and keyboards clean for your use, we ask you not to bring food and beverages into the library.

LIBRARY HOURS - 8:00 to 3:45 Monday to Thursday and Friday until 3:30.

BUSINESS - Grade Nine

BTT10 - Info & Commun. Tech. Business - 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.

BUSINESS - Grade Ten

BBI20 - Introduction to Business - 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

BUSINESS - Grade Eleven

BAF3M - Financial Accounting Fundamentals - 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. Students will have the option of purchasing a workbook for this course. Prerequisite: None

BAI3E - Accounting Essentials - This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting. Prerequisite: None

BMI3C - Marketing: Goods, Services, Events - 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

BUSINESS - Grade Twelve

BAT4M - Principles of Financial Accounting - This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

BOH4M - Business Leadership - This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility will be emphasized throughout the course. Prerequisite: Any university, university/college, or college preparation course in business studies, English, or Canadian and World Studies

BOG4E - Business Leadership: Becoming a Manager - This course helps students prepare for managerial positions in their future careers. Students will focus on the development of core skills required to become a successful manager, including operations management, inventory control, marketing, financial planning, scheduling, and communication. Students will also explore the management challenges of hiring, training, and motivating employees, and complying with legal requirements.

BBB4M - Introduction to International Business - This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing, and management. Prerequisite: Any university, university/college, or college preparation course in business studies or Canadian and world studies.

Yearbook (choose both IDP4UY & IDC4OY) - 2 credits - Supplementary Application Required

IDP4U - Applied Journalism - This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and

communicate new knowledge. Students will use these principles in the design of a quality yearbook for the school.

CANADIAN and WORLD STUDIES - Grade Nine

CGC1D - Issues in Canadian Geography - 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 - 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

CANADIAN and WORLD STUDIES - Grade Ten

CHV2O - Civics and Citizenship - (.5 credit) (you must also choose GLC2O). 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

CHC2D - Canadian History since World War I - 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 - 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

CHC2L - Canadian History since World War I - Locally Developed - This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and World Studies Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate in a variety of media.

CANADIAN and WORLD STUDIES - Grade Eleven

CGF3M - Physical Geography - This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them. This course will be offered as a combined course with CGG3O. You cannot select both courses. **Prerequisite:** Geography of Canada, Grade 9, Academic or Applied

CHA3U - American History - This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history. **Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

CHW3M - World History to the End of the Fifteenth Century - 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

CLU3M - Understanding Canadian Law - 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

CLU3E - Understanding Canadian Law In Everyday Life - 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

CANADIAN and WORLD STUDIES - Grade Twelve

CGW4U - Canadian & World Issues - This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. **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 - This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment. **Prerequisite:** Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities.

CGR4E - The Environment and Resource Management - This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource management. Students will apply geotechnologies and geographic inquiry methods to develop and present practical solutions to environmental and resource-management issues. In the process, students' problem-solving and communication skills will be enhanced in preparation for careers and the workplace. **Prerequisite:** Geography of Canada, Grade 9, Academic or Applied

CHM4E - Adventures in World History, Workplace - This course explores a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of societies and

cultures, examining such things as systems of government, technological developments, work, art, and religion. Students will apply methods of research and inquiry to examine human societies in many different times and places to communicate points of view about their findings. Prerequisite: Canadian History Since World War I, Academic or Applied, Grade 10.

CHY4U - World History: The West and the World - This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions. Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

CHY4C - World History: The West and the World - This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging west and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world. This course is for students who want to learn about the battles, biographies and events that shaped the west. Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

CLN4U - Canadian and International Law - This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Digital Historian Project (DHP) is a unique partnership between the Upper Grand DSB and the Dufferin County Museum (DCMA) near Shelburne. It is a Grade 11 Four-Credit Senior History & Math program open to students from all three Dufferin Secondary Schools currently in Grade 10. The DHP will occur in Semester Two of the school year. The 4 credits achievable in the DHP are:

NDA3M - Current Aboriginal Issues in Canada - Grade 11 University/College. This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples. Prerequisite: Aboriginal Peoples in Canada, Grade 10, Open or Canadian History in the Twentieth Century, Grade 10, Academic or Applied.

IDC4U - Interdisciplinary Studies - Grade 12 University. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research;

and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. Prerequisites: for IDC4U, any university or university/college preparation course; for IDP4U, the prerequisite for each of the courses in the package.

CHI4U - Canada: History, Identity, and Culture - Grade 12 University. This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities. (Must be taken with Digital Historian Package)

MDM4U - Mathematics of Data Management, Grade 12 University - This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation.

Students who have demonstrated success in Grade 10 CHC 2D and who enjoy History are encouraged to apply. Participation in the DHP offers 3 Grade 12 'U' Level Credits + 1 Grade 12 'U' Level Math credit in Data Management.

Successful candidates will study University Level Canadian History in a Museum environment, working with teachers and professional archivists using an entirely 'DIGITAL PLATFORM' for their work. Particular focus in the DHP will be placed on completing historical research on Canadian Veterans. All students will be transported from CDDHS each day to the DCMA (for two weeks/month) and ODSS for two weeks/month. Regular bus and school times will be observed.

ENGLISH - Grade Nine

ENG1D - English - 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

ENG1P - English - 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

ENG1L - English - This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. Students choosing ENG1L MUST also CHOOSE GLE10.

ENGLISH - Grade Ten

ENG2D - English - 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.

ENG2P - English - 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

ENG2L - English - In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. Prerequisite: A Grade 9 English credit.

ENGLISH - Grade Eleven

ENG3U - English - 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

ENG3C - English - 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

ENG3E - English - 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

NBE3U - English: Contemporary Aboriginal Voices - This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English language usage and conventions. Prerequisite: English, Grade 10, Academic

ENGLISH - Grade Twelve

ENG4U - English - 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.

ENG4C - English - 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.

ETS4U - Students in Literature - 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

EWC4U - The Writer's Craft - 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.

EWC4C - The Writer's Craft - 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, College Preparation

FINE ARTS - Grade Nine

ADA10 - Dramatic Arts - This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

AMU10N - Intro to Instrumental Music (Beginners) - This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. In this introductory instrumental music course, students will be given the opportunity to learn to play a woodwind, brass or percussion instrument.

AMU10 - Instrumental Music (Experienced) - This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. Since this course emphasizes the continued development on a woodwind, brass or percussion instrument, students will be encouraged to become involved in an extracurricular instrumental performance group. Students should have previous experience on a woodwind, brass or percussion instrument.

AMV10 - Vocal Music - This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. In this introductory vocal class, students will be given the opportunity to develop skills for ensemble and solo singing. The only requirement for this course is an enjoyment of singing. A \$20 music folder fee applies to this course. It will be refunded upon return of the music folder at the end of the course.

AVI10 - Visual Arts - This course offers 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 through working with a range of materials, processes, techniques and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures. The studio/applied portion will emphasize the development of visual perception and practical facility in the fundamental techniques of drawing, colour theory, painting, information design and sculpture.

FINE ARTS - Grade 10

ADA20 - Dramatic Arts - (Experienced). This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience. Prerequisite: ADA10 OR See teacher for approval.

AMU20 - Instrumental Music - This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Active involvement in one of the instrumental extracurricular performance groups is strongly encouraged. Students should have previous experience on a woodwind, brass or percussion instrument.

AMG20 - Intro. to Guitar and Contemporary Music - This course emphasizes performance of music at a beginner's level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. This course is open to students with little or no previous guitar experience. The performance component includes opportunities for solo and group playing, in addition to guitar performance and vocal accompaniment.

AMV20 - Vocal Music - This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music including the elements, terminology, and history. As students develop their vocal skills acquired in AMV10, they will be encouraged to take on a more individual role as either a section leader, peer tutor or a

soloist. Prerequisite: None, but AMV1O is highly recommended. A \$10 music folder fee applies to this course. It will be refunded upon return of the music folder at the end of the course.

AVI2ON - Visual Arts (Beginners) - This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting). Prerequisite: None. This course is designed for the beginning art student.

AVI2O - Visual Arts (Experienced) - This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting). This course is designed for art students who have completed Grade 9 Visual Arts.

FINE ARTS - Grade Eleven

ADA3M - Dramatic Arts - This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will do research on different acting styles and conventions for their presentations, create original works and analyse the functions of playwright, director, actor, producer, designer, technician and audience. Some of the special areas we will look at are Melodrama and the Theatre of the Absurd, with a focus on character development. Prerequisite: ADA1O or ADA2O

AMG3O - Instrumental Music - Guitar - This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. Students in this course can expect to form groups which incorporate guitar and/or vocal performance, as well as other creative and musical enhancements. Prerequisite: AMG2O is highly recommended.

AMU3M - Instrumental Music - This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. This instrumental music course will advance their musicianship in preparation for AMU4M1. Prerequisite: AMU2O or AMU1O.

AVI3M - Visual Arts -This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities in the areas of drawing, painting, printmaking, and sculpture. These activities will consolidate practical skills and provide a basis for a portfolio. Students will also analyze art works and study aspects of Western art history including an in-depth look at the Italian Renaissance. Other art forms from Canada and the rest of the world will be introduced as they apply to the practical media studied. Prerequisite: Visual Arts, Grade 9 or 10, Open.

ATC3M - Dance - This course emphasizes the development of technical, composition and presentation skills in one or more world dance forms. Students will acquire and refine dance skills; compose and present increasingly complex dance works; interpret and evaluate a variety of dance presentations; and study the historical development of various dance forms and the function of dance in specific cultures. Forms to be covered may include jazz/hip-hop, ballet, modern and creative movement. Special emphasis on eating disorders and body image may also be considered.

FINE ARTS - Grade Twelve

ADA4M - Dramatic Arts - This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures. Prerequisite: Dramatic Arts, Grade 11, University/College Preparation

AEA4O - Exploring the Arts - This course emphasizes the acquisition and application of knowledge and skills related to the creation, interpretation, and production of works involving dance, drama, media arts, music, and/or visual arts. Students will study, evaluate, create, and promote art works and productions, and will use a variety of established and experimental techniques and various technologies in individual or group projects (e.g., the presentation of a theatrical scene or an art exhibit on a website.) Students will be required to rehearse after school as performance time approaches. Course culminates in the presentation of a show before a paying audience. Commitment and extra-curricular involvement is required. A previous drama course is recommended. Prerequisite: Any Grade 9 or 10 course in the arts

AMG4M - Instrumental Music - Guitar - This course, highlighting guitar, emphasizes the appreciation, analysis and performance of music from the romantic period and the twentieth century including rock, art music, blues/jazz, popular music, and Canadian and non-western music. Students will concentrate on developing interpretive skills, the ability to work independently and in a band. They will also complete complex creative projects, research ethno-musicology and write music. Prerequisite: Music, Grade 11.

AMU4M - Instrumental Music - This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. Prerequisite: Music, Grade 11, University/College Preparation or Open

AVI4M - Visual Arts - This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories in art in analyzing and producing art; and increase their

understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach through an independent study unit requiring the demonstration of skills in a variety of media unified by a common theme. Prerequisite: Visual Arts, Grade 11, University/College Preparation or Open.

ASM4M - Media Arts - Students explore the use of technology to create art. Photography and digital video using cinematic conventions are major areas of study. This course emphasizes the development of knowledge and skills required for the production of interactive media art forms (e.g., interactive art installations, interactive videos, simulations, network art). Students will analyze and evaluate media art works, and will create their own works using a variety of technologies and processes (e.g., computer graphics, photo-imaging, digital video production techniques, electro-acoustics). Students will maintain a portfolio of their media art works. Prerequisite: Any grade ten course in the arts. This course is not offered in 2016/2017 as it runs alternating years.

ATC4M - Dance - This course emphasizes the development of technical proficiency and the creation and presentation of complex compositions. Students will acquire increasingly difficult technical skills; assume leadership as dancers, choreographers, and production personnel; analyse and evaluate dance performances; and study historical and cultural aspects of dance, especially of dance in Canada. Prerequisite: Dance, Grade 11, University/College Preparation or Open

GUIDANCE and CAREER EDUCATION - Grade Nine

GLE10 - Learning Strategies: Skills for Success - This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn. Placement in this course is usually at the recommendation of a teacher or administrator.

GLS10 - Learning Skills - This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn. Placement in this course is usually at the recommendation of a teacher or administrator.

GUIDANCE and CAREER EDUCATION - Grade Ten

GLC20 - Career Studies (.5 credit) (You must also choose CHV20) - This half credit course teaches students how to develop and achieve personal goals for future learning, work, and community involvement.

Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. Refer to Canadian & World Studies section for CHV2O.

GLE20 - Learning Strategies 1: Skills for Success in Secondary School - This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Placement in this course is usually at the recommendation of a teacher or administrator.

GUIDANCE and CAREER EDUCATION - Grade Eleven

GPP30 - Leadership and Peer Support - This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

GLE30 - Advanced Learning Strategies - This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. Prerequisite: GLE20 or recommendation from Principal.

GUIDANCE and CAREERS - Grade Twelve

GLS40 - Advanced Learning Strategies - This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. Prerequisite: GLE20 or recommendation from Principal.

GLE40 - Advanced Learning Strategies - This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research

skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

HEALTHY ACTIVE LIVING - Grade Nine

PPL10 - Healthy Active Living Education (co-ed) - This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movements skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills. A \$30.00 fee will be required for this course which will include a uniform.

HEALTHY ACTIVE LIVING - Grade Ten

PPL20X - Healthy Active Living Education (female) - This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. An O.D.S.S. physical education uniform will be required.

PPL20Y - Healthy Active Living Education (male) - This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. An O.D.S.S. physical education uniform will be required.

PPL20 - Healthy Active Living Education, Grade 10 Co-Ed - This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

HEALTHY ACTIVE LIVING - Grade Eleven

PAL30 - Healthy Active Living - Large group activities - This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to

engage students' interests throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental and personal safety. A \$50 fee will be required for activities outside of school.

PAD30 - Healthy Active Living - Outdoor activities - This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interests throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental and personal safety. A \$200.00 fee will be required for recreational activities outside of school. ***Entry to this course is by application only. You must receive permission from the teacher.***

PAF3OX - Personal Fitness Activities - Livefit - (female) - This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. 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. Students will participate in a variety of fitness based activities aimed at improving personal fitness.

PAF3OY - Personal Fitness Activities- Cross Training - (male) - This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. 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. Students will participate in a variety of fitness based activities aimed at improving personal fitness.

HEALTHY ACTIVE LIVING - Grade Twelve

PAL40 - Healthy Active Living - Large group activities - This course focuses on the development of a personalized approach to healthy active living, through participation in a variety of sports and recreational activities that have the potential to engage students' interests throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. A \$50 fee will be required for activities outside of school.

PAD40 - Healthy Active Living - Outdoor & Recreational Activities - This course focuses on the development of a personalized approach to healthy active living, through participation in a variety of sports and recreational activities that have the potential to engage students' interests throughout their lives.

Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. A \$200.00 fee will be required for recreational activities outside of school. ***Entry to this course is by application only. You must receive permission from the teacher.***

PAF40X - Healthy Active Living - Livefit - (female) - This course focuses on the development of a personalized approach to healthy active living, through participation in a variety of sports and recreational activities that have the potential to engage students' interests throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. Activities in this course will focus on developing personal fitness through personal fitness plans.

PAF40Y - Healthy Active Living - Personal & Fitness Activities - Cross Training - (male) - This course focuses on the development of a personalized approach to healthy active living, through participation in a variety of sports and recreational activities that have the potential to engage students' interests throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. Activities in this course will focus on developing personal fitness through personal fitness plans.

PSE4U - Exercise Science - This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. This course prepares students for university programs in physical education, kinesiology, 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. Strongly recommended: Grade 11U level Science.

Languages - Grade Nine

FSF1D - Core French - This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. Prerequisite: Core French Grade 8 (Minimum of 600 hours of French instruction or equivalent).

FSF1P - Core French - This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations. Prerequisite: Core French Grade 8 (Minimum of 600 hours of French instruction or equivalent).

FSF1O - Core French (Beginners) - This introductory course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be

integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations. This course is beneficial to grade 9 students who have less than 600 hours of French instruction and who are experiencing difficulty and who have been identified through an Identification, Placement and Review Committee (I.P.R.C.).

Languages - Grade Ten

FSF2D - Core French - This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. Prerequisite: Grade 9 Core, Academic or Applied

FSF2P - Core French - This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs. Prerequisite: Grade 9 Core, Academic or Applied

LBAAD - International Languages (Spanish) - Level 1 (Academic) - This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities in which they can apply their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including formal and informal forms of address, naming practices, family life and relationships, and celebrations.

LBAAO - International Languages (Spanish) - Level 1 (Open) - This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities in practical situations in which they can apply their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including formal and informal forms of address, naming practices, family life and relationships, and celebrations.

Languages - Grade Eleven

FSF3U - Core French - This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Prerequisite: Core French, Grade 10, Academic

FSF30 - Core French - This course draws on a broad theme, such as leisure activities, to develop oral communication, reading, and writing skills. Students will give presentations, read a selection of short stories and articles, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Prerequisite: Core French, Grade 10, Academic or Applied

LBABD - Spanish Level 2 - University - This course offers students opportunities to further develop their knowledge of Spanish and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources. Prerequisite: Spanish - Level 1, LBAAD

Languages - Grade Twelve

FSF4U - Core French - This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Prerequisite: Core French, Grade 11, University Preparation.

FSF4O - Core French - This course focuses on the development of French-language skills that students can use in the business world or the workplace. Students will give presentations, read a selection of materials appropriate to the topics under study, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. Prerequisite: Core French, Grade 11, Open or University Preparation

MATHEMATICS - Grade 9

MPM1D - Principles of Mathematics - 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.

MFM1P - Foundations of Mathematics - 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.

MAT1L - Locally Developed - This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed Compulsory Credit course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

MATHEMATICS - Grade 10

MPM2D - Principles of Mathematics - 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. Recommended: Level 3 Achievement in Grade 9 Mathematics

MFM2P - Foundations of Mathematics - 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 the interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MAT2L - Locally Developed - This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. Prerequisite: A Grade 9 Mathematics credit

MATHEMATICS - Grade 11

MCR3U - Functions - This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic. Strongly recommend a high at Level 3 or Level 4 performance in Grade 10, Academic.

MCF3M - Functions & Applications - This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic. Strongly recommend level 3 performance in Grade 10 Academic.

MBF3C - Foundations for College Mathematics - This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Foundations of Mathematics, Grade 10 Applied

MEL3E - Mathematics for Work and Everyday Life - This course enables students to broaden their understanding of mathematics as it applies in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied or a ministry-approved locally developed Grade 10 mathematics course. Offered in alternating years with MEL4E.

MATHEMATICS - Grade 12

MHF4U - Advanced Functions - This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university

programs. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

MDM4U - Mathematics of Data Management - This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

MCV4U - Calculus and Vectors - 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 modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. Note: The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors

MAP4C - Foundations for College Mathematics - 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: Foundations for College Mathematics, Grade 11, College Preparation

MEL4E - Mathematics for Work and Everyday Life - This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation. Offered in alternating years with MEL3E.

SCHOOL TO WORK PROGRAM - Grades Eleven

FTECO2 - Two credit co-op - Earn 2 credits of Co-op while working at a co-op placement. You may select 2 additional courses in the same semester.

FTECO4 - Four credit co-op - Earn 4 credits of Co-op while working at a co-op placement. Preferred option for an OYAP trade or out-of-town placement.

SCHOOL TO WORK PROGRAM - Grades Twelve

FTECO2T - Two credit co-op - Earn 2 credits of Co-op while working at a co-op placement. You may select 2 additional courses in the same semester.

FTECO4T - Four credit co-op - Earn 4 credits of Co-op while working at a co-op placement. Preferred option for an OYAP trade or out-of-town placement.

SCIENCE - Grade Nine

SNC1D - Science - 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

SNC1P - Science - 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

SNC1L - Science - This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 10 Essentials Preparation course. Students explore a range of topics including science in daily life, properties of common materials, issues related to the impact of human activity on ecosystems, earth and space science and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SCIENCE - Grade Ten

SNC2D - Science - This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical

reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Science, Grade 9, Academic or Applied

SNC2P - Science - This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. Prerequisite: Science, Grade 9, Academic or Applied

SNC2L - Science - This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 program. Students are given opportunities to develop further practical skills in scientific investigation. Students will study issues related to human cells and body systems, chemical reactions, factors affecting climate change and the interaction of light and matter. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SCIENCE - Grade Eleven

SBI3U - Biology - This course furthers students' understanding of the processes involved in biological systems. Students will study evolution, genetic continuity, internal systems and regulation in humans, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Science, Grade 10, Academic

SBI3C - 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.

SPH3U - Physics - 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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic

SCH3U - Chemistry - 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. It is strongly recommended that students take this course in their third year of high school.

SVN3E - 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.

SVN3M - Environmental Science - Grade 11 - This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. Prerequisite: Science, Grade 10, Academic or Applied.

SCIENCE - Grade Twelve

SBI4U - 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

SCH4U - Chemistry - Grade 12, University - 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

SPH4U - Physics - This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Physics, Grade 11, University Preparation

SCH4C - 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

SPH4C - Physics - 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

SOCIAL SCIENCE - Grade Nine

HFN10 - Food and Nutrition - This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. There will be a course fee of \$15.00. **Prerequisite:** None.

HFN20 - Food and Nutrition - This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. There will be a course fee of \$15.00. **Prerequisite:** None.

Placement in this course is usually at the recommendation of a teacher or administrator.

SOCIAL SCIENCE - Grade Eleven

HSP3U - Introduction to Anthropology, Psychology, and Sociology - This course provides students with the 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).

HNC3C - Understanding Fashion - This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how cultures, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion. **Prerequisite: None**

HPW3C - Working with Infants and Young Children - This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. **Prerequisite: None.**

HSP3C - Introduction to Anthropology, Psychology, and Sociology - 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**

SOCIAL SCIENCE - Grade Twelve

HSB4U - Challenge and Change in Society - 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.

HHS4U - Families in Canada - 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

HNB4M - The World of Fashion - This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HHG4M - Human Development Throughout the Lifespan - This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HPD4C - Working with School-Age Children and Adolescents - This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

TECHNICAL - Grade Nine

TIJ1O1 - Exploring Technologies - (Machine, Construction & Communications) - 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

TMJ1O1 - Exploring Technologies - (Tech Design, Woodworking & Welding) - 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

TECHNICAL - Grade Ten

TMJ2O1 - Manufacturing Technology(Machine)Machining/Engineering - This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection molding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry. Prerequisite: None. A course fee of \$20 will be charged for this course.

TMJ2O2 - Manufacturing Tech. - Welding/Sheet Metal - based in Room 503. This course introduces students to the scope of the manufacturing industry, the various components used in the design of products, the industrial tools and equipment used, and methods of manufacturing, including assembly-line production. Students will learn about technical drawing; preparation processes; manufacturing techniques; power; electronic, and quality control systems; careers in the manufacturing field; and the role of entrepreneurs in Canadian society. A course fee of \$25 will be charged for this course.

TGJ2O1 - Communications Technology - 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

TTJ2O1 - Transportation Technology - Based in Room 501. 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.

TCJ201 - Construction Technology - This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. Prerequisite: None - A course fee of \$25 will be charged for this course.

TCJ202 - Construction Technology (Woodworking) - Based in room 306 this course introduces students to woodworking materials and processes through opportunities to design and build various woodworking projects. Students will learn to create and read working drawings; become familiar with common woodworking materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to woodworking, and will explore secondary and postsecondary pathways leading to careers in the industry. **Prerequisite:** None - A course fee of \$20 will be charged for this course.

TDJ201 - Technological Design - 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.

TFJ201 - Hospitality & Tourism Technology - This course emphasizes the scope of the hospitality and tourism industry. Students will study food origins, food-handling techniques and food preparation, health and safety standards, and the use of specialized tools and equipment. They will also investigate travel and tourism activities in Ontario, develop effective communication and research skills, and identify career opportunities in the hospitality and tourism industry. A course fee of \$30 will be charged for this course.

TXJ201 - Hairstyling and Aesthetics - This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

Prerequisite: None

A course fee of \$25 will be charged for this course.

TECHNICAL - Grade Eleven

ICS3U - 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

ICS3C - Introduction to Computer Programming, Grade 11, College Preparation - This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. Prerequisite: None

TGJ3M1 - 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

TDJ3M1 - Technological Design - This course provides students with opportunities to apply the principles of technological design to challenges in communications, manufacturing, electronics, transportation, architecture, industrial and consumer products, health and safety equipment, and environmental services. Students will identify user needs, estimate labour and material costs, analyse material characteristics, and illustrate design solutions, using traditional and computer-based methods. They will also acquire the basic design skills required for postsecondary studies in engineering, manufacturing, architecture, and construction. Prerequisite: None

TMJ3C1 - Manufacturing Engineering Technology, Mechanical Engineering and Machining - This course enables students to develop knowledge and skills through hands-on, project based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. Prerequisite: None. A course fee of \$20 will be charged for this course.

TTJ3C1 - Transportation Technology - This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. Prerequisite: None.

TCJ3C1 - Construction Engineering Technology, College Preparation - This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. \$25 course fee. Prerequisite: None

TMW3E1 - Manufacturing Technology (Welding)Welding and Sheet Metal - Based in room 503. This course helps familiarize students with the broad range of career opportunities within the manufacturing sector. Students will acquire design and fabrication skills using a variety of materials, tools, equipment, and processes, and will construct products that adhere to design specifications and meet quality control standards. In addition to developing employability and technical skills, students will develop an understanding of the impact of the manufacturing sector on consumers, society, and the environment. Prerequisite: None, TMJ202 is highly recommended. A course fee of \$30 will be charged for this course.

TWJ3E1 - Custom Woodworking, Grade 11, Workplace Preparation - This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, post secondary training, and career opportunities in the field that may be pursued directly after graduation. \$30 course fee. Prerequisite: None

TFJ3C1 - Hospitality and Tourism, Grade 11, College Preparation (1 credit course) - This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. Prerequisite: None - A course fee of \$30 will be charged for this course.

TFJ3CD - Hospitality and Tourism, Grade 11, College Preparation - This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. Prerequisite: None - A course fee of \$30 will be charged for this course.

TXJ3E1 - Hairstyling and Aesthetics, Grade 11, Workplace Preparation - This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct entry work positions. Prerequisite: None - A course fee of \$60 will be charged for this course.

TECHNICAL - Grade Twelve

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 analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

ICS4C - Computer Programming, Grade 12, College Preparation - This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers. Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation.

TDJ4M1 - Technological Design - Based in room 506, his course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and explore career opportunities and the post secondary education and training requirements for them. Prerequisite: Technological Design, Grade 11, University/College Preparation.

TGJ4M1 - 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

TMJ4C1 - Manufacturing Engineering Technology - This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. Prerequisite: Manufacturing Technology, Grade 11, College Preparation. A course fee of \$20 will be charged for this course.

TTJ4C1 - Transportation Technology - Based in room 501, this course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry. Prerequisite: Transportation Technology, College Preparation, Grade 11.

TCJ4C1 - Construction Engineering Technology, Grade 12, College Preparation - This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field. Course fee \$25. Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

TMW4E1 - Manufacturing Technology (Welding)Welding and Sheet Metal - Based in room 503, this course focuses on drafting and design, machining, welding, computer numerical control (CNC), computer-assisted machining (CAM), motor control, hydraulic control, pneumatic control, and computer control. Students will use sophisticated design and manufacturing systems to design and fabricate tooling, to program CNC equipment, and to design and build solutions to technological challenges in manufacturing. Prerequisite: TMJ3EW, Grade 11, Workplace Preparation. A course fee of \$35 will be charged for this course.

TWJ4E1 - Custom Woodworking, Grade 12, Workplace Preparation - This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also

expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation. Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation. - A course fee of \$35 will be charged for this course.

TFJ4C1 - Hospitality and Tourism, Grade 12, College Preparation - (1 credit course) - This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. \$30 course fee. Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

TFJ4CD - Hospitality and Tourism, Grade 12, College Preparation - (2 credit course) - This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. Prerequisite: Hospitality and Tourism, Grade 11, College Preparation - A course fee of \$30. will be charged for this course.

TXJ4E1 - Hairstyling and Aesthetics, Grade 12, Workplace Preparation - This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of post secondary destinations in the hairstyling and aesthetics industry. Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation. Students are required to purchase a mannequin, stand and scissors for the cost of \$30. which also includes the lab fee.