

# RIDEAU DISTRICT HIGH SCHOOL



## Course Calendar 2024-2025 Grades 9-12

Mr. Holme – Principal  
Mr. Robinson – Vice Principal

251 Main Street, Elgin, Ontario, K0G 1E0    **Phone:** (613) 359-5391

**Website:** <http://rideaudhs.ucdsb.on.ca/>    **Facebook:** [www.facebook.com/RideauDHS](http://www.facebook.com/RideauDHS)  
**Twitter:** @RUCDSB    **Instagram:** rdhslions

# MISSION STATEMENT

Rideau District High School is a rural school with a strong tradition of community support and involvement. Rideau has developed a sense of mutual respect and a feeling of shared responsibility, both within the school and between school and community. The mission of Rideau is to promote positive student growth in a safe and encouraging environment. In the pursuit of excellence, all staff work with students, parents, and the community to ensure that students will succeed. We are committed to the learning experiences that enable our students to acquire the necessary skills, knowledge and attitudes to become responsible citizens.

## PRINCIPAL'S MESSAGE

At Rideau District High School, we are proud to offer a variety of opportunities that meet the needs of our students. Our course calendar is intended to assist you and your family to make informed choices about your future. There are a variety of courses available in Grades 9 to 12 that will support your journey to your future education and career goals. I encourage you to carefully explore the course calendar and consult with your parent/guardian(s), teachers, guidance counsellor, and administrators as you select courses for the 2024-2025 school year. Consider your interests as well as your educational needs while making your final selections. The decisions you make will help to open a range of future possibilities.

I would also like to encourage you to take advantage of our Specialist High Skills Major Programs (SHSM) when making decisions about the courses you select in Grade 11-12. These programs are designed to provide you with additional specialized training and certifications, job experience, and a unique red seal diploma. The Red Seal shows employers and post-secondary institutions that you have completed a specialized program and may give you a competitive advantage in your future career choices. We currently are proud to offer Specialist High Skills Major programs in the areas of Health and Wellness, Construction Technology, the Environment, and Arts and Culture. These programs will allow the students of Rideau DHS to take advantage of course offerings and certifications in courses such as Outdoor Education, Physical and Health Education, Technological Studies as well as a full range of courses in the Arts. Please do not hesitate to contact me at the school to discuss our Specialist High Skills Major Programs.

I look forward to working with you as we strive to achieve our vision of providing the best possible learning opportunities for the students of Rideau District High School.

Mr. Holme



# COURSES AT A GLANCE

|                 |                                   |             |                 |                                 |            |
|-----------------|-----------------------------------|-------------|-----------------|---------------------------------|------------|
| <b>GRADE 9</b>  |                                   |             | <b>GRADE 10</b> |                                 |            |
| ADA10*          | Drama                             | Open        | ADA20*          | Drama                           | Open       |
| ADB10*          | Musical Theatre                   | Open        | ADB20*          | Musical Theatre                 | Open       |
| AMI10*          | Music – Band                      | Open        | AMI20*          | Music - Band                    | Open       |
| BEM10           | Business Entrepreneurial Mindset  | Open        | AVI20           | Visual Arts                     | Open       |
| CGC1W           | Geography of Canada               | De-streamed | CHC2D           | Canadian History                | Academic   |
| CGC1WF          | French Immersion Geography        | Immersion   | CHC2P           | Canadian History                | Applied    |
| ENL1W           | English                           | De-streamed | CHC2DF          | French Immersion History        | Immersion  |
| ENG1L           | English                           | Essentials  | CHV2O           | Civics                          | Open       |
| FIF1DF          | French Immersion                  | Immersion   | CHV2OF          | French Immersion Civics         | Immersion  |
| FSF1D           | Core French                       | De-streamed | ENG2D           | English                         | Academic   |
| MTH1W           | Mathematics                       | De-streamed | ENG2P           | English                         | Applied    |
| MAT1L           | Mathematics                       | Essential   | ENG2L           | English                         | Essential  |
| NAC1O           | Native Studies Art                | Open        | FSF2D           | Core French                     | Academic   |
| PPL1O           | Health & Physical Education       | Open        | FIF2DF          | French Immersion                | Immersion  |
| PPL1OF          | French Immersion H.P.E.           | Immersion   | GLC2O           | Career Studies                  | Open       |
| SNC1W           | Science                           | De-streamed | GLC2OF          | French Immersion Career Studies | Immersion  |
| TAS1O           | Technology and the Skilled Trades | Open        | HFN2O           | Foods & Nutrition               | Open       |
|                 |                                   |             | ICS2O           | Computer Programming            | Open       |
|                 |                                   |             | MPM2D           | Mathematics                     | Academic   |
|                 |                                   |             | MFM2P           | Mathematics                     | Applied    |
|                 |                                   |             | MAT2L           | Mathematics                     | Essential  |
|                 |                                   |             | PPL2O           | Health & Physical Education     | Open       |
|                 |                                   |             | PPL2OF          | French Immersion H.P.E.         | Immersion  |
|                 |                                   |             | SNC2D           | Science                         | Academic   |
|                 |                                   |             | SNC2P           | Science                         | Applied    |
| <b>GRADE 11</b> |                                   |             | <b>GRADE 12</b> |                                 |            |
| ADA3M*          | Drama                             | U/C         | ADA4M*          | Drama                           | U/C        |
| ADB3M*          | Musical Theatre                   | U/C         | ADB4M*          | Musical Theatre                 | U/C        |
| AMI3M*          | Music                             | U/C         | AMI4M*          | Music                           | U/C        |
| AVI3M           | Visual Art                        | U/C         | AVI4M           | Visual Art                      | U/C        |
| AWQ3M           | Photography                       | U/C         | AWM4M           | Visual Art (Focus Program)      | U/C        |
| BDI3C           | Entrepreneurship                  | College     | AWQ4M           | Photography                     | U/C        |
| CGT3O           | Intro. to Spatial Technologies    | Open        | BOH4M           | Business Leadership             | U/C        |
| COOP            | 2- or 4-credit co-op              | Open        | CGR4M           | Environment/Resource Man.       | U/C        |
| FSF3U           | Core French                       | University  | CGW4U/4C        | World Issues                    | U/C        |
| FIF3UF          | Immersion French                  | University  | CHY4U/C         | World History                   | U/C        |
| HCF3M           | Food and Culture                  | U/C         | COOP            | 2- or 4-credit co-op            | Open       |
| HPW3C           | Working with Children             | College     | ENG4U           | English                         | University |
| HSP3U/C         | Anthropology/Sociology            | U/C         | ENG4C           | English                         | College    |
| HZB3M           | Philosophy                        | Open        | ENG4E           | English                         | Workplace  |
| ISC3U/C         | Computer Programming              | U/C         | FSF4U           | Core French                     | University |
| MBF3C           | Personal Finance                  | College     | FIF4UF          | French Immersion                | University |
| MCF3M           | Functions & Applications          | U/C         | HHS4U/C         | Families in Canada              | U/C        |
| MCR3U           | Functions & Relations             | University  | HIP4O           | Personal Life Management        | Open       |
| MEL3E           | Mathematics for Everyday Life     | Workplace   | HSC4M           | World Cultures                  | U/C        |
| NBE3U           | English                           | University  | HZT4U           | Philosophy                      | University |
| NBE3C           | English                           | College     | MAP4C           | College & Apprentice Math       | College    |
| NBE3E           | English                           | Workplace   | MCV4U           | Calculus & Vectors              | University |
| PAF3O           | Personal Fitness                  | Open        | MDM4U           | Data Management                 | University |
| PAD3O           | Outdoor Education                 | Open        | MEL4E           | Mathematics for Everyday Life   | Workplace  |
| PAI3O           | Strength & Conditioning           | Open        | MHF4U           | Advanced Functions              | University |
| PPL3O           | Health & Physical Education       | Open        | OLC4O           | Ontario Literacy Course         | Open       |
| SBI3C           | Biology                           | College     | PAF4O           | Personal Fitness                | Open       |
| SBI3U           | Biology                           | University  | PAI4O           | Strength & Conditioning         | Open       |
| SCH3U           | Chemistry                         | University  | PPL4O           | Health & Physical Education     | Open       |
| SPH3U           | Physics                           | University  | PSK4U           | Introductory Kinesiology        | University |
| SVN3M           | Environmental Science             | U/C         | SBI4U           | Biology                         | University |
| TCJ3E           | Construction Technology           | Workplace   | SCH4U           | Chemistry                       | University |
| TDJ3M           | Design Technology                 | U/C         | SCH4C           | Chemistry                       | College    |
| TGJ3M           | Communications Technology         | U/C         | SNC4E           | Science                         | Workplace  |
| THJ3M           | Green Industries                  | U/C         | SNC4M           | Health Science                  | U/C        |
| TTJ3C           | Transportation Technology         | C/W         | SPH4U           | Physics                         | University |
| TWJ3E           | Custom Woodworking                | Workplace   | TCJ4E           | Construction Technology         | Workplace  |
|                 |                                   |             | TTJ4C           | Transportation Technology       | C/W        |
|                 |                                   |             | TWJ4E           | Custom Woodworking              | Workplace  |

\*after school courses available

# DIPLOMA & CERTIFICATE REQUIREMENTS

## WHAT DO YOU NEED TO EARN AN ONTARIO SECONDARY SCHOOL DIPLOMA?

### 1) 18 compulsory credits:

|            |   |
|------------|---|
| 4 credits  | ENGLISH (1 credit per grade)                      |
| 1 credit   | FRENCH as a second language                       |
| 3 credits  | MATHEMATICS (at least 1 credit in Grade 11 or 12) |
| 2 credits  | SCIENCE   |
| 1 credit   | CANADIAN HISTORY                                  |
| 1 credit   | CANADIAN GEOGRAPHY                                |
| 1 credit   | ARTS  |
| 1 credit   | HEALTH & PHYSICAL EDUCATION                       |
| 0.5 credit | CIVICS  |
| 0.5 credit | CAREER EDUCATION                                  |

### Plus:

| 1.0 additional credit from:   | 1.0 additional credit from:  | 1.0 additional credit from:  |
|---|--|--|
| The Arts [Art, Drama, Music]<br>Business Studies<br>Health & Physical Education<br>Cooperative Education* | Canadian and World Studies<br>English<br>Social Science<br>Additional Language [French, Native, International or Classical]<br>Guidance & Career Education<br>Cooperative Education* | Computer Studies (Gr.10-12)<br>Science (Gr. 11-12)<br>Technological Education (Gr. 9-12)<br>Cooperative Education* |
| *A maximum of 2 credits in Cooperative Education can count as Compulsory Credits.                         |  |  |

### 2) 12 elective credits selected from the menu of available courses.

## Substitution for Compulsory Credits

In order to allow flexibility in designing a student's program and to ensure that students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses. These courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent in half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

### Use this chart to plan your educational path.

| Subject | Grade 9            | Grade 10         | Grade 11    | Grade 12 | Additional |
|---------|--------------------|------------------|-------------|----------|------------|
| 1       | English            | English          | English     | English  |            |
| 2       | Mathematics        | Mathematics      | Mathematics |          |            |
| 3       | Science            | Science          |             |          |            |
| 4       | Canadian Geography | Canadian History |             |          |            |
| 5       | French             | Civics/Careers   |             |          |            |
| 6       | Physical Education |                  |             |          |            |
| 7       | Arts               |                  |             |          |            |
| 8       | Business/Tech      |                  |             |          |            |

## **WHAT OTHER REQUIREMENTS MUST BE MET TO GRADUATE WITH A DIPLOMA?**

### Ontario Secondary School Literacy Test:

All students must pass the Grade 10 Test of Reading and Writing Skills in order to earn a Secondary School Diploma. This test is designed by the EQAO—Ontario Education Quality and Accountability office. The test is administered each year in March. Students who have been eligible to write the literacy test at least twice and who have been unsuccessful at least once are eligible to take the literacy course (OLC4O).

Accommodations may be made only for students with an IEP and in accordance with EQAO policies. Students whose Individual Education Plan indicates that the student is not working towards a Secondary School Diploma may, with parental consent and the approval of the principal, be exempted from writing the test.

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 courses. A parent may request such a deferral. As well, the principal in consultation with the parent may initiate a deferral. In order to achieve an Ontario Secondary School Diploma, deferred students must successfully complete the test.

### Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Students can start accumulating hours beginning on July 1<sup>st</sup>, the summer before entering Grade 9.

Community involvement activities may take place in a variety of settings: (e.g. not-for-profit organizations, hospitals, informal settings, etc.) Students may not fulfill the requirement through activities that are counted towards a credit (e.g. cooperative education and work experience), 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. Specific procedures for students regarding completion of the 40 hours will be provided by the ministry. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities.

The Upper Canada District School Board provides each Grade 9 student with a handout outlining the requirements for Community Involvement. For volunteer ideas, please follow RDHS on our social media links.

**AN ONTARIO SECONDARY SCHOOL CERTIFICATE** will be granted to a student who earns:

| <b><u>Compulsory Credits (total of 7)</u></b>  | <b><u>Optional Credits (total of 7)</u></b>  |
|--|--|
| 2 credits <b>ENGLISH</b><br>1 credit <b>MATHEMATICS</b><br>1 credit <b>SCIENCE</b><br>1 credit <b>ARTS or TECHNOLOGY</b><br>1 credit <b>CANADIAN HISTORY or GEOGRAPHY</b><br>1 credit <b>HEALTH &amp; PHYSICAL EDUCATION</b> | In addition to the 7 compulsory credits, students have to earn 7 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets apprenticeship or work requirements. |

**A CERTIFICATE OF ACCOMPLISHMENT** will be granted to a student who leaves school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate. The Certificate of Accomplishment is a way of recognizing achievement of students who plan to take other kinds of further training or who plan to find employment after school. An Ontario Student Transcript will be attached to indicate what credits have been earned. A Certificate of Accomplishment will only be issued once.

# TYPES OF COURSES & COURSE CODES

A **credit** is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Ministry of Education. A Prerequisite Course is one that **must** be completed before a student can study the next course in a related subject. All prerequisites are shown with the course descriptions. In grades 9-12, courses are offered at these levels:

**DE-STREAMED courses** prepare students for Grade 10 courses.

**ESSENTIAL (Locally Developed) courses** prepare students for Workplace courses.

**ACADEMIC courses** emphasize theory and abstract problems.

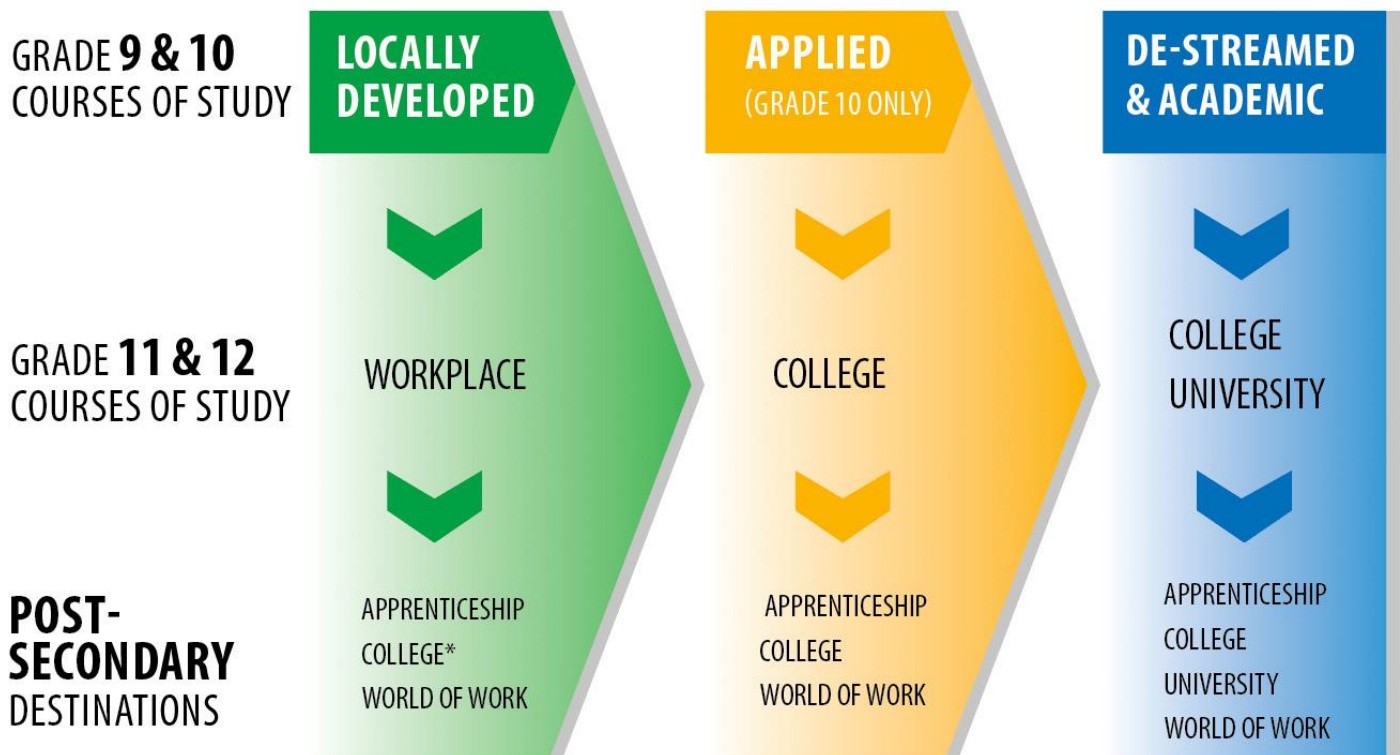
**APPLIED courses** focus on practical applications and concrete examples.

**OPEN courses** prepare students for further study in certain subjects.

**COLLEGE courses** prepare students for college entrance.

**UNIVERSITY courses** prepare students for university entrance.

**WORKPLACE courses** prepare students for the world of work.



## Transfer Courses

A course offered to students in grades 10, 11 and 12 who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered to be essential for success in the course to be taken. Partial credits are granted for successful completion of a transfer course.

# STUDENT SERVICES

The Guidance and Career education program is a vital and integral part of the secondary school education program. Our guidance department coordinates orientation and exit programs, career exploration activities, individual assistance and short-term counseling.

The Learning Resource Centre provides all students with opportunities to:

- develop specific skills such as study, organization, test-taking, and note taking;
- receive remediation in specific subjects either by withdrawal from class at regular intervals or by appointment;
- receive individualized instruction in specific academic courses.

The library in the Learning Commons is a centre for research, study, reading, and quiet reflection. Students may use the electronic and hardcopy resources to search and access information in support of their learning. Students, staff, and community enjoy the relaxed and inviting atmosphere of this popular workspace. The physical features of our library allow meetings, presentations to groups, guest speakers, display of student work, and the preparation of projects and assignments.

## ACCOMMODATIONS FOR EXCEPTIONAL STUDENTS

All secondary schools will accommodate exceptional students by placement in appropriate levels of difficulty. Available supports include resource withdrawal, remedial services, flexible evaluation and assessment methods, specialized enrichment activities and any other services necessary to meet the individual student's needs as identified on the student's Individual Education Plan.

### Upper Canada District School Board Essentials Program

**This program is intended for students who:**

- Exhibit reading skills which are below grade level;
- Will have an IEP, and may have an IPRC or: may have received resource support or alternative programming;
- Will require additional instruction and perhaps accommodations and/or a deferral to successfully complete the Grade 10 Test of Reading and Writing.

**Where does the Essentials Program lead?**

- Grade 11 workplace courses.
- Apprenticeship, OYAP, or other school-to-work initiatives.
- Certificate of Accomplishment or Ontario Secondary School Certificate.

| Grade 9  | Grade 10   |
|--|--|
| 1 credit Essentials English<br>1 credit Essentials Math<br>1 credit Applied Science<br>1 credit Applied Geography<br>1 credit Physical Education<br>1 credit Business or Technology<br>1 credit Arts | 1 credit Essentials English<br>1 credit Essentials Math<br>1 credit Applied Science<br>1 credit Applied Canadian History<br>0.5 credit Civics<br>0.5 credit Career Studies<br>2 credits chosen from: Grade 10 optional credits |



# **E-Learning Courses**



Online learning is quickly becoming an important part of education in all career paths. eLearning at the Upper Canada District School Board offers Grades 9 - 12 subjects and supports students who may need specific courses to complement their timetable. Online teachers look forward to working with you to provide the most innovative, relevant and engaging eLearning experience possible. We also support opportunities to take eLearning courses through other school boards across Ontario when these are not available to students within our board. All online credit courses meet the requirements of an Ontario secondary school diploma and are taught by dedicated, certified teachers.

Examples of courses that were available during the 2024-2025 school year can be found at:  
<http://www.elearningstudents.ca/> and/or by using the following **QR** code:



At the Upper Canada District School Board, eLearning courses are used to support students. All courses are offered subject to sufficient enrollment and some courses may be restricted to waitlisted students. Please see your guidance counselor for further information.

## **ADVANTAGES:**

- ☐ Increased flexibility in delivery of course content.
- ☐ Increased student confidence in class participation and direct access to the course teacher.
- ☐ Accommodation of a wide range of student learning styles.
- ☐ Extended time for considered responses.
- ☐ Reinforced sense of equality within course structure.
- ☐ Continual access to learning materials, archived discussions, and guided tutorials.
- ☐ Provides an alternative delivery mode for students with mobility issues.

## **CONSIDERATIONS FOR ACHIEVING ON-LINE STUDENT SUCCESS:**

- ☐ Willingness to share and learn in an on-line environment.
- ☐ Able to express yourself clearly through text (email, threaded discussions).
- ☐ Commitment to log on and participate.
- ☐ Realize on-line courses require as much time or more as in-school courses.
- ☐ Comfortable with sending email, attachments, saving and organizing documents.
- ☐ Familiar with the internet, use of search engines, and word processing software.
- ☐ Ability to set short- and long-term goals.
- ☐ Take responsibility for self-directed learning.

## **CONSIDERATIONS FOR PARENTS/GUARDIANS OF ON-LINE STUDENTS:**

- ☐ Take the opportunity to review course outline, expectations and timelines.
- ☐ Help establish a good work/study area at home.
- ☐ Help set up a regular work/study schedule.
- ☐ Discuss the course progress together.





The SHSM is a specialized, ministry-approved program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). These programs enable students to gain sector-specific skills and knowledge in engaging, career-related learning environments, and prepare in a focused way for graduation and postsecondary education, training, or employment. SHSMs assist students in their transition from secondary school to apprenticeship training, college, university, or the workplace.

**Rideau DHS provides students with four SHSM programming options that support student interests on a pathway to either apprenticeship, college, university or the workplace. Students entering Grade 11-12 are encouraged to talk to their guidance counsellor about these options.**



## Arts and Culture

**Major Course Options:** Art, Music, Drama, Photography

**Other Course Requirements:** English, Business or Canadian Studies, & Cooperative Education

**Certifications Earned:** First Aid, CPR, WHMIS, + 3 optional – ex. Advanced Training in Technique/Art Form/Art Therapy, Audition Preparation, Lighting & Sound Maintenance, Event Coordination, Make-up, etc.



## Construction

**Major Course Options:** Construction & Automotive Tech.

**Other Course Requirements:** English, Math, Business or Science, & Cooperative Education

**Certifications Earned:** First Aid, CPR, WHMIS, Health & Safety, Working at Heights, + 2 optional - ex. Chainsaw Safety, Powder-Actuated Tools, Elevating Work Platforms, Concrete Forming, Electrical Safety, etc.



## Environment: Outdoor Education

**Major Course Options:** Outdoor Ed., Environmental Science, Environment & Resource Management

**Other Course Requirements:** English, Math, & Cooperative Education

**Certifications Earned:** First Aid, CPR, WHMIS, + 3 optional - ex. Chainsaw Safety, GIS, Leadership, Ontario Hunter Education, Paddling Techniques, Pleasure Craft Operator, etc.



## Health & Wellness

**Major Course Options:** Physical Education, Personal Fitness, Strength & Conditioning, Kinesiology, Recreation Leadership, Biology, Chemistry, Physics

**Other Course Requirements:** English, Math, Science or Social Science, & Cooperative Education

**Certifications Earned:** First Aid, CPR, WHMIS, Infection Control, + 3 optional - ex. Behaviour Management, Fitness, Leadership Skills, Taping for Performance and Injury, etc.

# PATHWAYS FOR SUCCESS

| <b>COLLEGE DESTINATION PATHWAYS (Minimum Requirements)</b> |                                       |  |                                      |
|--|---------------------------------------|--|--------------------------------------|
| <b>DESTINATION: Non-Technical College Program</b>          |                                       |  |                                      |
| <b>GRADE 9</b>   | <b>GRADE 10</b>                       | <b>GRADE 11</b>  | <b>GRADE 12</b>                      |
| English (1W)   | English (2P)                          | English (3C)   | English (4C)                         |
| Math (1W)  | Math (2P)                             | Foundations for College Math (MBF3C)                           | Foundations for College Math (MAP4C) |
| Geography (1D)   | History (2D/P)                        | English or Social Science or Canadian/World Studies            | Cooperative Work Experience          |
| Science (1W)   | Science (2P)                          | Use your course planner to make additional subject selections. |                                      |
| French (1D)  | Careers/Civics (2O)                   |  |                                      |
| Comprehensive Arts (Open)                                  | Phys. Education, Art, Drama, or Foods |  |                                      |
| Physical Education (Open)                                  |                                       |  |                                      |
| Business/Tech (Open)                                       |                                       |  |                                      |

| <b>COLLEGE DESTINATION PATHWAYS (Minimum Requirements)</b>    |   |  |                                      |
|---|---|--|--------------------------------------|
| <b>DESTINATION: Science/Technology/Health College Program</b> |   |  |                                      |
| <b>GRADE 9</b>  | <b>GRADE 10</b>   | <b>GRADE 11</b>  | <b>GRADE 12</b>                      |
| English (1W)  | English (2P)  | English (3C)   | English (4C)                         |
| Math (1W)   | Math (2P)   | Functions & Applications (3M)                                  | Foundations for College Math (MAP4C) |
| Geography (1D)  | History (2D/P)  | English or Social Science or Canadian/World Studies            | Cooperative Work Experience          |
| Science (1W)  | Science (2P)  | Biology (3C)   | Chemistry (4C)                       |
| Business/Tech (Open)  | Careers/Civics (2O)   | A technology course  | A technology course                  |
| Comprehensive Arts (Open)                                     | Phys. Education, Art, Drama, Foods, Construction, or Automotive | Use your course planner to make additional subject selections. |                                      |
| Physical Education (Open)                                     |   |  |                                      |
| French (1D)   |   |  |                                      |

| <b>WORKPLACE DESTINATION PATHWAYS (Minimum Requirements)</b> |  |  |                             |
|--|--|--|-----------------------------|
| <b>GRADE 9</b>   | <b>GRADE 10</b>  | <b>GRADE 11</b>  | <b>GRADE 12</b>             |
| English (1W/L)   | English (2P/L)   | English (3C/E)   | English (4C/E)              |
| Math (1W/L)  | Math (2P/L)  | Math (3C/E)  | Math (4C/E)                 |
| Geography (1D)   | History (2P)   | English or Social Science or Canadian/World Studies            | Cooperative Work Experience |
| Science (1W)   | Science (2P)   | Use your course planner to make additional subject selections. |                             |
| French (1D)  | Careers/Civics (2O)  |  |                             |
| Comprehensive Arts (Open)                                    | Phys. Education, Art, Drama, Foods, Construction or Automotive |  |                             |
| Physical Education (Open)                                    |  |  |                             |
| Business/Tech (Open)   |  |  |                             |

## APPRENTICESHIP DESTINATION PATHWAYS (Minimum Requirements)

| GRADE 9                   | GRADE 10   | GRADE 11  | GRADE 12                             |
|---------------------------|--|---|--------------------------------------|
| English (1W/L)            | English (2P)   | English (3C)  | English (4C)                         |
| Math (1W)                 | Math (2D/P)  | Functions & Applications (3M) or Foundations for College Math (MBF3C) | Foundations for College Math (MAP4C) |
| Geography (1D)            | History (2D/P)   | English or Social Science or Canadian/World Studies                   | Cooperative Work Experience          |
| Science (1W)              | Science (2P)   | A technology course   | A technology course                  |
| Business/Tech (Open)      | Careers/Civics (2O)  | Use your course planner to make additional subject selections.        |                                      |
| Comprehensive Arts (Open) | Phys. Education, Art, Drama, Foods, Construction or Automotive |   |                                      |
| Physical Education (Open) |  |   |                                      |
| French (1D)               |  |   |                                      |

## UNIVERSITY DESTINATION PATHWAYS (Minimum Requirements)

### DESTINATION: Social Sciences/Humanities/Business University Program

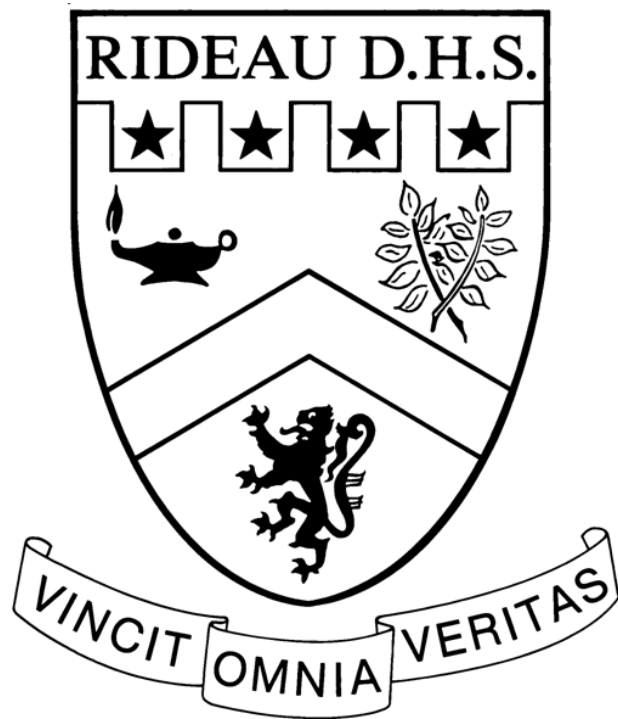
| GRADE 9                   | GRADE 10                             | GRADE 11   | GRADE 12   |
|---------------------------|--------------------------------------|--|--|
| English (1W)              | English (2D)                         | English (3U)   | English (4U)   |
| Math (1W)                 | Math (2D)                            | Functions (3U) or Functions & Applications (3M)                | Data Management and/or Advanced Functions (4U)               |
| Geography (1D)            | History (2D/P)                       | English or Social Science or Canadian/World Studies            | Social Science or Canadian/World Studies or Business Studies |
| Science (1W)              | Science (2D/P)                       | Science (3U/C)   |  |
| French (1D)               | Careers/Civics (2O)                  | Use your course planner to make additional subject selections. |  |
| Comprehensive Arts (Open) | Phys. Education, Art, Drama or Foods |  |  |
| Physical Education (Open) |                                      |  |  |
| Business/Tech (Open)      |                                      |  |  |

## UNIVERSITY DESTINATION PATHWAYS (Minimum Requirements)

### DESTINATION: Math/Science/Engineering/Health Sciences University Program

| GRADE 9                   | GRADE 10                             | GRADE 11   | GRADE 12   |
|---------------------------|--------------------------------------|--|--|
| English (1W)              | English (2D)                         | English (3U)   | English (4U)                                       |
| Math (1W)                 | Math (2D)                            | Functions (3U)   | Advanced Functions (4U)<br>Calculus & Vectors (4U) |
| Geography (1D)            | History (2D/P)                       | English or Social Science or Canadian/World Studies  |  |
| Science (1W)              | Science (2D)                         | Minimum of 2 Sciences EACH year. Suggested Combos:<br>Engineering: Physics 3U&4U and Chemistry 3U&4U.<br>Math: Physics 3U&4U and any other Science 3U&4U.<br>Health: Chemistry 3U&4U & Biology 3U&4U.<br>Science: Chemistry 3U&4U and any other Science 3U&4U<br>Please note: PSK4U may be recommended for some programs |  |
| French (1D)               | Careers/Civics (2O)                  | Use your course planner to make additional subject selections.   |  |
| Comprehensive Arts (Open) | Phys. Education, Art, Drama or Foods |  |  |
| Physical Education (Open) |                                      |  |  |
| Business/Tech (Open)      |                                      |  |  |

# Course Offerings



# The Arts



## *Native Studies Art, Grade 9, Open (NAC10)*

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

## *Drama Arts, Grade 9 and 10, Open (ADA10/ADA20) – After school program available*

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

## *Drama Arts, Grade 11, University/College Preparation (ADA3M)*

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

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

## *Drama Arts, Grade 12, University/College Preparation (ADA4M)*

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

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

## *Visual Arts, Grade 10, Open (AVI20)*

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

### *Visual Arts, Grade 11, University/College Preparation (AVI3M)*

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

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

### *Visual Arts, Grade 12, University/College Preparation (AVI4M)*

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

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

### *Visual Arts (Focus Program), Grade 12, University/College Preparation (AWM4M)*

This course is a focus art program that focuses on the refinement of students' skills and knowledge in Drawing and Painting. Students will produce a body of work demonstrating a personal approach.

**Prerequisite:** Visual Arts, Grade 12 University/College Preparation

### *Music, Grade 9 and 10, Open (AMI1O and AMI2O) – After school program available*

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

### *Music, Grade 11, University/College Preparation (AMI3M) – After school program available*

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

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

*Music, Grade 12, University/College Preparation (AMI4M) – Afterschool program available*

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

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

*Musical Theatre, Grade 9 and 10, Open (ADB1O/ADB2O) – After school program available*

This course provides opportunities for students to explore dramatic forms, conventions, and musical techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. This course focuses on Musical Theatre with an emphasis on theatre, as well as song and dance.

*Musical Theatre, Grade 11, University/College (ADB3M) – After school program available*

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform musical theatre from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. This course focuses on Musical Theatre with an emphasis on theatre, as well as song and dance.

*Musical Theatre, Grade 12, University/College (ADB4M) – After school program available*

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

**Prerequisite:** Musical Theatre, Grade 11, University/College Preparation



## Photography, Grade 11, University/College (AWQ3M)

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 and will consolidate their practical skills. Students will also analyze art works and study aspects of art history. This course, specifically, introduces students to photography as a creative tool in the art of image-making. Students will have the opportunity to investigate and explore the characteristics of digital photography through a variety of camera and computer experiences. A photography history component will help students understand the development of photography, past and present. A functioning SLR camera must be provided by the student for this course.

## Photography, Grade 12, University/College (AWQ4M)

This course focuses on the refinement of students' skills and knowledge in the photographic arts. Students will work with alternative, traditional and digital photographic art forms; use theories of art to analyse and produce photographic art; and increase their understanding of stylistic changes in modern and contemporary photographic art, Canadian (including Native Canadian) art and photographic art forms from various parts of the world. The emphasis of the course will be based upon students creating their own extended body of work on developed themes.

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



## *Building the Entrepreneurial Mindset, Grade 9, Open (BEM10)*

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communication skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

## *Business Entrepreneurship, Grade 11, College (BDI3C)*

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

# Cooperative Education



Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP). A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Placements should provide students with challenging opportunities to apply and extend the knowledge, and practise and refine the skills, acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace practices and standards.

Cooperative education involves a partnership between education and business, industry, agriculture, labour, or community organizations that includes students, teachers, parents, employers, and placement supervisors. Additional participants may be involved in the case of exceptional students and other students with special needs. Joint planning by these individuals ensures that students are provided with a systematic introduction to career exploration, experiential learning, and career planning.

## Canadian & World Studies – Geography



### *Geography of Canada, Grade 9, De-streamed (CGC1W)*

This course builds on learning in Grade 7-8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Metis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

### *Introduction to Spatial Technologies, Grade 11, Open (CGT3O)*

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

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

### *The Environment and Resource Management, Grade 12, University/College Preparation (CGR4M)*

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. During their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

### *World Issues, Grade 12, University Preparation (CGW4U)*

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

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

### *World Issues, Grade 12, College Preparation (CGW4C)*

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

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

## Canadian & World Studies – History & Civics



### *Canadian History Since World War 1, Grade 10, Academic (CHC2D)*

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

### *Canadian History Since World War 1, Grade 10 Applied (CHC2P)*

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.

### *Civics, Grade 10, Open (CHV2O)*

0.5 Credit Value

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.

### *World History: The West and the World, Grade 12, University Prep. (CHY4U)*

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

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

### *World History since the Fifteenth Century, Grade 12, College Prep. (CHY4C)*

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

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

# English



## *English, Grade 9, De-streamed (ENL1W)*

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 or Applied English course, which leads to university or college preparation courses in Grades 11 and 12.

## *English, Grade 9, Essential (ENG1L)*

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.

## *English: Empower Reading, Grade 9 and 10, Essential (ENG 1L and ENG2L)*

Empower™ Reading is designed to teach students word identification skills and reading comprehension strategies. Using these strategies, the students develop their abilities for independent reading for meaning, information, or pleasure. Empower™ Reading instruction teaches five decoding strategies to enable students to make meaning from written text and to construct their own. Struggling readers apply these strategies whenever they confront unknown words. Once students have a good understanding of the strategies, they learn to apply them in daily life at home, work and school.

## *English, Grade 10, Academic (ENG2D)*

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:** Grade 9 English, Academic or Applied

### *English, Grade 10, Applied (ENG2P)*

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:** Grade 9 English, Academic or Applied

### *English, Grade 10, Essential (ENG2L)*

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 11, University Preparation (NBE3U)*

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

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

### *English, Grade 11, College Preparation (NBE3C)*

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. To understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

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

### *English, Grade 11, Workplace Preparation (NBE3E)*

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

**Prerequisite:** English, Grade 10, Academic or Applied, or the Grade 10 locally developed course in English

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

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

### *English, Grade 12, College Preparation (ENG4C)*

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

### *English, Grade 12, Workplace Preparation (ENG4E)*

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

**Prerequisite:** English, Grade 11, Workplace Preparation



## *Ontario Secondary School Literacy Course (OLC4O)*

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. **Eligibility requirements:** Students who have had two opportunities to take the OSSLT and have been unsuccessful are eligible to take the course. Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal. In addition, students may be allowed to enroll in the course before he or she has had the second opportunity to take the OSSLT, at the Principal's discretion.

## French as a Second Language

### *Core French, Grade 9, De-streamed (FSF1D)*

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

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

### *Core French, Grade 10, Academic (FSF2D)*

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

**Prerequisite:** Core French, Grade 9

### *Core French, Grade 11, University Preparation (FSF3U)*

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

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

### *Core French, Grade 12, University Preparation (FSF4U)*

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

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

## French as a Second Language (Immersion Programs)



The prerequisite for the Extended/Immersion French Program is the elementary Extended French program or the elementary French Immersion program, or equivalent. Students who have successfully completed elementary Extended French or French Immersion programs and do not wish to pursue further studies in these programs should be considered for advanced placement in the Core French program, if they demonstrate the necessary knowledge and skills. Students who successfully complete any FSL course will meet the requirements for a compulsory credit in French as a second language. The compulsory credit would normally be earned in grade 9. Schools may grant a certificate in Extended French if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French. Schools may grant a certificate in French Immersion if the student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

### *French Immersion, Grade 9, Immersion (FIF1DF)*

This course enables students to enhance their knowledge of the French language and to further develop their language skills through the study of twentieth-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.

**Prerequisite:** Minimum of 3800 hours of instruction in French, or equivalent

### *Géographie (Geography of Canada), Grade 9, Immersion (CGC1WF)*

This course uses a variety of frameworks, including ecozones and principles of physical, human, and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones to understand Canada's diversity and role in the world.

**Prerequisite:** This course is to be taken in conjunction with French Immersion FIF 1D1.  
The language of instruction for this course is French.

### *Vie Active et Santé (Healthy Active Living Education), Grade 9, Immersion (PPL1OF)*

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

**Prerequisite:** This course is to be taken in conjunction with French Immersion FIF1D1.

**The language of instruction for this course is French.**

### *French Immersion, Grade 10, Academic (FIF2DF)*

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

**Prerequisite:** French Immersion, Grade 9

**The language of instruction for this course is French.**

### *Citoyenneté (Civics), Grade 10, Open (CHV2OF)*

0.5 Credit Value

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

**The language of instruction for this course is French.**

### *Carrière (Career Studies), Grade 10, Open (GLC2OF)*

0.5 Credit Value

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

**The language of instruction for this course is French.**

### *Histoire du Canada depuis la Première Guerre mondiale, Grade 10, Academic (CHC2DF)*

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.

**The language of instruction for this course is French.**

### *French Immersion, Grade 11, University Preparation (FIF3UF)*

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

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

The language of instruction for this course is French.

### *French Immersion, Grade 12, University Preparation (FIF4UF)*

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

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

The language of instruction for this course is French.

## Guidance & Career Education



### *Career Studies, Grade 10, Open (GLC20)*

0.5 Credit Value

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

# Health & Physical Education



## *Healthy Active Living Education, Grade 9, Open (PPL10)*

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

## *Healthy Active Living Education, Grade 10, Open (PPL20)*

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

## *Healthy Active Living Education, Grade 11, Open (PPL30)*

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

## *Outdoor Education, Grade 11, Open (PAD30)*

This course emphasizes regular participation in a wide variety of enjoyable physical activities mostly associated with outdoor sports and activities that promote lifelong healthy active living. Students will apply movement principles and sport/game strategies to refine skills, actively participate in outdoor activities to enhance their personal competence and fitness. They will investigate and examine issues related to environmental and ecological awareness and will participate in activities designed to apply informed decision-making, conflict resolution, and social skills in making personal choices. They will understand, develop, and practice many skills related to earth science, biology, and wilderness survival.

## *Personal & Fitness Activities, Grade 11 and 12, Open (PAF30 and PAF40)*

This course emphasizes regular participation in a variety of fitness activities, (e.g., strength training, cardio, endurance and flexibility training, accomplished through a wide range of methods) that promote lifelong healthy active living. Students will learn movement 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.

### *Strength and Conditioning, Grade 11 and 12, Open (PAI3O and PAI4O)*

This course emphasizes regular participation in a variety of training activities that promote functional strength and overall fitness and conditioning. Students will learn exercise movement skills and principles, relevant anatomy and physiology, safe training practices, appropriate goal-setting, and applications of training. Additional emphasis will be placed on individualized approaches to success in terms of strength and conditioning to meet the fitness needs and goals of a diverse array of students.

### *Healthy Active Living Education, Grade 12, Open (PPL4O)*

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

### *Introductory Kinesiology, Grade 12, University Preparation (PSK4U)*

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

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

## Mathematics



### *Principles of Mathematics, Grade 9, De-streamed (MTH1W)*

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.

### *Mathematics, Grade 9, Essential (MAT1L)*

This course emphasizes further development 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 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.

### *Principles of Mathematics, Grade 10, Academic (MPM2D)*

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

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

### *Foundations of Mathematics, Grade 10, Applied (MFM2P)*

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

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

### *Mathematics, Grade 10, Essential (MAT2L)*

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

### *Functions, Grade 11, University Preparation (MCR3U)*

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

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

### *Functions & Applications, Grade 11, University/College Preparation (MCF3M)*

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

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



### *Mathematics of Personal Finance, Grade 11, College Preparation (MBF3C)*

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

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

### *Mathematics for Everyday Life, Grade 11, Workplace Preparation (MEL3E)*

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Mathematics, Grade 9, Academic, Applied, or Essential

### *College and Apprenticeship Mathematics, Grade 12 (MAP4C)*

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

**Prerequisite:** Foundations for College Mathematics, Grade 11, College Preparation

### *Calculus and Vectors, Grade 12, University Preparation (MCV4U)*

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

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

### *Mathematics of Data Management Grade 12, University Preparation (MDM4U)*

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

### *Advanced Functions, Grade 12, University Preparation (MHF4U)*

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

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

### *Mathematics for Everyday Life, Grade 12, Workplace Preparation (MEL4E)*

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

**Prerequisite:** Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

## Science



### *Science, Grade 9, De-streamed (SNC1W)*

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.

### *Science, Grade 10, Academic (SNC2D)*

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

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

### *Science, Grade 10, Applied (SNC2P)*

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

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

### *Biology, Grade 11, University Preparation (SBI3U)*

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

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

### *Biology, Grade 11, College Preparation (SBI3C)*

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

### *Biology, Grade 12, University Preparation (SBI4U)*

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

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

### *Chemistry, Grade 11, University Preparation (SCH3U)*

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

### *Chemistry, Grade 12, University Preparation (SCH4U)*

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

### *Chemistry, Grade 12, College Preparation (SCH4C)*

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

### *Physics, Grade 11, University Preparation (SPH3U)*

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

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

### *Physics, Grade 12, University Preparation (SPH4U)*

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

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

### *Environmental Science, Grade 11, University/College Preparation (SVN3M)*

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 12, Workplace Preparation (SNC4E)*

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

**Prerequisite:** Science, Grade 10, Applied, or a Grade 10 locally developed course in science

### *Health Science, Grade 12, University/College (SNC4M)*

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

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

## Social Sciences and Humanities



### *Food and Nutrition, Grade 9 or 10, Open, (HFN2O)*

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.

### *Food and Culture, Grade 11, University/College, (HFC3M)*

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

### *Personal Life Management, Grade 12, Open, (HIP4O)*

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

### *Working With Children, Grade 11, College (HPW3C)*

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.

### *Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3U/C)*

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

### *Families in Canada: Grade 12, University/College (HHS4U/C)*

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.

### *World Cultures: Grade 12, University/College (HSC4M)*

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

## Philosophy: The Big Questions, Grade 11, Open, (HZB3M)

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

## Philosophy: Questions and Theories, Grade 12, University, (HZE4U)

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

## Broad-Based Technology



### *Technology and the Skilled Trades, Grade 9, Open (TAS1O)*

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technology concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

### *Construction Technology, Grade 11, Workplace Preparation (TCJ3E)*

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.



### *Custom Woodworking, Grade 11, Workplace Preparation (TWJ3E)*

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

### *Construction Technology, Grade 12, Workplace Preparation (TCJ4E)*

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

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

### *Custom Woodworking, Grade 12, Workplace Preparation (TWJ4E)*

This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. 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

### *Technology Design, Grade 11, University/College (TDJ3M)*

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

### *Technology Design, Grade 12, University/College (TDJ4M)*

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

**Prerequisite:** Technology Design, Grade 11, University/College

### *Communications Technology, Grade 11, University/College (TGJ3M)*

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

### *Communications Technology, Grade 12, University/College (TGJ4M)*

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:** Communication Technology, Grade 11, University/College

### *Green Technologies, Grade 11 & 12, University/College (THJ3M/4M)*

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

### *Transportation Technology, Grade 11, College/Workplace Preparation (TTJ3C)*

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.

### *Transportation Technology, Grade 12, College/Workplace Preparation (TTJ4C)*

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; 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, Grade 11, College/Workplace Preparation

