

Brant Haldimand Norfolk  
Catholic District School Board



2021-2022

# Secondary School Program and Course Selection Calendar

Excellence in Learning ~ Living in Christ

Acknowledgments: We would like to extend our appreciation to the Ottawa-Carleton District School Board for permission to use and modify their Secondary Course Selection Calendar.

Disclaimer: This document can be found on the BHNCD SB website at [www.bhncdsb.ca](http://www.bhncdsb.ca). If there are any discrepancies, the online version should be considered the most up-to-date.

***As a Catholic learning community,  
supporting each other in our faith journey,  
we provide academic excellence  
within a safe, Christ-centred environment  
while enabling all individuals to become life-long learners  
who make a positive contribution to society.***

## **ONTARIO CATHOLIC GRADUATE EXPECTATIONS**

- A discerning believer formed in the Catholic faith community.
- An effective communicator.
- A reflective and creative thinker.
- A self-directed, responsible life-long learner.
- A collaborative contributor.
- A caring family member.
- A responsible citizen.

## **CODE OF HUMAN RELATIONS**

The Code of Human Relations outlines to our staff, students, parents and visitors the basic values which our community uses to make decisions. It explains the expectations we have of each other, the supports which are in place to encourage us in our daily routines, and the possible consequences should we decide to ignore the expectations.

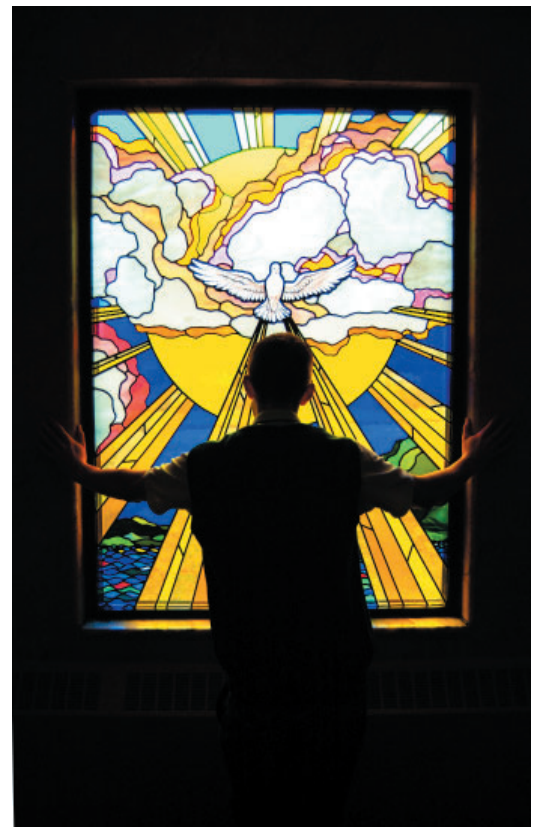
The expectations and consequences associated with irregular attendance, absences and lates are clearly outlined in our Code of Human Relations. These policies and procedures are found in the student planner, which is issued to the students at the beginning of each school year.

Choosing to respect the content and the intent of the Code of Human Relations will allow each person to be successful in his/her academic pursuits and will allow everyone to work and study in an environment which nurtures his/her individual potential.

## **CAMPUS MINISTRY**

Campus Ministry is dedicated to providing a ministry of presence to all its members. On a pastoral level, Campus Ministry provides a listening ear and a helping hand. It also acts as a liaison to the local parishes. As a Christ-centered community, this ministry co-ordinates morning reflections, liturgies, reconciliation services and retreats. The Brant Haldimand Norfolk Catholic District School Board is committed to celebrating this vision of Christ.

The role of the Chaplaincy Leader is to build healthy, supportive relationships, in light of gospel values, with the students and staff. The love and example of Christ and His Church would then be passed on through these relationships and various activities. Since school chaplaincy is a pastoral care role carried out in an educational setting, it is understood that the person in the role of Chaplaincy Leader contributes his/her expertise and talents to the continuation and enhancement of Catholic faith and religious education within their community.



# Graduation Requirements

## Ontario Secondary School Diploma Requirements

English (4 credits - one credit per grade)  
Mathematics (3 credits, with at least one in Grade 11 or 12)  
Science (2 credits)  
French as a second language (1 credit)  
Canadian geography (Grade 9) (1 credit)  
Canadian history (Grade 10) (1 credit)  
The arts (1 credit)  
Health and physical education (1 credit)  
Civics (1/2 credit, Grade 10)  
Careers (1/2 credit, Grade 10)

One from Group 1 choices:  
Additional English, or French as a second language, or  
Native language, or a classical or an international language,  
or social sciences and the humanities, or  
Canadian and world studies,  
or guidance and career education,  
Cooperative Education

One from Group 2 choices:  
Additional health and physical education, or the arts,  
or Business studies, or French as a second language,  
or Cooperative Education

One from Group 3 choices:  
Additional science (Grade 11 or 12),  
or technological education or computer studies,  
or French as a second language,  
or Cooperative Education

You must also complete:  
4 religion credits  
8 optional credits  
Ontario Secondary School Literacy Test (Grade 10)  
40 hours of community service over four years

## ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)  
Seven credits selected by the student from available courses, including one religious education credit per year.

## CERTIFICATE OF ACCOMPLISHMENT

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

## COMMUNITY INVOLVEMENT

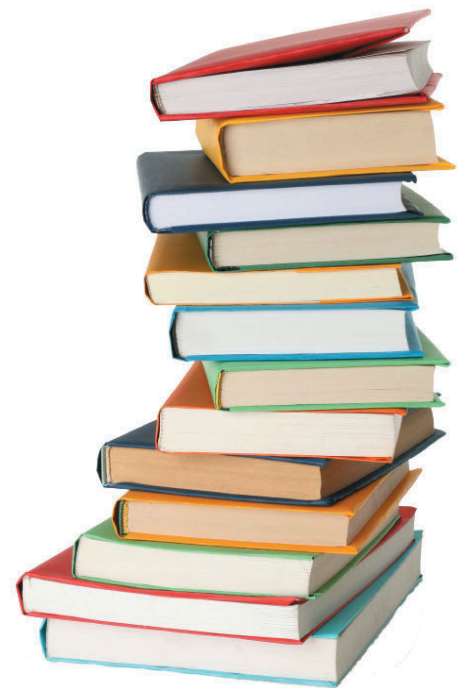
As part of the diploma requirements, students are required to complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary program. The community involvement requirement is designed to provide an opportunity for students to meet the Catholic Graduate Expectations, to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement is to be completed outside students' normal school instructional hours. Students will maintain and provide a record of their community involvement activities. The principal will decide whether the student has met the requirements for both the Ministry and the Board for these activities.

## LITERACY REQUIREMENT

During the Grade 10 year, students will be given the opportunity to write the Ontario Secondary School Literacy Test (OSSLT). Students must pass this test (or the OSSLC) in order to graduate. Students who have been eligible to write the OSSLT at least twice, and who have been unsuccessful at least once are eligible to take the Grade 12 Ontario Secondary School Literacy Course (OSSLC). When these students successfully complete the OSSLC, they will have met the provincial literacy

requirements for graduation.

An adjudication process exists at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enrol in or complete the OSSLC, owing to unforeseen circumstances.



The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12, which will keep options open for all students in the earlier grades, and prepare students in senior grades for their future destination. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a post-secondary destination – that is, for apprenticeship training, college, university, or the workplace.

## TYPES OF COURSES IN GRADES 9 AND 10

Students with their parents and teachers choose Grades 9 and 10 courses based primarily on student interests, needs and achievements. In these years, students select an appropriate combination of open, applied and academic courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake. Students are not required to make binding decisions about a particular educational and career path.

### De-streamed Course "W"

These courses encourage student success within a de-streamed classroom environment where classroom educators employ a variety of culturally responsive instructional strategies and collaborate with colleagues to create an engaging and relevant experience for students.

### Academic Courses "D"

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

### Applied Courses "P"

Applied courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Students must choose between academic and applied courses in each of the core subjects – English, French as a

second language, mathematics, science, geography, and history. Both types of courses set high expectations for students while preparing them for studies in the senior grades. The two types of courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

### Locally Developed Compulsory Credit Courses (LDCC) "L"

LDCC courses focus on the knowledge and skills that students need to be well prepared for success in the Grade 11 Workplace Preparation courses. Students with widely ranging levels of competency may require these courses; some of these students may be four years behind grade level with significant gaps in knowledge, concept understanding, and skills. As well, LDCC courses will support students in developing and enhancing strategies that they need to develop literacy and numeracy skills and the confidence to use these skills in their day-to-day activities.

### Open Courses "O"

Open courses are the only types of courses offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

### Transfer Courses

Prerequisites for Grade 10 courses are specified in the curriculum policy documents for the various disciplines. A student who has completed a course of one type in a particular subject and grade that does not meet a stated prerequisite for a course in the same subject in the next grade level may take a transfer course (i.e. MFM1P1 to MPM2D1) - that is a partial credit course (.5 cr) that bridges the gap between the course completed and the course of the type designated as a prerequisite. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course of a different type in the next grade.

Transfer courses are offered through summer school only.

Grade 10, academic and applied courses will prepare students for particular Grade 11 courses, for which prerequisites are specified in the curriculum policy

documents for Grades 11 and 12.

## TYPES OF COURSES IN GRADES 11 AND 12

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

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:

### University Preparation Courses "U"

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

### University/College Preparation Courses "M"

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

### College Preparation Courses "C"

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

### Workplace Preparation Courses "E"

Workplace preparation courses are designed to equip students with the

knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

## Open Courses "O"

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

## Transfer Courses

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revised their educational and career goals and who wish to change from one destination related stream to another in a particular subject may often do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but who decides to enter the university preparation course in Grade 11 may do so by taking a transfer course. Transfer courses will be offered for students who wish to change from one course type to another in the same subject between Grade 10 and Grade 11 or between Grade 11 and Grade 12.



## ASSESSMENT AND EVALUATION

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the document *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools 2010* and in the curriculum policy document for each discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9 to 12 will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence to achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

## SUBSTITUTE FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses. Principals may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements.

## CANCELLATION OF COURSES

It should be understood that when there is an insufficient number of requests for a course, as defined by the principal, that course will be cancelled at the school, at least for that particular school year.

## COURSE CHANGES

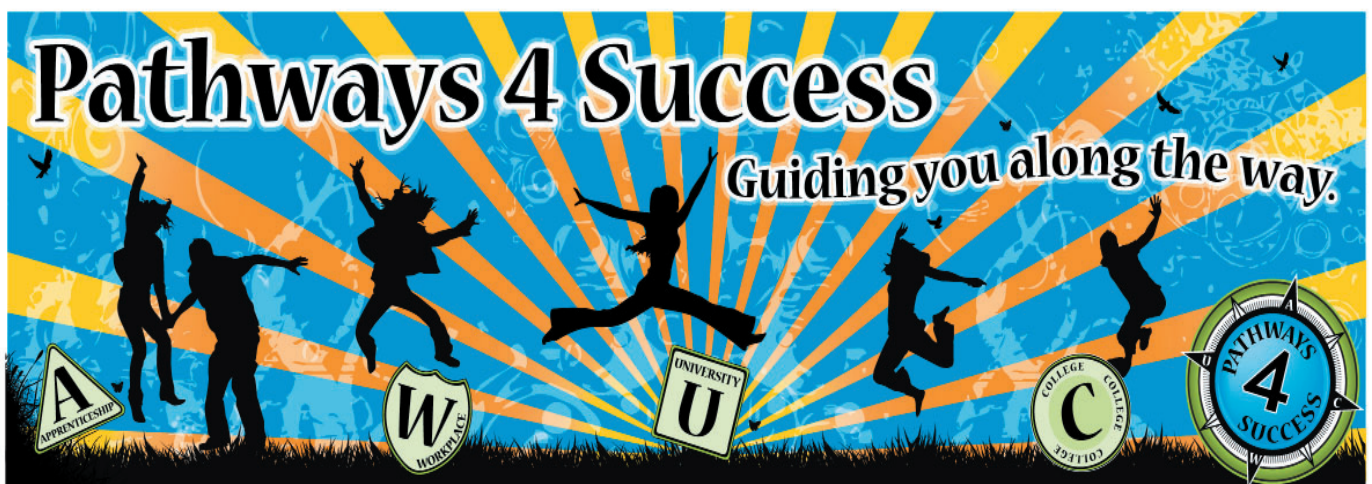
Course changes for the next school year can be made until the end of June. All timetable changes must go through the Student Services Department. Students must have a good reason for requesting timetable changes (e.g. repeating a failed course, vocational changes, etc.) As with original course selections, all transfers or changes of course by students under 18 must also receive parental approval.

## EQAO GRADE 9 ASSESSMENT OF MATHEMATICS

The EQAO Grade 9 Assessment of Mathematics is conducted each year. All students enrolled in grade 9 Mathematics, Applied or academic, write the assessment. The purpose is to identify strengths and areas for improvement in student learning. This assessment is not a diploma requirement.

For students enrolled in ESL/ESD programs, special provisions may be made in accordance with EQAO guidelines.

For students with special needs, policies and guidelines will be provided to accommodate their situations. An Individual Education Plan (IEP) is required if a student is to receive accommodations. Exemptions may be given for special needs students and ESL/ESD students where it is determined that accommodations or special provisions still would not enable the students to provide evidence of learning.



## THE GUIDANCE PROGRAM

The Guidance Program is a vital and integral part of the total school curriculum. The primary focus of Student Services is to enhance the dignity of each individual by encouraging each student's sense of self-worth and a feeling of belonging.

In all facets of school life, the guidance counsellor teacher's foster each student's ability to:

- Know and appreciate themselves.
- Relate effectively with others.
- Develop appropriate educational plans.
- Design personal career paths.

## ACADEMIC

Guidance counsellors can assist with the selection of suitable courses and programs, establishing timetables, study habits, organization of time, exam preparation and review.

## INFORMATION/CAREER PLANNING

The Guidance Centre provides a variety of sources by which students can research career options, employment trends, post-secondary sites (college, apprenticeship, world of work, specialized post-secondary schools or university programs) as well as admission requirements to post-secondary destinations.

The centre has several computers as well as a variety of resources for individual student use in career and post-secondary planning. The department also arranges for college and university information programs, welcomes guest speakers and shares scholarship information.

## PERSONAL COUNSELLING AND COMMUNITY SERVICES

The guidance counsellors, child & youth workers, chaplain, special education teachers, and Student Success teachers, provide a multifaceted, interdisciplinary team which classroom teachers and/or individual students may access. As needed, further assistance is available via community agencies.

## Employment Services

Information concerning part-time and

full-time employment is available through local Career Resource Centres.

## ONTARIO STUDENT RECORD

The Ontario Student Record (OSR) is the official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Every student is entitled to examine his or her record. A parent or guardian of a student who has not reached the age of majority is also entitled to examine the record.

## ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a comprehensive record of the credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma. This record includes all the credits gained by the student using regular study and correspondence, independent study, private study, continuing education and summer school.

The transcript, which is part of the Ontario Student Record (OSR), includes the following information:

- A list of all the Grade 9s and 10 credits achieved with percentage grades;
- A list of all Grades 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course);
- Identification of any course that has been substituted for one that is a diploma requirement;
- Confirmation that the student has completed the community involvement requirement;
- Confirmation of successful completion of the Grade 10 literacy requirement;
- An indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

In addition to recording the number of credits earned, schools may indicate on student's transcript that the student has taken a program in a specialized school.

## Full Disclosure

As a result of legislation passed (as of September 1999) all attempts at a senior course (Grade 11 or 12) whether successful or not will be recorded on the transcript. Repeated courses will be shown on the transcript. Both marks will show but only one credit will be granted. Courses withdrawn from (after 5 teaching days following the mid-semester report) will be recorded on the OST with the grade at the time.

## Withdrawal from a Course

Withdrawals from Grades 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST. If a student withdraws from a Grade 11 or 12 course after five instructional days following the issue of the first provincial report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering "W" in the "credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "percentage grade" column.

## Repetition of a Course

Students who repeat a grade course that they have previously completed successfully earn only one credit for the course. However, for Grade 11 or 12 courses, each attempt and the percentage grade obtained is recorded on the OST, and an "R" is entered in the "credit" columns for the course(s) with the lower percentage grade.

## Special Indicator

A student's parents or a student who is an adult (18 years of age or over) may request that the principal identify Grades 11 and 12 courses in which the student's performance was affected by extraordinary circumstances by using a special indicator. If the principal agrees with the student's or parents' claim, the special indicator "S" is entered in the "note" column for these courses. However, the student's percentage grades are also recorded.

## Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may



have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits. See your guidance department for more information.

## STUDENT SUCCESS TEACHERS

Student success teachers are guidance counsellors whose focus is every student's success. They identify and support struggling students, provide more options for learning, and monitor student progress. They work with school staff, students, parents, and the community to ensure more students earn the credits necessary to graduate.

## SUPPORT FOR ENGLISH LANGUAGE LEARNERS

### English as a Second Language (ESL)

Courses in English as a Second Language are designed to assist students develop proficiency in English as well as social and cultural knowledge to enable them to be successful in the secondary school program. ESL courses are credit-bearing and not grade specific. A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. Students may take up to two ESL courses per year. Please discuss ESL course options with your child's grade 8 teacher or the secondary school's guidance staff.

### English Literacy Development (ELD)

Courses in English Literacy Development (ELDAO - ELDEO) assist students to develop literacy skills, proficiency in English and social and cultural knowledge to enable them to be successful in the secondary school program. ELD courses are designed for English language learners with limited prior schooling who have not had opportunities to develop age-appropriate literacy skills in any language. ELD courses are credit-bearing and not grade specific. A maximum of 3 credits in English as a second language (ESL) or English literacy

development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. Students may take up to two ELD courses per year. Please discuss ELD course options with your child's grade 8 teacher or the secondary school's guidance staff.

## The Locally Developed Compulsory Credit (LDCC)/ Workplace Program

This program is designed for students whose Individual Education Plan indicates the student is working up to four years behind grade level from the Ontario Curriculum in English, Science and/or Mathematics.

In Grades 9 and 10, students in the LDCC program will take special courses for credit in English, Science, History, and Mathematics. They are encouraged to take a learning strategies course for credit that will assist the students to be successful in their Grades 9 and 10 program. Upon successful completion of the Grades 9 and 10 LDCC program, students will be prepared to study workplace preparation courses in Grades 11 and 12. Students in the LDCC program may work to successfully complete the required 30 credits to earn their Ontario Secondary School Diploma. Students must successfully complete the Grade 10 literacy requirement to earn an Ontario Secondary School Diploma.

Students who experience difficulty in meeting the requirements of this program may choose to focus on meeting the requirements for the Ontario Secondary Certificate with the understanding that they may continue to work towards a diploma at a later date.

## Moving from the Locally Developed Program to Applied Courses

For a select number of students who successfully complete the Grade 9 LDCC program, the secondary school may recommend that the students attempt the Grade 9 applied program in the core subjects of English, Science, and Mathematics. Students who successfully complete courses from the LDCC program in Grade 9 and the Grade 9 applied level in the same discipline (i.e. English, Science, and/or Mathematics) may receive a compulsory credit for each course.

Having successfully completed Grade 9 applied courses, students may also opt to continue into Grade 10 applied courses.

This will allow them to choose Grades 11 and 12 workplace preparation or college preparation courses.

## Learning Strategies

These credited courses introduce students to learning theories and strategies that help them increase their personal management skills at school and in other contexts. These courses will also help students to identify their preferred ways of learning and use this knowledge to increase their confidence, motivation and ability to learn. Students learn to apply these study skills by completing their homework and assignments for their other courses. Identified students can earn up to four (4) learning strategies credits during their high school career.

## TLC: The Learning Centre

The Learning Centre provides opportunities for students to receive additional support with course content. The Learning Centre is also utilized as a place that provides individual help to edit assignments, complete missed work because of extended absences, and/or to provide a quiet work environment with academic support.

## Support Programs

### Alternative Education

Alternative Education Program is for students 14 and older and provides a safe and flexible Christ-centered school environment to meet all Ministry of Education graduation requirements. The program is designed for students who have not experienced formal success in a regular secondary school setting due to academic, social, health or personal factors.

### Supervised Alternative Learning (SAL)

Alternative Education Program is for students 14 to 17 years of age and provides a safe and flexible Christ-centered school environment to meet all Ministry of Education graduation requirements. The program is designed for students who have not experienced formal success in a regular secondary school setting due to academic, social, health or personal factors. This program enables students to participate in learning alternatives which include the opportunity to earn credits, complete volunteer work, earn workplace certifications, as well as develop work habits and life skills. Students may hold full or part time employment at an approved work placement.

## Special Education Department

The development of each student's abilities and potential is a shared responsibility. It is the role of the Special Education Department staff to work with parents, students, teachers, school personnel, and community agencies to provide options for success of all students. This shared and collaborative model provides services which are delivered primarily within the regular classroom by the course teachers and supported by the Special Education Resource staff. Together, goals are set, and a plan of action is created to assist students in reaching these goals. Some students may have an Individual Education Plan (IEP) for which accommodations, instructional strategies, and assessment methods are specific to the strengths and needs of that individual student. The Special Education Resource staff work with the students to assist them in better understanding their exceptionality and identify accommodations necessary for course success. The student becomes responsible for working with individual classroom teachers for precise accommodations and responsibilities in each class. This process enhances student self-awareness and self-advocacy skills and empowers them to have voice in seeking assistance and strategies necessary for success.

The Special Education Department offers a variety of services and programs to assist students in their secondary school experience and making the transition to post-secondary life.

### LEARNING STRATEGIES (GLE)

The Learning Strategies course introduces students to learning theories and strategies that help them increase their personal management skills in school and in other contexts of life. Students will learn their preferred learning style and use this knowledge to increase their motivation, confidence, and ability to learn. Students learn study skill techniques and apply them in the GLE course by completing homework and assignments given in their other courses.

### TLC: The Learning Centre

Students can attend TLC when requiring individual assistance with a variety of academic tasks such as: editing assignments, completing missed work due to extended illness, studying tips, academic support for understanding. Students may also access TLC if they require accommodations during tests and exams.

### Gifted

In secondary school, students identified through the Identification Placement Review Committee (IPRC) as meeting the criteria to be deemed exceptional in the category of Intellectual: Giftedness, are encouraged to become self-advocates and collaborate with their individual teachers to set academic goals. Students are encouraged to use their talents by

participating in the numerous clubs and teams that secondary school offers. Ample opportunity for students to assume leadership roles within the school and community is also encouraged.

### Alternative Courses

Students in alternative courses do not obtain credits for these courses. The course expectations in alternative courses are individualized for the student and generally focus on preparing them for daily living. School boards must use the "K" course codes and titles to identify alternative courses, in accordance with the Ministry of Education.

### Personal Active Learning Program (PAL)

This program is designed for students in a non-credit program with intensive supports to enhance student learning. Alternative courses in this program are aimed at developing functional academics, self-help skills, functional communication, daily living skills, motor skills, and choice making. Students are taught using a multi-sensory approach which includes ABA strategies and opportunities for experiential learning. Students will graduate from this program with a Certificate of Accomplishment. Classes will be offered at Assumption College School in Brantford and at Holy Trinity Catholic High School in Simcoe.

### Community Living Program

This program is designed for students in a non-credit program whose ultimate post-secondary goal is to seek supported living and supported employment in the community. Students will graduate from this program with a Certificate of Accomplishment. Classes will be offered at Assumption College School in Brantford and at Holy Trinity Catholic High School in Simcoe.

### Job Skills Program

This program is designed for students in a non-credit program whose ultimate post-secondary goal is to continue education and/or seek independent living and employment. The program offers students an opportunity to obtain credit courses or courses combined with on-the-job training. Students graduate from this program with either a Certificate of Accomplishment or upon successful completion of 14 credit courses, a Certificate of Achievement. Classes will be offered at Assumption College School, St. John's College, and Holy Trinity Catholic High School.

## WHAT IS COOPERATIVE EDUCATION (Co-op)?

Cooperative Education is a Ministry of Education approved program that allows students to earn secondary school credits while completing a work placement. The program consists of a Cooperative Education (Co-op) course monitored by a Cooperative Education teacher, a related curriculum course in any subject, and a work placement. Students can count two co-op credits as compulsory credits towards their Ontario Secondary School Diploma (OSSD). Cooperative Education students must take the related course concurrently with the Cooperative Education or have successfully completed the related course before being placed in the program.

## KEY BENEFITS OF CO-OP PROGRAM

Co-op students have the opportunity to:

- Experience hands-on learning.
- "Test-drive" career options.
- See the relevance of their classroom learning.
- Earn credits through workplace experience.
- Develop the essential skills and habits required in the workplace.
- Gain valuable work experience that will help build a resume for post-secondary programs and future employment.

## HOW ARE STUDENTS SELECTED?

The following conditions must be met for students to be accepted into the program:

- Be at least 16 years of age.
- Complete a cooperative education/OYAP application form and submit to the Co-op/OYAP office.
- Complete a successful interview with a Cooperative Education/OYAP teacher.
- Complete prior to registration, or concurrently, the subject related course.

Once a student is accepted into the Co-op program, we cannot guarantee placement in first choice of career area. Consultation with a guidance counsellor is strongly recommended.

## HOW DOES CO-OP WORK?

Cooperative Education courses include a classroom component which is comprised of pre-placement and integration sessions. Prior to their placement, students attend orientation sessions as part of their classroom component of the program. The work placement component of the course requires students to attend a placement for a minimum of 2.5 hours per day, five days per week.

Students share and analyze their work placement experiences with their teachers and peers in structured integration sessions. Cooperative Education/OYAP teachers conduct placement learning assessments and evaluate their students' performance through pre-placement, placement, and reflective learning activities. Students are responsible for their own transportation to and from the placement.

Consultation with a Guidance Counsellor/Co-op/OYAP teacher is strongly recommended.

## What is OYAP?

The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program. Students have an opportunity to register as Participants and work toward becoming certified journeymen in a skilled trade while completing the requirements for their Ontario Secondary School Diploma (OSSD).

## THE GOALS OF OYAP ARE:

1. To provide students with the opportunity to start training in a skilled trade while completing the requirements for an Ontario Secondary School Diploma.
2. To enable students to make the school to work transition by direct entry into apprenticeship training.
3. To provide employers with the opportunity to train the skilled workers they require.
4. To encourage students to consider apprenticeships an educational Pathway for future career success.

## HOW ARE STUDENTS

## SELECTED?

The following conditions **must** be met for students to be accepted into the program:

- Must be at least 16 years of age.
- Must have completed 16 credits.
- Must have completed a Cooperative Education/OYAP application form and submit to the Co-op/OYAP office.
- Must have a **successful interview with a Cooperative Education/OYAP teacher.**
- Must either have completed the related subject, **or must currently be enrolled in the related subject while registered in OYAP.**

Consultation with a guidance counsellor is strongly recommended.



## HOW DOES OYAP WORK?

### Student Selection

OYAP works in consultation with the high school Guidance Department, Cooperative Education/OYAP teacher and subject teacher in the identification of suitable candidates for any placement. Once students are identified, they are referred to employers for interviews. Students who successfully pass an interview are placed through Cooperative Education with the employer on a trial basis.

- Develop an awareness and appreciation of the skilled trades;
- Gain access to a career in the skilled trades;

### Benefits to Students

Students in the program will:

- Will be registered as an OYAP Participant or as an OYAP student with a training plan (Registered Training Plan RTA)
- earn secondary school credits;
- participate in experiential learning in an apprenticeship trade (based on the Training Standard for the trade);
- Be exempt from legislation requiring

only certified journeypersons or registered apprentices to perform compulsory aspects of trades, and from journeyperson to apprentice ratio requirements.

- Have a smoother transition to a postsecondary pathway due to having had an opportunity to discover and explore a potential career path.
- Begin apprenticeship training as part of a high school diploma.
- Make a successful transition from high school to the workplace in a skilled trade.

### **Next Steps Towards Apprenticeship**

Students completing this program may be interested in:

- An additional cooperative education course.
- A technological education course.
- A Specialist High Skills Major (SHSM) in an apprenticeship trade.
- OYAP - participant with a registered training agreement.
- A Level 1 apprenticeship dual credit program.
- An apprenticeship-related dual credit course (non-Level 1).

### **Postsecondary Steps Towards Apprenticeship Completion**

After graduation, if the student is interested in pursuing an apprenticeship, he or she will need to find an employer who is willing to sponsor him or her as an apprentice. This employer may be the same one the student was placed with during co-op. After finding an employer, the student then contacts the local Ministry of Labour, Training and Skills Development (MLTSD) office to register a training agreement.

### **What is the Ontario College of Trades?**

The Ontario College of Trades was created to be an industry-driven organization that promotes the trades and protects the public interest by regulating the trades in Ontario. It was established under the Ontario College of Trades and Apprenticeship Act, 2009 (OCTAA), which can be found at [www.e-laws.gov.on.ca](http://www.e-laws.gov.on.ca). The College began offering services to members on April 8, 2013. OYAP participants with a registered training agreement are required to apply for membership in the college. The Ontario College of Trades is winding down as the government takes action to modernize the skilled trades and apprenticeship system. Visit the Ontario government's new Skilled

Trades page for more information and resources.

[www.ontario.ca/page/skilled-trades](http://www.ontario.ca/page/skilled-trades)

### **What is an OYAP "Accelerated" program?**

With the partnership between high schools, Boards of Education and local colleges, programs have been created that give students an enriching experience in a skilled trade profession. Working closely with Ministry of Labour, Training and Skills Development (MLTSD), Training Delivery Agents, students have an opportunity to be taught by college instructors in a state of the art facilities that give high school students a head start in the world of apprenticeship. Through any of the "Accelerated" programs students can:

- Complete part or all of their Level One apprenticeship schooling in a specific trade.
- Earn hours towards their apprenticeship training (through OYAP/Co-op placement).
- Earn high school credits.
- Register as an OYAP student.
- Must be taking Co-op placement in the trade (during the course).

### **How do students apply for any of the OYAP "Accelerated" programs?**

The application process for any one of the "Accelerated" programs is as follows:

- Have a strong interest in the sector that they are applying to as a career.
- Be in good academic standing including completion of all compulsory courses prior to starting program and required courses for OSSD to graduate.
- Together with a Guidance Counsellor or Cooperative Education teacher, complete the OYAP Accelerated program application and submit by date established.
- Students will be interviewed by a selection committee which includes teachers from both high school and College.
- Students, parents, and teachers are invited to attend information sessions (May/June/September).
- Details on information sessions, application due dates, and interview dates will be established during Sem. 2 of that school year.

During the interview process, students

will be assessed on the following:

- Personal Presentation
- Communication Skills
- Attitude
- Motivation
- Knowledge of Mathematical concepts and principles

### **Why Participate in "Accelerated" OYAP?**

Accelerated OYAP enables students to:

- Make a smooth transition into post-secondary apprenticeship programs.
- Gain important connections with potential employers.
- Obtain health and safety training.
- Acquire technical training in up-to-date facilities.
- Hours completed at the placement count towards apprenticeship.

### **What programs do we offer?**

Over the past few years through Mohawk College we have participated in various AOYAP Programs: Automotive Service Technician (Level 1), Truck and Coach Service Technician (Level 1), General Carpenter (Level 1), Construction Craft Worker (Level 1), Child Development Practitioner (CDP Block 1-5).

For these programs students must be in Co-operative Education and signed up as an OYAP student at the beginning of the semester program being offered. All Level 1 programming courses are delivered through Mohawk College except for Construction Craft Worker which is delivered by LIUNA.

**Note: courses will be offered if we have enough student interest in programs. Locations will be established on a yearly basis.**

For further information please contact: OYAP Coordinator for BHNCD SB at 519-756-6505 ext. 246.

### **Visit**

For Information on Apprenticeship visit the following websites:

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

BHNCD SB OYAP site  
[www.oyapbhncdsb.ca](http://www.oyapbhncdsb.ca)

Canadian Apprenticeship Forum site  
<http://caf-fca.org/>

Canadian Apprenticeship site  
[www.careersintrades.ca](http://www.careersintrades.ca)

Job Talks- Promoting Skilled Trades  
[www.jobtalks.org](http://www.jobtalks.org)

Ministry of Labour, Training and Skills Development site.  
[www.ontario.ca/page/skilled-trades](http://www.ontario.ca/page/skilled-trades)

Ministry of Labour, Training and Skills Development - Start an Apprenticeship  
[www.ontario.ca/page/skilled-trades](http://www.ontario.ca/page/skilled-trades)

Ontario Youth Apprenticeship Program  
[www.oyap.com](http://www.oyap.com)

Skilled Trades Programs at Colleges  
[www.ontariocolleges.ca/en/apply/skilled-trades](http://www.ontariocolleges.ca/en/apply/skilled-trades)

Skills Ontario  
[www.skillsontario.com](http://www.skillsontario.com)



## What's a Pathway?

**(and what does it have to do with success?)**

The first thing you should know about pathways is that they all lead to the same place: **WORK**. All work has value, and each of us has an important role to play in God's creation.

The first couple of years in high school are a time to discover your own unique talents

and think about careers that suit your interests. You might even start thinking about life after Grade 12: apprenticeship, college, university, community living, or work.

Your program pathway is your very own map that leads you to the career that's right for you. It's not necessarily a straight line! Your experiences in high school might lead you in a number of possible directions. You'll try new things and discover more about yourself. And don't worry about making a wrong turn — your guidance counsellor will be right there to guide you along the way!

Throughout high school, students are introduced to the many opportunities available in each career sector. The Career Studies course helps Grade 10 students explore career interests, pathway choices, and required education and training. Career and volunteer fairs introduce Grade 11 students to potential employers. Cooperative education and youth apprenticeship programs are popular ways to gain experience and learn more about a possible career choice.

Your parents, your teachers, your guidance counsellor and other people close to you can give you good advice.

## Meet your guidance counsellor

When you start high school, you will be assigned a guidance counsellor, who will help you plan your courses and career options. Along with the other staff in the Student Services Department, your guidance counsellor takes care of new student registrations, arranges course timetables, keeps track of student records, and a whole lot more.

## Where to go for more information

- Guidance counsellors, as well as computers and a list of helpful websites, are available in the Student Services office to aid you at your high school.
- Contact the colleges, or visit the website of the Ontario Application Services at Service Canada.
- Make an appointment at a local Career Resource Centre for assistance with resumes, interview techniques and job search skills.
- University representatives visit schools to do presentations for Grades 11 and 12 students, normally between September and November.
- Take a tour of the colleges or universities of interest to you.
- Contact OYAP Co-ordinator or the Pathways Consultant at 519-756-6505 ext. 246.

## Check out these websites:

[www.oyapbhnedsb.ca](http://www.oyapbhnedsb.ca)  
[www.osca.ca](http://www.osca.ca)  
[www.ouac.on.ca](http://www.ouac.on.ca)  
[www.ocas.on.ca](http://www.ocas.on.ca)  
[www.myfuture.ca](http://www.myfuture.ca)  
college and university websites  
[www.oyap.com](http://www.oyap.com)  
[www.ontario.ca/page/skilled-trades](http://www.ontario.ca/page/skilled-trades)  
[www.apprenticesearch.com](http://www.apprenticesearch.com)



# Choose Your Destination

## APPRENTICESHIP

Skilled trades play an important role in our economy and our society. Think about it — the sector touches almost every aspect of our lives, from the homes we live in, to the cars we drive, to the food we eat. With over 140 careers to choose from, the skilled trades sector truly does offer something for everyone. Skilled tradespeople are in demand all across the country, and the demand is growing. Not only are there going to be a lot of job opportunities, but people in skilled trades get paid well, too! In fact, as an apprentice, you can start making money right away because you “earn while you learn”.

An apprenticeship is a hands-on training program for people who want to work in a skilled trade and enjoy learning by doing. About 90% of the training is on the job, under the supervision of a licensed journeyman. The rest of the time is spent learning in the classroom. Depending on the trade, an apprenticeship lasts from two to five years. After the completion of their apprenticeship, apprentices write an exam to qualify for a Certificate of Qualification.

You can even get a head start on your apprenticeship while you’re in high school. The Ontario Youth Apprenticeship Program (OYAP) is a course you can take in Grade 11 or 12 to learn a skilled trade and begin registering your apprenticeship hours, while earning credits toward your high school diploma.

[www.oyapbhnedsb.ca](http://www.oyapbhnedsb.ca)  
[www.oyap.com](http://www.oyap.com)  
[www.ontario.ca/page/skilled-trades](http://www.ontario.ca/page/skilled-trades)  
[www.apprenticesearch.com](http://www.apprenticesearch.com)



## COLLEGE

Ontario’s colleges provide students with the opportunity to develop the skills that can lead to rewarding careers in business, applied arts, technology, and health sciences.

Colleges offer a variety of full- and part-time career-oriented programs for secondary school graduates and for mature students who may not have completed secondary school. Most college programs are either diploma programs (which may be either two or three years in length) or certificate programs (which run one year or less). Some courses of study lead to official certification in skilled trades that are regulated by professional associations. In addition, many colleges offer programs of study leading to bachelor degrees in applied areas of study.

There are co-op options available in several programs. Almost all programs require an Ontario Secondary School Diploma, with Grade 12 English at the “C”, “U/C” or “U” level. Some programs also require senior mathematics and science “C”, “U/C”, or “U”. Check individual colleges and programs to determine the specific prerequisites for the program of your choice.

Admission decisions are usually based on grades, and sometimes questionnaire completion and attendance at information sessions. Some program areas, such as health, human services and media, are more competitive than others.

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



## UNIVERSITY

Universities offer undergraduate degrees (bachelor), professional degrees (eg. MD, LLB), and graduate degrees (master’s and doctorate.) Students can often combine programs to complete, for example, a degree in two subject areas such as chemistry and physics, English and history, or environmental studies and geography. Some universities and colleges of applied arts and technology have joint programs that let students earn a university degree and a college diploma simultaneously.

Most undergraduate degree programs are three or four years in length. The basic requirement for admission is 6 “U” or “U/C” (M) courses. Most programs have specific subject requirements and some universities require a minimum number of “U” courses.

See individual university calendars for the requirements for specific programs. Some programs are more competitive than others and require higher grade averages for admission. Admission decisions are based on grades, although some programs/universities require supplemental information, portfolios, or auditions for admission.

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



## WORKPLACE

Many opportunities exist for people who decide to go right to work after high school, and there are lots of options for you to think about. Most employers are looking for certain “essential skills”. Depending on the job, those skills might include reading, writing, computer use, money math, decision making, problem solving, or measurement and calculation. You will also have a better chance of getting a good job if you can show that you have good work habits, such as working safely, teamwork, reliability, initiative, customer service, and entrepreneurship.

During high school, you can get ready for the world of work through cooperative education, youth apprenticeship opportunities and volunteer experiences. If you're thinking about going right to work after high school, talk to your guidance counsellor about how you can get ready.

Even after you finish high school, you continue to learn. The more you're willing to learn, you're more likely to succeed at work, at home and in your community. There are lots of ways to continue learning. Self-study programs, on-the-job training, part-time courses and online learning are all great ways for you to develop your skills and knowledge if you go directly to work after high school.

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



Here's an overview of five main employment sectors. To learn more about jobs that are related to your interests and abilities, talk with your guidance counsellor.

## Arts, Communications and Recreation

People attracted to careers in this sector like to write stories, poetry and music, sketch, draw, paint, play musical instruments, sing, dance, act, take photos and be physically active. This career path includes programs related to the humanities and to the performing, visual, literary, media arts and recreation. These include architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, public relations, coaching, instructors in recreation and sport.

## Business, Finance, Sales and Service

People attracted to careers in this sector like to influence, persuade, perform, lead, or manage in order to meet organizational goals for economic gain. They like to make decisions, meet people, initiate projects, give talks and speeches, organize activities or lead a group. Other people attracted to careers in this pathway like to work with data using clerical or numerical ability, carry out tasks in detail and follow through on instructions from others. Programs may include entrepreneurship, sales, marketing, hospitality and tourism, computer information systems, finance, accounting, personnel, economics and management.

## Health, Natural and Applied Sciences and Information Technology

People attracted to careers in this sector like to work with people. This career path includes programs related to the promotion of health as well as the treatment of injuries, conditions and diseases. These may include medicine, dentistry, nursing, therapy, rehabilitation, nutrition, fitness, hygiene, engineering and computers. They like to observe, learn, analyse, investigate, evaluate and solve problems. They like to work independently or in teams, analyse data, do research, deal

with abstractions, explore a variety of ideas, perform lab experiments, do complex calculations, and understand scientific methods and theories.

## Social Sciences, Government and Human Services

People attracted to careers in this pathway like to work with people. This career path includes programs related to economic, political, and social systems. This pathway may include education, law and legal studies, law enforcement, public administration, child and family services, religion and social services.

## Trades, Transport and Industrial Technology

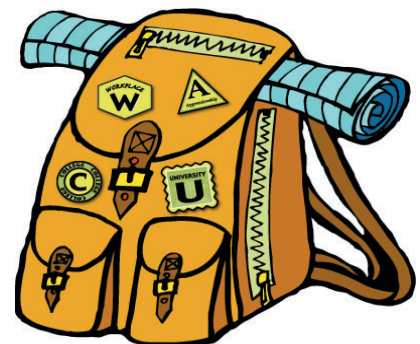
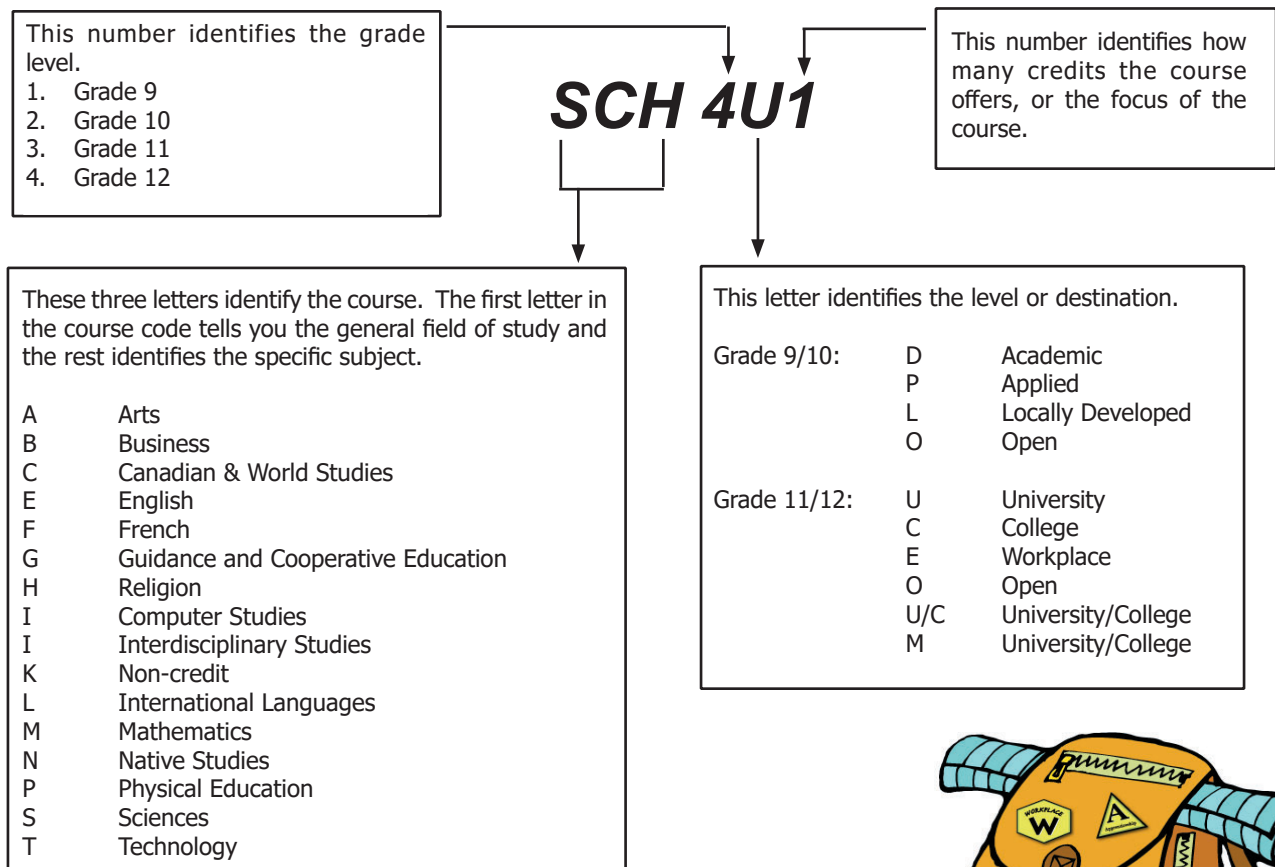
People attracted to careers in this pathway like to work with their hands. They like to work with objects, machines, tools, plants, or animals. This career path includes programs related to the technologies necessary to design, develop, install or maintain physical systems. These include engineering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

***In Grade 9, each high school student is assigned a guidance counsellor who can be contacted by the student or their parents to answer questions and give advice. Throughout high school, students are introduced to the many opportunities available in each career sector.***

***The Career Studies course helps Grade 10 students explore career interests, pathway choices, and required education and training. Career and volunteer fairs introduce Grade 11 students to potential employers. Cooperative education and youth apprenticeship programs are popular ways to gain experience and learn more about a possible career choice.***

## **EXPLORE THE CODE:** *Your guide to course codes and levels*

Course codes are decided by the Ministry of Education. All schools in Ontario use the same system for identifying courses.





## Senior Student Success

The Brant Haldimand Norfolk Catholic District School Board Senior Student Success Program is designed as both an intervention and prevention program for high school students between 16-18 years of age who have fewer than 14 credits and are at risk of not completing their high school diploma.

The key objective of the program is to provide students with the academic, social and behavioural skills and supports to re-enter their home school environment with confidence and with the necessary tools for success. Activities to promote self-esteem, group building and problem solving will be included. Some students may acquire the skills necessary to move into other alternative opportunities, i.e. School Within A College (SWAC), or may have an opportunity to graduate from the program. Work and life skills will be offered, which will be an asset especially for those who may go directly into the world of work. A vital component of the program is Cooperative Education. Students will have the opportunity to gain workplace/employability skills, and develop a sense of responsibility and self-worth.

Students are eligible through a referral process if they meet the following criteria:

- are 16-18 years of age
- have fewer than 14 credits
- need to earn/recover a number of Grade 9 and 10 credits
- demonstrated difficulty with attendance, and/or behaviour in the school setting
- continue to be unsuccessful despite a number of interventions
- experienced significant social/emotional difficulty in the regular classroom

For further information, please contact a guidance counselor at your home school.

## Student Success Teachers

Student success teachers are guidance counsellors whose focus is every student's success. They identify and support struggling students, provide more options for learning, and monitor student progress. They work with school staff, students, parents, and the community to ensure more students earn the credits necessary to graduate.

## e-Learning

You may be able to earn some of your high school credits through online courses and resources. E-Learning includes things like computer-based learning modules, teacher resource modules, video-conferencing, e-mail, and threaded discussions. Talk to your guidance counsellor if you think e-learning is a good course option for you.

## Dual Credit Programs

Dual credit programs are ministry-approved programs that allow students to gain credit for college and/or apprenticeship courses while still enrolled in high school. Successful students will earn

credit toward both the OSSD and college diploma or certificate simultaneously, or the OSSD and a Level 1 Apprenticeship. Students may earn up to four optional credits through college-delivered courses. Dual credit programs must be approved and monitored by the School/College/Work Initiative SCWI, through the Grand River Region Planning Team.

See the website: <http://www.scwigrandriver.ca> for more information.

Students are able to participate in a variety of Dual Credit Programs through Conestoga, Fanshawe and Mohawk Colleges. The Dual Credit programs available to students include the following:

1. School Within a College (SWAC)
2. Dual Credit Courses
3. SHSM Dual Credit Courses
4. Level 1 Apprenticeship Dual Credit Programs

### School Within a College (SWAC)

School Within a College (SWAC) is a Dual Credit program that provides senior students the opportunity to attempt out post-secondary education at a college campus while completing a high school diploma. It is an option for students who are not comfortable in high school environment, or students who want to earn/recover credits in order to graduate with their class, or students who wish to pursue a college pathway. SWAC programs are available to students from both the BHNCDSB and the GEDSB and will allow students to

- Attend a semester at Fanshawe College (Simcoe),
- Complete the required Ontario Secondary School Diploma with the help of a Secondary Dual Credit Teacher

### COURSE OFFERINGS VARY FROM YEAR TO YEAR

For further information talk to a guidance counselor at your home school.

### Dual Credit Courses

Dual credit courses are available to students who wish to pursue a college pathway and are delivered in both a team taught congregated format. Dual Credit courses are offered at all three secondary schools.

**For further information, talk to a Guidance Counselor at your home school.**

### SHSM Dual Credit Courses:

Students in Specialist High Skills Major programs have the opportunity to take dual credit courses in any of the programs listed above.



## Specialist High Skills Major (SHSM)

### INTRODUCTION

The Student Success Strategy is based on the belief that every student should be provided with the knowledge, skills and attitudes to graduate and to achieve a good outcome from his or her education. With the government's commitment to "reach every student", more young people will have the opportunity to participate in learning opportunities that build on their interests and strengths, prepare them for postsecondary success, and to contribute to the economic health of the province.

A student's secondary school program may include a specialized program: a combination of 6 or more courses and experiences that relate to a subject area of special interest. Specialized programs assist students in meeting the requirements for their OSSD and provide a smooth transition to apprenticeship, college, university or work. The Specialist High Skills Major [SHSM] is a specialized program that consists of a Ministry-defined combination of either 9,10 or 11 required credits depending on the Major, as well as prescribed experiences that relate to a specific economic sector.

Policy pertaining to the SHSM is based on the Learning to Age 18 Act [Bill 52], and will be referenced in Ontario Secondary Schools Grades 9-12 program and Diploma

### WHAT IS SHSM?

Each specialized high skills major has a framework identifying required components encompassing a specific combination of courses and experiences that relate to a particular economic sector.

### SPECIALIST HIGH SKILLS MAJOR PROGRAM

The program provides students with essential skills and work experience. Students focus their learning on components of various sectors while meeting the requirements of the Ontario Secondary School Diploma. When it is time to make a post-secondary choice, students are well-informed and can draw on actual work experience to help them decide.

### ADVANTAGES FOR STUDENTS EARNING A SHSM

Specialized High Skills Majors offer students a career-focused secondary school learning environment with a focus on a specific sector of the economy that meets their particular interests and talents. Earning a SHSM provides the following opportunities for students:

- The focused learning experiences help students explore, identify and refine career goals and make informed decisions related to their postsecondary goals;
- Students are able to recognize the connection between learning and future employment. Students have the opportunity to establish relationships and networks in their chosen career field;

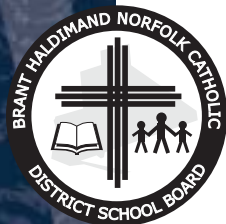
- Students in a SHSM earn skills, knowledge and sector-recognized certifications;
- Experiential learning experiences enable students to gain confidence in their ability to be successful, refine their skills and work habits, and see the connection of their studies to the real world and their future career;
- Experiential learning opportunities provide opportunities for students to access resources, equipment, and expertise that may not be available in their secondary school. These opportunities may be available for students in a variety of venues including colleges, training centres, public institutions, businesses and industries.
- Students have opportunities to reach ahead to have experiences in postsecondary destinations. These opportunities may range from a job twinning, job shadowing, post secondary visits, and dual credit(s);
- Students may be able to shift between post secondary destinations within the SHSM;
- Students are able to enter a SHSM based on readiness and alignment of the program with their interests and the postsecondary goals. Entry into a Major is usually in Grade 11 in order for the student to be appropriately scheduled into the framework's required credits.
- A student may exit the SHSM before completion without jeopardizing progress towards the OSSD, retaining credits and certification earned up to that point;

### WHAT IS BHNCD SB OFFERING?

The BHNCD SB is proud to offer the following SHSM's:

- Agriculture
- Arts and Culture
  - Visual Arts Focus
  - Instrumental Music Focus
  - Vocal Music Focus
- Business
  - Business Focus
  - Social Justice Focus
- Construction
- Environment
- Health and Wellness
  - Health Care Focus
  - Fitness Focus
  - Child Care & Family Service Focus
- Hospitality and Tourism
- Information and Communications Technology
  - Computer Engineering Focus
  - Communication Technology Focus
- Manufacturing
- Sports
- Transportation

Please check with your Guidance Counsellor to see which courses your secondary school offers.



# Community Involvement Guide

## Expectation

In order to fulfill the requirements for Ontario Secondary School Diploma (OSSD) each student must complete a minimum of 40 hours of Community Involvement.

## Guiding Principle

Community service provides Catholic students a valuable opportunity to respond to the Christian call to serve others, especially those "who are least among us" (Mt 25:35-36, 40), all the while fulfilling their graduation requirements, 40 hours of community service.

Alongside learning the teachings and traditions of the Catholic faith, it is vital that students have opportunities to witness their faith by reaching out to help others through Christian service.

## General Information

Students may complete the requirement at any time starting in the summer before entering grade 9 and preferably finish prior to January of their graduating year. Students may complete one activity of 40 hours or several activities which add up to 40 hour time commitment. The requirement must be completed outside of the scheduled class time.

- During the lunch hour or spare(s)
- In the evening
- During the summer
- On the weekends
- During school holidays

Students under the age of 18 years should plan and select their activities in consultation with their parents. Early completion of the 40 hours of Community Involvement is strongly recommended.

## Roles and Responsibilities

### THE STUDENT:

- Plans activity with parents/guardians
- Secures placement(s)
- Hands in planning report to principal / principal designate
- Gets involved
- Obtains parent signature upon completion
- Submits documentation to principal designate (Guidance Counsellor)

### THE PARENT/GUARDIAN;

- Provides assistance in placement selection
- Communicates with the school and placement about concerns
- Signs Notification and Completion forms if student is under 18

### THE SECONDARY SCHOOL: (Guidance Counsellor)

- Approves activities **before** placement
- Receives documentation from student
- Records completed activity on Ontario Student Transcript
- Provides accommodation recommendations for special needs

### THE SCHOOL BOARD:

- Provides for student liability coverage
- Provides planning forms through the school
- Provides reporting forms through the school

## Eligible Activities

| Eligible Activities which take place in non-profit organizations |  |
|--|--|
| Fundraisers  | Canvassing, walk-a-thons, celebrity games, gift wrapping, gala events, famine week-ends, and sales   |
| Sports/Recreation  | Coaching, track meets, summer games, working with a buddy, working at a recreation centre, score keeping and organizing Special Olympics   |
| Community  | Helping to organize winter carnivals, parades, summer fairs  |
| Community Projects   | Participating in food drives, support services for community groups, 4H Clubs, Welcome Wagon, Meals on Wheels St. Vincent de Paul and Food Banks   |
| Environmental Projects   | Participating in community clean-up, flower/tree planting, recycling and beautification activities   |
| Religious Activities   | Programming for children, child-minding, helping with Sunday School, special events, and clerical tasks, altar serving, music ministry, assisting with liturgy   |
| Office and Clerical  | Reception, computer work, and mailings for volunteer/not-for-profit agencies   |
| Youth Program  | Helping to run youth programs such as 4H, Scouts, Guides, drop-in-centres, breakfast, after school and March Break programs, Leaders in Training, Summer playground activities, and camps  |
| Work with Animals  | Working with animal care in a non-profit organization  |
| Arts and Culture   | Assisting at a gallery, performing music, involvement with a non-profit community theatre program, or involvement in a library program   |
| Activities for Individuals                                       | Assisting seniors shop, read prepare letters, shovel snow, rake leaves, garden, cut lawn, chronic care hospital visits or tutoring, transcribing, and/or reading buddies   |
| School Community Programs  | Helping out with a non-credit extra curricular activity such as: student governance, organizing school activities (ie: sports meets, music production, theatre production) and assisting in school activities (ie: ushering, parents night, fundraisers) |

### Notes:

- Being a member of a committee, club or organization of itself is not an eligible activity, although services provided by that committee, club or activity may be eligible, if they meet the criteria stated.
- Where an activity does not clearly fall within the guidelines, principals have the discretion to approve areas of involvement on a case-by case basis.
- A principal is not obligated to approve an activity.

## List of Activities that are Ineligible

### Notes:

- Student activities are not to displace paid workers.
- Profit earning companies are not eligible placements.

The Ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (eg: Cooperative Education, any portion of a course, job shadowing, work experience);
- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during a student's lunch breaks or "spare" period(s) is permissible;
- Takes place in a logging or mining environment, if the student is under sixteen years of age;
- Take place in a factory, if the student is under fifteen years of age;
- Take place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Would normally be performed for wages by a person in the workplace;
- Involves the operation of a vehicle, power tools, or scaffolding;
- Involves the administration of any type or form of medication or medical procedure to other persons;
- Involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;

- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- Consists of duties normally performed in the home (i.e: daily chores) or personal recreation activities;
- Construction before 16 years of age;
- Involves the activities for a court-ordered program (i.e.: community service) program for young offenders, probationary program);
- Involves simple membership in a school or community club;
- Is part of a Community Service Day during regular scheduled class time.

## Frequently Asked Questions

Q. Can I babysit for the neighbour or help a relative?

A. Only if there is evidence of a serious need, e.g. a Special Needs child, no money to pay a babysitter, or other services etc

Q. Can I coach for a hockey/swimming/basketball club?

A. Only if it is for a non-profit organization.

Q. Can the hours spent on the pilgrimage, March for Life, Thinkfast, Relay for Life or mission trips be considered for volunteer hours?

A. Yes, check with your principal for the allotted hours.

Q. Can I volunteer to teach dance at a local dance studio?

A. Only if it is for an non-profit organization.

## Insurance Notice

### LIABILITY INSURANCE FOR COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT

The program is mandated by the Ministry, and managed by the principal, with school board involvement on the types of activities and the forms to be completed for the program. This meets all the criteria for the board's liability insurance to apply in the same way as it does for Co-op or "Take Our Kids to Work" programs.

The board's liability insurance will protect the students and the community sponsors for liability law suits that may arise from the students' activities in the community involvement program for the 40 hours required.

As with programs such as "Take Our Kids to Work", the board's insurance does not cover the sponsors for law suits that arise from their negligence, or for student injuries in the work place. The liability insurance of the community sponsors would be expected to respond to cover the sponsors for suits arising out of their negligence.

Ontario School Boards' Insurance Exchange (OSBIE) will not be issuing certificates of insurance for community sponsors. Coverage falls within the liability policy terms and conditions. Certificates would be redundant. For those community sponsors who are looking for a statement about the school board's insurance, a copy of this memorandum may be provided. As an alternative, we have also provided a guideline of a statement on the back of this memorandum.

The Ministry has provided a list of ineligible activities. School boards are asked to review the list and add to it, if they wish. In addition school boards are asked to draw up an approved list of activities. This is to be attached to the information that is provided to the student, parents and community sponsors. We would encourage boards to share their list of approved and ineligible activities with OSBIE. We will initial the lists and return them to you, with our comments or concerns.

(continued...)

The Community Involvement program can be a positive experience for the students and the sponsor organizations. Clear information, good communication, and a "safety first" attitude will ensure the success of this new program.

#### LIABILITY INSURANCE COVERAGE FOR THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD HIGH SCHOOLS' COMMUNITY INVOLVEMENT PROGRAM

The Brant Haldimand Norfolk Catholic District School Board is pleased to advise our Community Sponsors that students who are performing volunteer work for your organizations are protected by the school board's liability insurance, while they are performing their required forty hours of community involvement service. Community sponsors are also protected by the board's liability insurance for claims that arise out of our students' volunteer activities for your organizations.

For example, if a student, in the course of his/her volunteer duties, causes damage or injures a third party, and this results in a law suit against the student and the community sponsor, the board's insurance will protect both the student and the community sponsor.

Community sponsors will be responsible for ensuring that their liability insurance will protect them for their involvement in this program. As with other programs, such as "Take Our Kids to Work", the school board's insurance does not provide coverage for the negligence of the community sponsors.

Community sponsors should also be aware that, like job shadowing and other similar work-experience programs, students do not have accident insurance, nor Workplace Safety Insurance coverage through the school board. It is recommended that students involved in the program purchase Student Accident Insurance. The school board expects the community sponsors to ensure that student volunteers are provided with safety instructions, and are trained and supervised to ensure a safe and mutually beneficial volunteer experience.

## How to Get Started

1. In consultation with your parents, CHOOSE a community involvement activity (parent signature is not required if the student is eighteen years of age or older)
2. Contact the person or organization to explore the possibility of a volunteer activity.
  - Volunteer fairs are hosted periodically by the city
  - Contact public institutions
  - Contact regional or local governments i.e. [www.norfolkcounty.ca](http://www.norfolkcounty.ca)
  - Check volunteer opportunities in Guidance departments
  - Contact service clubs to assist with some of their projects
  - Contact local library and Information Centres for a list of agencies in the community.
3. Ensure that no activities from the list of ineligible appear on this form
4. Complete the Notification and Completion of Activities section in the Community Involvement Activity Record.
5. Submit the form to Student Services at the requested date (specific times will be announced at your school). Check the "Completion of Graduation Requirements" form is attached to your final report card and accurately reflects the community hours completed.
6. Be responsible. You are responsible for the management of this document; know where it is kept and keep it updated.
7. Please keep a copy for your records.



# Assumption College School

257 Shellard Lane  
Brantford, ON N3T 0M7

## SCHOOL INFORMATION

Phone: 519-751-2030

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

### Principal

Allison Hayes

### Vice-Principals

Darren Duff

Tara Williams

### Superintendent of

#### Education

Lorrie Temple

### Enrolment

1,550

### Format

Semestered



Assumption College School opened in 1992 with fewer than 600 students. By 2000, the school had grown to over 1,600 students, resulting in the opening of Holy Trinity in Simcoe. When the schools split, enrollment dropped to under 1,100, but steadily increased to the point that over 1550 students attended the school. The increase in enrollment led to the construction of a new third floor in February 2008. The new facilities have allowed us to offer new and exciting programs to better serve our students.

## MISSION STATEMENT

Assumption College School  
is our Catholic learning community  
where we strive for excellence  
and we work to become respectful,  
responsible individuals  
who are ready to serve our world  
in the spirit of Christ.

## SPECIALTY PROGRAMS

Assumption College School offers a wide range of engaging academic and co-curricular activities that are devoted to student success. We have a full compliment of university level senior classes preparing students to excel in their post-secondary programs. We also provide a balance of practical and theoretical courses to support the students who are pursuing endless post-secondary opportunities in Ontario colleges. For example, we offer programs in Health Sciences, Hospitality, Aesthetics, Transportation, Communication, Construction, Manufacturing and Computer Design. These programs also offer students studying at the workplace level an opportunity to build a skills based resume while earning a high school diploma.

## HIGHLIGHTS

- We reinforce the teaching of our Catholic values with multiple opportunities for the entire school to participate in social justice initiatives. Our students learn the joy inherent in “serving our world in the spirit of Christ” through initiatives such as: Pennies from Heaven, Relay for Life, 30 Hour Famine, John Noble Home and Mission Trips.
- We serve a wide geographic area, as well as a diverse cultural population. We have students from Burford, Caledonia, Scotland, Princeton and Six Nations of The Grand River. Our First Nations students are a vital part of our school community and help to foster an atmosphere of respect and acceptance. We now offer six courses in a Native Studies program.
- We provide programming to a large number of exceptional students in our Community Living, Job Skills and Developmental programs. These students enrich our school tremendously.
- We offer an extensive co-curricular program that includes over 40 sports teams, a vibrant music, drama and visual arts department, and a wide variety of clubs. Our sports teams have won OFSSA medals, our Sears drama plays have made it all the way to the prestigious Provincial Showcase and our Mock Trial team has won 10 provincial championships.
- We provide an Extended French program where students have the opportunity to take seven of their high school credits that are taught in French. Grade 12 French students have the opportunity to take the DELF (Diplome d’études en langue française) French proficiency exam that is internationally recognized.

## SPECIALIST HIGH SKILL MAJOR PROGRAM (SHSM)

Students receive the SHSM seal on their diploma when they;

- Complete a specific bundle of 8-10 courses in the student's selected field, including the course listed below
- Earn valuable industry certification including First Aid and CPR qualifications
- Gain important skills on the job with employers.

The SHSM program is designed for Grade 11 and 12 students who are:

- Heading for an apprenticeship training, college, university or the workplace
- Wanting to identify, explore and refine their career goals and make informed choices about their next steps after high school

SHSM currently offered at ACS:

| SHSM Focus                     | Major Courses Must Include:                   |
|--------------------------------|---|
| Business                       | BTA30 - Information Technology                |
| Social Justice                 | HSE4M - Equity & Justice                      |
| Health Care                    | TPJ3 - Health Care                            |
| Sport                          | PAF30 - Fitness                               |
| Visual Art                     | AVI3M - Visual Arts                           |
| Instrumental Music             | AMU3M - Instrumental Music                    |
| Vocal Music                    | AMV3M - Vocal Music                           |
| Environment                    | CGR4M - The Environment & Resource Management |
| Transportation                 | TTJ3C - Transportation                        |
| Manufacturing                  | TMJ3 - Manufacturing or TMW3 Welding          |
| Child Care and Family Services | HPW3C - Working With Infants & Young Children |

Please refer to the SHSM section of this booklet for further information.



## **ADVANCED PLACEMENT PROGRAM (AP) (Enrichment Program)**

The AP program consists of a number of enrichment courses and related examinations. These courses compare to University courses and therefore are rigorous and challenging. The AP program is an internationally recognized standard of academic excellence. Successful students may be granted advanced placement or credit at universities.

### **The Benefit of AP Courses**

Gain the Edge in University Preparation:

- Get a head start on the caliber of work presented at university
- Improve writing skills and sharpen problem-solving techniques
- Develop the study habits necessary for tackling rigorous coursework

Stand Out in the University Admissions Process:

- Emphasize commitment to academic excellence
- Demonstrate maturity and readiness for University
- Enhance personal information on university applications

Broaden Intellectual Horizons:

- Explore the world from a variety of perspectives
- Study subjects in greater depth and detail
- Further skills in reasoning and analysis
- Enhance comprehension and understanding of concepts

### **ADVANCED PLACEMENT COURSES AT ACS:**

|                    |       |
|--------------------|-------|
| Biology            | SBI4U |
| Chemistry          | SCH4U |
| English Literature | ETS4U |
| Physics            | SPH4U |
| Calculus           | MCV4U |

***Pre-AP preparation activities are offered in grades 9 - 11***

### **ENROLLING IN ADVANCED PLACEMENT COURSES AND ADVANCED PLACEMENT PREPARATION:**

**Registration process for all grade levels and subject areas: see your guidance counselor.**



|  | Grade 9 | Grade 10         | Grade 11    | Grade 12    |
|--|---------|------------------|-------------|-------------|
| <b>ARTS</b>  |         |                  |             |             |
| Dramatic Arts  | ADA1O   | ADA2O            | ADA3M       | ADA4M       |
| Music — Instrumental   | AMU1O   | AMU2O            | AMU3M       | AMU4M       |
| Music — Guitar   |         |                  | AMG3O/AMG3M | AMG4E/AMG4M |
| Music — Vocal  | AMV1O   | AMV2O            | AMV3M       | AMV4M       |
| Media Arts - University/College Preparation  |         |                  | ASM3M       | ASM4M       |
| Media Arts - Open  |         | ASM2O            | ASM3O       | ASM4C       |
| Media Arts - Workplace Preparation   |         |                  |             | ASM4E       |
| Dance  | ATC1O   | ATC2O            | ATC3M       | ATC4M       |
| Visual Arts  | AVI1O   | AVI2O            | AVI3M       | AVI4M       |
| Visual Arts - Cultural/historical Studies, University/College Preparation              |         |                  |             | AWU4M       |
| Photography  |         |                  | AWQ3O       |             |
| Photography - University/College Preparation   |         |                  | AWQ3M       | AWQ4M       |
| <b>BUSINESS STUDIES</b>  |         |                  |             |             |
| Information and Communication Technology in Business                                   | BTT1O   |                  |             |             |
| Introduction to Business   |         | BB12O            |             |             |
| Entrepreneurship: The Venture  |         |                  | BDI3C       |             |
| Information and Communication Technology   |         |                  | BTA3O       |             |
| Marketing: Goods, Services, Events   |         |                  | BMI3C       |             |
| Financial Accounting   |         |                  | BAF3M       | BAT4M       |
| Business Leadership: Management Fundamentals   |         |                  |             | BOH4M       |
| Personal Finance Planning  |         |                  |             | IDC4U       |
| <b>CANADIAN &amp; WORLD STUDIES</b>  |         |                  |             |             |
| Civics and Citizenship (0.5 credit)<br>Delivered in French also                        |         | CHV2O/<br>CHV2OF |             |             |
| Analysing Current Economic Issues  |         |                  |             | CIA4U       |
| Issues in Canadian Geography - Academic  | CGC1D   |                  |             |             |
| Issues in Canadian Geography - Applied   | CGC1P   |                  |             |             |
| Forces of Nature: Physical Processes and Disasters -<br>University/College Preparation |         |                  | CGF3M       |             |
| The Environment and Resource Management - Univer-<br>sity/College Preparation          |         |                  |             | CGR4M       |
| Canadian History Since World War I - Academic  |         | CHC2D            |             |             |
| Canadian History Since World War I - Locally Devel-<br>oped                            |         | CHC2L            |             |             |
| Canadian History Since World War I - Applied   |         | CHC2P            |             |             |
| American History - University/College Preparation                                      |         |                  | CHA3U       |             |
| World History since the Fifteenth Century - University<br>Preparation                  |         |                  | CHW3M       |             |
| World History: The West and the World - University<br>Preparation                      |         |                  |             | CHY4U       |
| Legal Studies - College Preparation  |         |                  |             | CLN4C       |

|  | Grade 9 | Grade 10         | Grade 11 | Grade 12 |       |
|--|---------|------------------|----------|----------|-------|
| <b>CANADIAN &amp; WORLD STUDIES continued</b>                            |         |                  |          |          |       |
| Understanding Canadian Law - University/College Preparation              |         |                  | CLU3M    |          |       |
| Canadian and World Politics - University Preparation                     |         |                  |          | CPW4U    |       |
| <b>CLASSICAL STUDIES &amp; INTERNATIONAL LANGUAGES</b>                   |         |                  |          |          |       |
| Core French — Open   | FSF10   | FEF2D            | FEF3U    | FEF4U    |       |
| Core French — Academic, University                                       | FSF1D   | FSF2D            | FSF3U    | FSF4U    |       |
| Core French — Applied/Open   | FSF1P   | FSF2P            | FSF3O    | FSF4O    |       |
| Extended French  | FEF1DF  |                  |          |          |       |
| Italian - Academic, University   |         | LWIBD            | LWICU    | LWIDU    |       |
| <b>COMPUTER STUDIES</b>  |         |                  |          |          |       |
| Introduction to Computer Studies - Open                                  |         | ICS20            |          |          |       |
| Introduction to Computer Studies - University                            |         |                  | ICS3U    | ICS4U    |       |
| Introduction to Computer Studies - College                               |         |                  | ICS3C    | ICS4C    |       |
| <b>COOPERATIVE EDUCATION</b>   |         |                  |          |          |       |
| Creating Opportunities Through Co-op - Open                              |         |                  | DCO301   |          |       |
| Cooperative Education Linked to a Related Course (or Courses, 2 credits) |         |                  | DCO30C   |          |       |
| Ontario Youth Apprenticeship Program (Subject Related) (2 credits)       |         |                  | DCO300   |          |       |
| <b>ENGLISH</b>   |         |                  |          |          |       |
| <b>Compulsory Courses in English, Grades 9 to 12</b>                     |         |                  |          |          |       |
| English — Academic   | ENG1D   | ENG2D            |          |          |       |
| English — Applied  | ENG1P   | ENG2P            |          |          |       |
| English — University   |         |                  | ENG3U    | ENG4U    |       |
| English — College  |         |                  | ENG3C    | ENG4C    |       |
| Contemporary Aboriginal Voices - College                                 |         |                  | NBE3C    |          |       |
| Contemporary Aboriginal Voices - University                              |         |                  | NBE3U    |          |       |
| English — Locally Developed  | ENG1L   | ENG2L            |          |          |       |
| English — Workplace  |         |                  | ENG3E    | ENG4E    |       |
| <b>Optional Courses in English, Grades 10 to 12</b>                      |         |                  |          |          |       |
| Media Studies  |         |                  | EMS30    |          |       |
| Studies in Literature - University                                       |         |                  |          | ETS4U    |       |
| Ontario Secondary School Literacy Course                                 |         |                  |          | OLC40    |       |
| <b>ESL/ELD</b>   |         |                  |          |          |       |
| English as a Second Language – Levels 1, 2, 3, 4, 5                      | ESLAO   | ESLBO            | ESLCO    | ESLDO    | ESLEO |
| English Literacy Development – Levels 1, 2, 3, 4, 5                      | ELDAO   | ELDBO            | ELDCO    | ELDDO    | ELDEO |
| <b>GUIDANCE AND CAREER EDUCATION</b>                                     |         |                  |          |          |       |
| Learning Strategies 1: Skills for Success in Secondary School            | GLE10   | GLE20            |          |          |       |
| Career Studies (0.5 credit)<br>Delivered in French also                  |         | GLC20/<br>GLC20F |          |          |       |

|   | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---------|----------|----------|----------|
| <b>GUIDANCE AND CAREER EDUCATION</b>  |         |          |          |          |
| Advanced Learning Strategies: Skills After Secondary School                       |         |          | GLE30    | GLE40    |
| Leadership and Peer Support   |         |          | GPP30    |          |
| <b>HEALTH AND PHYSICAL EDUCATION</b>  |         |          |          |          |
| Healthy Active Living Education   | PAL10   | PAL20    | PAL30    | PAL40    |
| Healthy Active Living Education   | PPL10   | PPL20    | PPL30    | PPL40    |
| Healthy Active Living Education (offered in French)                               | PPL10F  |          |          |          |
| Large Group Activities - Basketball Focus   | PAL107  | PAL207   | PAL307   | PAL407   |
| Extended French - Healthy Active Living   | PPLOF   |          |          |          |
| Introductory Kinesiology  |         |          |          | PSK4U    |
| Recreation and Healthy Active Living Leadership                                   |         |          |          | PLF4M    |
| <b>INTERDISCIPLINARY STUDIES</b>  |         |          |          |          |
| Peer Tutoring - University Preparation  |         |          |          | IDC4U    |
| Personal Financial Planning   |         |          |          | IDC4U    |
| <b>MATHEMATICS</b>  |         |          |          |          |
| Principles of Mathematics — Academic  | MPM1D   | MPM2D    |          |          |
| Foundations of Mathematics — Applied  | MFM1P   | MFM2P    |          |          |
| Mathematics - Locally Developed   | MAT1L   | MAT2L    |          |          |
| Functions — University  |         |          | MCR3U    |          |
| Functions and Applications — University/College                                   |         |          | MCF3M    |          |
| Foundations for College Mathematics   |         |          | MBF3C    | MAP4C    |
| Mathematics for Work and Everyday Life  |         |          | MEL3E    | MEL4E    |
| Calculus and Vectors  |         |          |          | MCV4U    |
| Advanced Functions  |         |          |          | MHF4U    |
| Mathematics of Data Management  |         |          |          | MDM4U    |
| Mathematics for College Technology  |         |          |          | MCT4C    |
| <b>NATIVE STUDIES</b>   |         |          |          |          |
| Mohawk Languages, Level 1, Level 2 & Level 3                                      | LNMAO   | LNMB0    | LNMC0    |          |
| Contemporary Aboriginal Voices - College  |         |          | NBE3C    |          |
| Contemporary Aboriginal Voices - University                                       |         |          | NBE3U    |          |
| Current Aboriginal Issues in Canada   |         |          | NDA3M    |          |
| Indigenous Governance   |         |          |          | NDG4M    |
| <b>RELIGIOUS STUDIES</b>  |         |          |          |          |
| Religious Education, "Be with Me"   | HRE10   |          |          |          |
| Christ and Culture  |         | HRE20    |          |          |
| World Religions and Belief Traditions in Daily Life - Open                        |         |          | HRF30    |          |
| Faith and Culture, World Religion and Daily Life (English and French Instruction) |         |          | HRT3M    |          |
| Church and Culture - Open   |         |          |          | HRE40    |
| Church and Culture - University/College   |         |          |          | HRE4M    |

|  | Grade 9 | Grade 10   | Grade 11 | Grade 12 |
|--|---------|--|----------|----------|
| <b>SCIENCE</b>   |         |  |          |          |
| Science — Academic   | SNC1D   | SNC2D  |          |          |
| Science — Applied  | SNC1P   | SNC2P  |          |          |
| Science — Locally Developed  | SNC1L   | SNC2L  |          |          |
| Biology — University   |         |  | SBI3U    | SBI4U    |
| Biology — College  |         |  | SBI3C    |          |
| Chemistry — University   |         |  | SCH3U    | SCH4U    |
| Chemistry — College  |         |  |          | SCH4C    |
| Earth and Space Science  |         |  |          | SES4U    |
| Environmental Science — University/College                                     |         |  | SVN3M    |          |
| Environmental Science — Workplace  |         |  | SVN3E    |          |
| Physics — University   |         |  | SPH3U    | SPH4U    |
| Physics — College  |         |  |          | SPH4C    |
| <b>SOCIAL SCIENCES AND HUMANITIES</b>  |         |  |          |          |
| Human Development Throughout the Lifespan - University/College                 |         |  |          | HHG4M    |
| Working with Infants and Young Children - College                              |         |  | HPW3C    |          |
| Personal Life Management - Open  |         |  |          | HIP4O    |
| Understanding Fashion - College  |         |  | HNC3C    |          |
| Raising Healthy Children - Open  |         |  | HPC3O    |          |
| Nutrition and Health - University  |         |  |          | HFA4U    |
| The World of Fashion - University/College                                      |         |  |          | HNB4M    |
| Working with School-Age Children and Adolescents - College                     |         |  |          | HPD4C    |
| Equity and Social Justice: From Theory to Practice - University/College        |         |  |          | HSE4M    |
| Introduction to Anthropology, Psychology, and Sociology - University           |         |  | HSP3U    |          |
| Introduction to Anthropology, Psychology, and Sociology - College              |         |  | HSP3C    |          |
| Challenge and Change in Society - University                                   |         |  |          | HSB4U    |
| Philosophy: Questions and Theories - University                                |         |  | HZB3M    | HZT4U    |
| <b>SPECIAL EDUCATION DEPARTMENT</b>  |         |  |          |          |
| Language and Communication Development   | KEN     | <b>PLEASE NOTE: THESE ARE NON-CREDIT COURSES</b><br><br><b>CONTACT THE SPECIAL EDUCATION DEPARTMENT HEAD AT YOUR SCHOOL TO LEARN WHICH NON-CREDIT COURSES ARE AVAILABLE AT YOUR SCHOOL THIS SCHOOL YEAR.</b> |          |          |
| Numeracy and Numbers   | KMM     |  |          |          |
| Money Management and Personal Banking  | KBB     |  |          |          |
| Personal Life Skills   | KGL     |  |          |          |
| Creative Arts for Enjoyment and Expression: Visual Arts/Music/Drama/Dance/Tech | KAL     |  |          |          |
| Choice Making for Healthy Living: Religion                                     | KPH     |  |          |          |
| Exploring the World of Work  | KGW     |  |          |          |
| Social Skills Development  | KHD     |  |          |          |
| Culinary Skills  | KHI     |  |          |          |

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

| <b>SPECIAL EDUCATION DEPARTMENT - continues</b> |     |
|---|-----|
| Personal Health and Fitness                     | KPF |
| Exploring our World: Geography                  | KCW |
| Exploring our World: Science                    | KCW |
| First Canadians                                 | KNA |
| Self Help and Self Care                         | KPP |
| Computer Studies: Technology                    | KTT |
| Exploring Our Environment                       | KSN |
| Transit Training and Community Exploration      | KCC |

| <b>TECHNOLOGICAL EDUCATION</b>                       |       |       |       |       |
|--|-------|-------|-------|-------|
| Exploring Technologies                               | TIJ10 |       |       |       |
| Communications Technology - Open                     |       | TGJ20 | TGJ30 |       |
| Communications Technology - University/College       |       |       | TGJ3M | TGJ4M |
| Exploring Computer Technology                        |       | TEJ20 |       |       |
| Computer Engineering Technology - University/College |       |       | TEJ3M | TEJ4M |
| Computer Engineering Technology - Workplace          |       |       | TEJ3E | TEJ4E |
| Construction Technology - Open                       |       | TCJ20 |       |       |
| Construction Technology - Workplace                  |       |       | TCJ3E | TCJ4E |
| Hairstyling and Aesthetics - Workplace               |       | TXJ20 | TXJ3E |       |
| Aesthetics - Special Effects Makeup - Workplace      |       |       | TXA3E | TXA4E |
| Health Care - College                                |       |       | TPJ3C | TPJ4C |
| Health Care - University/College                     |       |       | TPJ3M | TPJ4M |
| Hospitality and Tourism - Open                       |       | TFJ20 |       |       |
| Hospitality and Tourism - College                    |       |       | TFJ3C | TFJ4C |
| Hospitality and Tourism - Workplace Preparation      |       |       | TFJ3E | TFJ4E |
| Hospitality and Tourism - Baking                     |       |       | TFB3E | TFB4E |
| Manufacturing Technology - Open                      |       | TMJ20 |       |       |
| Manufacturing Technology - College                   |       |       | TMJ3C | TMJ4C |
| Manufacturing Welding                                |       |       | TMW3E | TMW4E |
| Technological Design - Open                          |       | TDJ20 |       |       |
| Technological Design - University/College            |       |       | TDJ3M | TDJ4M |
| Transportation Technology - Open                     |       | TTJ20 |       |       |
| Transportation Technology - College                  |       |       | TTJ3C | TTJ4E |



# Holy Trinity Catholic High School

128 Evergreen Hill Road  
Simcoe, ON N3Y 4K1

## SCHOOL INFORMATION

Phone: 519-429-3600

Fax: 519-429-3603

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

### Principal

Humberto Cacilhas

### Vice-Principals

Jennifer Charnish-Currie

John Nicholson

### Superintendent of Education

Robert De Rubeis

### Enrolment

1036

### Format

Semestered



## MISSION STATEMENT

Holy Trinity Catholic High School is a Christ-centred community rooted in:  
Celebrating the dignity and worth of each member,  
Recognizing Christ and His message in our daily journey,  
Nurturing the ministry of service.

## SPECIALTY PROGRAMS

Holy Trinity provides numerous quality academic programs to prepare students for university. Holy Trinity also provides a large variety of practical courses to support students entering college and apprenticeship programs.

There are many unique course offerings including:

- Bilingual certificate for students who complete 7 courses in the Extended French program. French instruction offered for grade 9 Geography, grade 10 History, and grade 11 Religion;
- Specialist High Skills Majors (SHSM) programs in Agriculture, Health and Wellness, Hospitality, Sports, and Transportation;
- Phys. Ed. Focus Courses in Hockey, Basketball and Volleyball;
- Dual Credit opportunity for grade 12 Phys. Ed. students: a half day program combining high school Phys. Ed. courses with Fanshawe's "Adventure Expeditions and Interpretive Leadership" program. Students receive two high school credits plus a Fanshawe College Credit.
- Dual Credit opportunity for grade 12 Welding students: a half day program combining high school credits in Welding and Transportation plus a Fanshawe College credit.

## HIGHLIGHTS

We instill the values of Catholic education by engaging with the student through opportunities within the classroom and extracurricular activities. Some examples include

- Student facilitated retreats, prayer and campaigns for justice locally and globally; active service to the community, i.e. Food drives, Giving Tree, We Scare Hunger, student and staff led prayer, March for Life, whole-school liturgical celebrations;
- Numerous clubs, including Anglers Club, School Newspaper, Eco Team, Social Justice, Derby Car Club, French Club and Chess Club. (please refer to our website [www.trinitycatholic.ca](http://www.trinitycatholic.ca) for a full list)
- Mentoring relationships set up between grade 11 Leadership Students and grade 9s; Classroom Buddies linking grade 12 students to our Community Living program;
- Numerous sports teams ranging from Figure Skating, to Basketball, to Rugby and Swimming. (please refer to our website [www.trinitycatholic.ca](http://www.trinitycatholic.ca) for a full list)
- We provide an Extended French program where students have the opportunity to take seven of their high school credits that are taught in French. Grade 12 French students have the opportunity to take the DELF (Diplome d'études en langue française) French proficiency exam that is internationally recognized.

## EXTENSIVE SUPPORT SYSTEMS

Holy Trinity provides several supports to help students succeed and meet their academic goals. These supports include:

- A dedicated Guidance Staff who ensure a successful transition to high school and beyond;
- The Learning Centre (TLC) - a double classroom with computers, printers, work stations, and school supplies; staff dedicated to helping students;
- Math Help - extra math help offered in classrooms everyday at lunch;
- D2L - an online tool used by classroom teachers to keep students and parents informed of lessons, class progress and materials;
- Dedicated Student Success Leaders which work one-on-one with students identified as needing extra assistance;
- Peer Tutors and paid tutors coordinated through the Guidance Department;
- Workshops on Study Tips, Time Management, Exam Preparation and Notebook Organization.

## SECONDARY HIGH SKILLS MAJOR

What is an SHSM?

A Specialist High Skills Major (SHSM) allows you to customize high school to fit with your career interests.

- Plan now for credits offered in Grade 11 and 12
- Get your in-class certifications and training paid for with Ministry approved funding
- Participate in sector related Experiential Learning activities, including two co-op credits.
- Receive a special SHSM diploma seal when you graduate

Holy Trinity Catholic High School currently offers the following SHSM programs: Health and Wellness, Hospitality, Agriculture (Green Industries), Transportation, and Sports.



|                         | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------------------|---------|----------|----------|----------|
| <b>ARTS</b>             |         |          |          |          |
| Drama                   | ADA10   | ADA20    | ADA3M    | ADA4M    |
| Music — Instrumental    | AMU10   | AMU20    | AMU3M    | AMU4M    |
| Music - Guitar          | AMG10   | AMG20    |          |          |
| Music — Vocal           | AMV10   | AMV20    | AMV3M    | AMV4M    |
| Music — Repertoire      |         |          |          | AMR4M    |
| Photography             |         |          | AWQ30    | AWQ4M    |
| Visual Arts - Portfolio |         |          |          | AWT4M    |
| Visual Arts             | AVI10   | AVI20    | AVI3M    | AVI4M    |

| <b>BUSINESS STUDIES</b>  |       |       |       |       |
|--|-------|-------|-------|-------|
| Introduction to Business (.05 credit)                              | BBI10 | BB120 |       |       |
| Information and Communication, Technology in Business (.05 credit) | BTT10 | BTT20 |       |       |
| Financial Accounting   |       |       | BAF3M | BAT4M |
| Introduction to International Business                             |       |       |       | BBB4M |
| Entrepreneurship: The Venture                                      |       |       | BDI3C |       |
| Marketing: Goods, Services, Events                                 |       |       | BMI3C |       |
| Business Leadership: Management Fundamentals                       |       |       |       | BOH4M |
|  |       |       |       |       |

| <b>CANADIAN &amp; WORLD STUDIES</b>   |       |       |       |       |
|---|-------|-------|-------|-------|
| Civics (0.5 credit)   |       | CHV20 |       |       |
| Geography of Canada - Academic (English or French)  | CGC1D |       |       |       |
| Geography of Canada - Applied   | CGC1P |       |       |       |
| Canadian and World Issues: A Geographic Analysis (this course will be offered in alternative years) |       |       |       | CGW4U |
| Canadian History Since World War I — Academic (English or French)                                   |       | CHC2D |       |       |
| Canadian History Since World War I — Applied  |       | CHC2P |       |       |
| Canadian History Since World War I — Locally Developed  |       | CHC2L |       |       |
| American History (this course will be offered in alternative years)                                 |       |       | CHA3U |       |
| World History: The West and the World - University Preparation                                      |       |       |       | CHY4U |
| Understanding Canadian Law - University/College Preparation   |       |       | CLU3M |       |

**Grade 9**
**Grade 10**
**Grade 11**
**Grade 12**
**CANADIAN & WORLD STUDIES**

|   |  |  |       |  |
|---|--|--|-------|--|
| Understanding Canadian Law - Workplace Preparation (this course will be offered in alternative years) |  |  | CLU3E |  |
|---|--|--|-------|--|

**CLASSICAL STUDIES & INTERNATIONAL LANGUAGES**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| Extended French - Academic, University | FEF1D | FEF2D | FEF3U | FEF4U |
| Core French — Academic, University     | FSF1D | FSF2D | FSF3U | FSF4U |
| Core French — Applied                  | FSF1P | FSF2P | FSF3O | FSF4O |
| Core French - Open                     | FSF1O |       |       |       |

**COMPUTER STUDIES**

|   |  |       |       |       |
|---|--|-------|-------|-------|
| Introduction to Computer Studies - Open       |  | ICS2O |       |       |
| Introduction to Computer Studies - University |  |       | ICS3U | ICS4U |

**COOPERATIVE EDUCATION**

|  |  |  |  |        |
|--|--|--|--|--------|
| Creating Opportunities Through Co-op - Open                              |  |  |  | DCO301 |
| Cooperative Education Linked to a Related Course (or Courses, 2 credits) |  |  |  | DCO30C |
| Ontario Youth Apprenticeship Program (Subject Related) (2 credits)       |  |  |  | DCO300 |

**ENGLISH**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| <b>Compulsory Courses in English, Grades 9 to 12</b>   |       |       |       |       |
| English — Academic   | ENG1D | ENG2D |       |       |
| English — Applied  | ENG1P | ENG2P |       |       |
| English — University (with an option to take the grade 12 level with a focus on Drama or online) |       |       | ENG3U | ENG4U |
| English — College  |       |       | ENG3C | ENG4C |
| English — Locally Developed  | ENG1L | ENG2L |       |       |
| English — Workplace  |       |       | ENG3E | ENG4E |
| <b>Optional Courses in English, Grades 10 to 12</b>  |       |       |       |       |
| The Writer's Craft - University Preparation  |       |       |       | EWC4U |
| Ontario Secondary School Literacy Course   |       |       |       | OLC4O |

**ESL**

|   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| English as a Second Language - Levels 1, 2, 3, 4, 5 | ESLAO | ESLBO | ESLCO | ESLDO | ESLEO |
| English Literacy Development – Levels 1, 2, 3, 4, 5 | ELDAO | ELDBO | ELDCO | ELDDO | ELDEO |

**GUIDANCE AND CAREER EDUCATION**

|   |             |       |       |             |
|---|-------------|-------|-------|-------------|
| Learning Strategies 1: Skills for Success in Secondary School | GLS10/GLE1O | GLE2O |       |             |
| Career Studies (0.5 credit)                                   |             | GLC2O |       |             |
| Leadership and Peer Support                                   |             |       | GPP3O |             |
| Advanced Learning Strategies: Skills After Secondary School   |             |       | GLE3O | GLS4O/GLE4O |

**HEALTH AND PHYSICAL EDUCATION**

|                                 |       |       |       |       |
|---------------------------------|-------|-------|-------|-------|
| Healthy Active Living Education | PPL1O | PPL2O | PPL3O | PPL4O |
|---------------------------------|-------|-------|-------|-------|

**Grade 9**
**Grade 10**
**Grade 11**
**Grade 12**
**HEALTH AND PHYSICAL EDUCATION**

|  |        |        |        |             |
|--|--------|--------|--------|-------------|
| Introductory Kinseiology   |        |        |        | PSK4U       |
| Recreation and Healthy Active Living Leadership  |        |        |        | PLF4M       |
| Healthy Active Living Education Large Group Activity<br>Hockey Canada Skills - Academy | PAL108 |        | PAL308 |             |
| Healthy Active Living Education Large Group Activity -<br>Basketball Focus             |        |        |        | PAL407      |
| Healthy Active Living Education Large Group Activity -<br>Volleyball Focus             |        | PAL209 |        |             |
| Personal and Fitness Activities  |        | PAF20  | PAF30  | PAF40       |
| Weight Training - (Coed)   |        |        | PPZ3C  |             |
| Outdoor Living Activities & Recreation Fitness Leader-<br>ship *                       |        |        |        | PAD40/PLF4M |

\* This is a half day dual credit course offered at Fanshawe College

**INTERDISCIPLINARY STUDIES**

|  |  |  |  |        |
|--|--|--|--|--------|
| Peer Tutoring - University Preparation |  |  |  | IDC4UL |
|--|--|--|--|--------|

**MATHEMATICS**

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| Principles of Mathematics — Academic            | MPM1D | MPM2D |       |       |
| Foundations of Mathematics — Applied            | MFM1P | MFM2P |       |       |
| Mathematics - Locally Developed                 | MAT1L | MAT2L |       |       |
| Functions — University                          |       |       | MCR3U |       |
| Functions and Applications — University/College |       |       | MCF3M |       |
| Foundations for College Mathematics             |       |       | MBF3C | MAP4C |
| Mathematics for Work and Everyday Life          |       |       | MEL3E | MEL4E |
| Calculus and Vectors                            |       |       |       | MCV4U |
| Advanced Functions                              |       |       |       | MHF4U |
| Mathematics of Data Management                  |       |       |       | MDM4U |
| Mathematics for College Technology              |       |       |       | MCT4C |

**RELIGIOUS STUDIES**

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| Religious Education, "Be with Me"   | HRE10 |       |       |       |
| Christ and Culture  |       | HRE20 |       |       |
| World Religions: Beliefs and Daily Life   |       |       | HRF30 |       |
| Faith and Culture, World Religions and Daily Life<br>(English and French instruction) |       |       | HRT3M |       |
| Church and Culture - Open   |       |       |       | HRE40 |
| Church and Culture - University/College   |       |       |       | HRE4M |

**SCIENCE**

|                              |       |       |  |       |
|------------------------------|-------|-------|--|-------|
| Science — Academic           | SNC1D | SNC2D |  |       |
| Science — Applied            | SNC1P | SNC2P |  |       |
| Science — Locally Developed  | SNC1L | SNC2L |  |       |
| Science — University/College |       |       |  | SNC4M |

|  | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|---------|----------|----------|----------|
| <b>SCIENCE</b>                             |         |          |          |          |
| Biology — University                       |         |          | SBI3U    | SBI4U    |
| Biology — College                          |         |          | SBI3C    |          |
| Chemistry — University                     |         |          | SCH3U    | SCH4U    |
| Chemistry — College                        |         |          |          | SCH4C    |
| Environmental Science — Workplace          |         |          | SVN3E    |          |
| Environmental Science — University/College |         |          | SVN3M    |          |
| Physics — University                       |         |          | SPH3U    | SPH4U    |
| Physics — College                          |         |          |          | SPH4C    |

| <b>SOCIAL SCIENCES AND HUMANITIES</b>                                     |  |  |       |       |
|---|--|--|-------|-------|
| Personal Life Management - Open   |  |  |       | HIP4O |
| Working with Infants and Young Children - College (0.5 credit)            |  |  | HPW3C |       |
| Raising Healthy Children (0.5 credit)                                     |  |  | HPC3O |       |
| Families in Canada - College  |  |  |       | HHS4C |
| Families in Canada - University (will be offered in 2020-21)              |  |  |       | HHS4U |
| Challenge and Change in Society - University (will be offered in 2020-21) |  |  |       | HSB4U |
| Introduction to Anthropology, Psychology, and Sociology - College         |  |  | HSP3C |       |
| Introduction to Anthropology, Psychology, and Sociology - University      |  |  | HSP3U |       |

| <b>SPECIAL EDUCATION DEPARTMENT</b>  |     |   |
|--|-----|---|
| Language and Communication Development   | KEN | <p><b>PLEASE NOTE: THESE ARE NON-CREDIT COURSES</b></p> <p><b>CONTACT THE SPECIAL EDUCATION DEPARTMENT HEAD AT YOUR SCHOOL TO LEARN WHICH NON-CREDIT COURSES ARE AVAILABLE AT YOUR SCHOOL THIS SCHOOL YEAR.</b></p> |
| Numeracy and Numbers   | KMM |   |
| Money Management and Personal Banking  | KBB |   |
| Personal Life Skills   | KGL |   |
| Creative Arts for Enjoyment and Expression: Visual Arts/Music/Drama/Dance/Tech | KAL |   |
| Choice Making for Healthy Living: Religion                                     | KPH |   |
| Exploring the World of Work  | KGW |   |
| Social Skills Development  | KHD |   |
| Culinary Skills  | KHI |   |
| Exploring our World: Geography   | KCW |   |
| Exploring our World: Science   | KCW |   |
| First Canadians  | KNA |   |
| Personal Health and Fitness  | KPF |   |
| Self Help and Self Care  | KPP |   |
| Computer Studies: Technology   | KTT |   |
| Exploring Our Environment  | KSN |   |
| Transit Training and Community Exploration                                     | KCC |   |

|  | Grade 9 | Grade 10 | Grade 11 | Grade 12    |
|--|---------|----------|----------|-------------|
| <b>TECHNOLOGICAL EDUCATION continued</b>   |         |          |          |             |
| Exploring Technologies   | TIJ10   |          |          |             |
| Communications Technology - Open   |         | TGJ20    |          |             |
| Communications Technology - University/College                                     |         |          | TGJ3M    | TGJ4M       |
| Exploring Computer Technology  |         | TEJ20    |          |             |
| Computer Engineering Technology - University/College                               |         |          | TEJ3M    | TEJ4M       |
| Construction Technology - Open   | TCJ10   | TCJ20    |          |             |
| Construction Engineering Technology - College                                      |         |          | TCJ3C    | TCJ4C       |
| Custom Woodworking   |         |          | TWJ3E    | TWJ4E       |
| Green Industries - University/College  |         |          | THJ3M    |             |
| Hairstyling and Aesthetics - Open  | TXJ10   | TXJ20    | TXJ3E    | TXJ4E       |
| Health Care - College  |         |          | TPJ3C    | TPJ4C       |
| Hospitality and Tourism - Open   |         | TFJ20    |          |             |
| Hospitality and Tourism - Cooking  |         |          | TFJ3E    |             |
| Hospitality and Tourism - Baking   |         |          | TFB3E    |             |
| Hospitality and Tourism - Culinary Arts (double credit)                            |         |          |          | TFJ4E       |
| Transportation/Welding*  |         |          |          | TMW4E/TTJ4C |
| Technological Design - Architectural Design  |         |          |          | TDA4M       |
| Technological Design - Open  |         | TDJ20    |          |             |
| Technological Design - University/College  |         |          | TDJ3M    | TDJ4M       |
| Technological Design: Interior Design - University/College (.50 credit)            |         |          | TDV3M    |             |
| Technological Design: Apparel and Textile Design - University/College (.50 credit) |         |          | TDP3M    |             |
| Exploring Technologies - Tech. Design & Hospitality                                | T1J10   |          |          |             |
| Transportation Technology - Open   | TTJ10   | TTJ20    |          |             |
| Transportation Technology - College  |         |          | TTJ3C    | TTJ4C       |
| * This is a half day dual credit course offered at Fanshawe College                |         |          |          |             |



# St. John's College

80 Paris Road  
Brantford, ON N3R 1H9

## SCHOOL INFORMATION

Phone: 519-759-2318

Fax: 519-751-0526

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

### Principal

Greg Picone

### Vice-Principals

Susie Picanco

Amy Pimentel

### Superintendent of Education

Robert De Rubeis

### Enrolment

1,081

### Format

Semestered



St. John's College has a tradition of excellence in Catholic Education in Brantford since 1941. Our dedicated staff is committed to providing students with excellent learning opportunities both in and out of the classroom.

## MISSION STATEMENT

Our school, St. John's College,  
is a Catholic Educational Community striving:

- to accept
- to nurture
- to challenge

The whole person in the Spirit of Christ

## GOAL

At St. John's College, we are a Catholic Learning Community supporting each other in our faith journey. We encourage all students to strive for academic excellence and become lifelong learners.

## SPECIALTY PROGRAMS

Our 2011 30,000 square foot addition has been designed to ensure that our students are prepared for a rapidly changing work and post-secondary environment. We are now able to offer a Construction Technology program and we have upgraded facilities for our Communications Technology, Computer Engineering, Health Care and Hospitality programs.

We have seven brand new science labs, each equipped with a bank of computers and state of the art data acquisition software.

Our Specialist High Skills Major Program is offered for students wishing to pursue careers in Information Communications Technology, Arts and Culture, Health Care, Construction and Sports.

Our extensive co-operative education programs allow students to apply and refine their classroom knowledge in supervised work experience placements.

We offer a full program of courses at all levels for workplace, apprenticeship, college or university.

## **HIGHLIGHTS**

Campus Ministry, led by our Chaplain, provides a ministry of presence to all members of the school community. Our Worship Band enhances our Masses, Liturgies and assemblies.

Our commitment to our community is demonstrated in a variety of charitable works, including our annual St. Vincent de Paul Society Food Drive and Christmas Angel campaign.

Annual Mission Trips bring students to various areas of Canada and the United States to participate in rebuilding devastated communities.

We offer Advanced Placement courses in Calculus, Chemistry, Biology and English. In this program, students can earn the equivalent of a university credit in the respective discipline and be better prepared for competitive post-secondary programs. Students can start the Advanced Placement program in Grade 9 for Math.

Extra-curricular clubs and activities cover a wide range of interests.

- Our athletic teams are highly competitive, bringing home numerous BCSSAA and CWOSSAA championships each year. Our Girls Basketball team won the OFSAA (all Ontario) gold medal in 2009 and the silver medal in 2008, 2011, 2014 and 2015. Our Girls Soccer team won an OFSAA Antique Bronze in 2015. Our Boys Rugby team won OFSAA Silver in 2018 and Bronze in 2016.
- Our music department includes an award-winning concert band that has repeatedly represented St. John's College at MusicFest National competitions.
- An annual major drama production showcases the talents of our students.
- Our art and technology students frequently achieve high standing in local and provincial Skills Canada competitions.
- The annual art show in January highlights the accomplishments of grade 9 to 12 students in a wide range of media.
- At Skills Canada in 2016, a National gold medal was won in 3D Animation.

## **ADVANCED PLACEMENT PROGRAM (AP) (Enrichment Program)**

The AP program consists of a number of enrichment courses and related examinations. These courses compare to University courses and therefore are rigorous and challenging. The AP program is an internationally recognized standard of academic excellence. Successful students may be granted advanced placement or credit at universities.

### **The Benefit of AP Courses**

Gain the Edge in University Preparation:

- Get a head start on the caliber of work presented at university
- Improve writing skills and sharpen problem-solving techniques
- Develop the study habits necessary for tackling rigorous coursework

Stand Out in the University Admissions Process:

- Emphasize commitment to academic excellence
- Demonstrate maturity and readiness for University
- Enhance personal information on university applications

Broaden Intellectual Horizons:

- Explore the world from a variety of perspectives
- Study subjects in greater depth and detail
- Further skills in reasoning and analysis
- Enhance comprehension and understanding of concepts

### **ADVANCED PLACEMENT COURSES AT SJC:**

|                    |       |
|--------------------|-------|
| Biology            | SBI4U |
| Chemistry          | SCH4U |
| English Literature | ENG4U |
| Calculus           | MCV4U |

***Pre-AP preparation activities are offered in grades 9 - 11***

### **ENROLLING IN ADVANCED PLACEMENT COURSES AND ADVANCED PLACEMENT PREPARATION:**

**Registration process for all grade levels and subject areas: see your guidance counselor.**





**Grade 9**
**Grade 10**
**Grade 11**
**Grade 12**

| <b>ARTS</b>                      |       |       |       |       |
|----------------------------------|-------|-------|-------|-------|
| Dramatic Arts                    | ADA10 | ADA20 | ADA3M | ADA4M |
| Music — Instrumental             | AMU10 | AMU20 | AMU3M | AMU4M |
| Music — Guitar                   |       |       | AMG3O | AMG4M |
| Music — Vocal                    | AMV10 |       |       |       |
| Music — Repertoire               |       |       |       | AMR4M |
| Media Arts                       |       | ASM2O | ASM3M | ASM4M |
| Digital Media: Video Game Design |       |       | AWS3O | AWS4M |
| Photography                      |       |       | AWQ3O | AWQ4M |
| Visual Arts                      | AVI1O | AVI2O | AVI3M | AVI4M |
| Visual Arts - Portfolio          |       |       |       | AWT4M |

| <b>BUSINESS STUDIES</b>                                |       |       |       |       |
|--|-------|-------|-------|-------|
| Information and Communication, Technology in Business  | BTT1O | BTT2O |       |       |
| Financial Accounting                                   |       |       | BAF3M | BAT4M |
| Entrepreneurship: The Enterprising Person (0.5 credit) |       |       | BDP3O |       |
| Marketing: Goods, Services, Events (0.5 credit)        |       |       | BMI3C |       |
| Business Leadership: Management Fundamentals           |       |       |       | BOH4M |

| <b>CANADIAN &amp; WORLD STUDIES</b>                            |       |       |       |       |
|--|-------|-------|-------|-------|
| Civics (0.5 credit)  |       | CHV2O |       |       |
| Analysing Current Economic Issues                              |       |       |       | CIA4U |
| Geography of Canada - Academic                                 | CGC1D |       |       |       |
| Geography of Canada - Applied                                  | CGC1P |       |       |       |
| Canadian History Since World War I — Academic                  |       | CHC2D |       |       |
| Canadian History Since World War I — Applied                   |       | CHC2P |       |       |
| American History   |       |       | CHA3U |       |
| World History: The West and the World - University Preparation |       |       |       | CHY4U |
| Understanding Canadian Law - University/College Preparation    |       |       | CLU3M |       |
| Canadian and International Law                                 |       |       |       | CLN4U |

| <b>CLASSICAL STUDIES &amp; INTERNATIONAL LANGUAGES</b> |       |       |       |       |
|--|-------|-------|-------|-------|
| Core French — Academic, University                     | FSF1D | FSF2D | FSF3U | FSF4U |
| Core French — Applied                                  | FSF1P |       |       |       |
| Italian - Academic, University                         |       | LWIBD | LWICU | LWIDU |

**Grade 9**
**Grade 10**
**Grade 11**
**Grade 12**
**COMPUTER STUDIES**

|   |  |       |       |       |
|---|--|-------|-------|-------|
| Introduction to Computer Studies - Open |  | ICS20 |       |       |
| Computer Studies - University           |  |       | ICS3U | ICS4U |
| Computer Studies - College              |  |       | ICS3C | ICS4C |

**COOPERATIVE EDUCATION**

|   |  |  |  |        |
|---|--|--|--|--------|
| Creating Opportunities Through Co-op                                      |  |  |  | DCO301 |
| Cooperative Education Linked to a Related Course (or Courses) (2 credits) |  |  |  | DCO30C |
| Ontario Youth Apprenticeship Program (Subject Related) (2 credits)        |  |  |  | DCO300 |

**ENGLISH**
**Compulsory Courses in English, Grades 9 to 12**

|                             |       |       |       |       |
|-----------------------------|-------|-------|-------|-------|
| English — Academic          | ENG1D | ENG2D |       |       |
| English — Applied           | ENG1P | ENG2P |       |       |
| English — University        |       |       | ENG3U | ENG4U |
| English — College           |       |       | ENG3C | ENG4C |
| English — Locally Developed | ENG1L | ENG2L |       |       |
| English — Workplace         |       |       | ENG3E | ENG4E |

**Optional Courses in English, Grades 10 to 12**

|   |  |       |       |       |
|---|--|-------|-------|-------|
| The Writer's Craft - University Preparation |  |       |       | EWC4U |
| Ontario Secondary School Literacy Course    |  |       |       | OLC40 |
| Media Studies                               |  |       | EMS30 |       |
| Literacy Skills                             |  | ELS20 |       |       |

**ESL/ELD**

|   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| English as a Second Language – Levels 1, 2, 3, 4, 5 | ESLAO | ESLBO | ESLCO | ESLDO | ESLEO |
| English Literacy Development – Levels 1, 2, 3, 4, 5 | ELDAO | ELDBO | ELDCO | ELDDO | ELDEO |

**GUIDANCE AND CAREER EDUCATION**

|   |             |       |       |  |
|---|-------------|-------|-------|--|
| Learning Strategies 1: Skills for Success in Secondary School | GLS10/GLE10 |       |       |  |
| Career Studies (0.5 credit)                                   |             | GLC20 |       |  |
| Leadership and Peer Support                                   |             |       | GPP30 |  |

**HEALTH AND PHYSICAL EDUCATION**

|   |       |       |        |       |
|---|-------|-------|--------|-------|
| Healthy Active Living Education                 | PPL10 | PPL20 | PPL30  | PPL40 |
| Health for Life                                 |       |       | PPZ3C1 |       |
| Weight Training - Boys                          |       |       | PPZ3CB |       |
| Introductory Kinesiology                        |       |       |        | PSK4U |
| Recreation and Healthy Active Living Leadership |       |       |        | PLF4M |
| Personal and Fitness Activities                 |       |       | PAF30  | PAF40 |

**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

**MATHEMATICS**

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| Principles of Mathematics — Academic            | MPM1D | MPM2D |       |       |
| Foundations of Mathematics — Applied            | MFM1P | MFM2P |       |       |
| Mathematics - Locally Developed                 | MAT1L | MAT2L |       |       |
| Functions — University                          |       |       | MCR3U |       |
| Functions and Applications — University/College |       |       | MCF3M |       |
| Foundations for College Mathematics             |       |       | MBF3C | MAP4C |
| Mathematics for Work and Everyday Life          |       |       | MEL3E | MEL4E |
| Calculus and Vectors                            |       |       |       | MCV4U |
| Advanced Functions                              |       |       |       | MHF4U |
| Mathematics of Data Management                  |       |       |       | MDM4U |
| Mathematics for College Technology              |       |       |       | MCT4C |

**RELIGIOUS STUDIES**

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| Religious Education, "Be with Me"                 | HRE10 |       |       |       |
| Christ and Culture                                |       | HRE20 |       |       |
| World Religions: Beliefs and Daily Life           |       |       | HRF30 |       |
| Faith and Culture, World Religions and Daily Life |       |       | HRT3M |       |
| Church and Culture - Open                         |       |       |       | HRE40 |
| Church and Culture - University/College           |       |       |       | HRE4M |

**SCIENCE**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| Science — Academic                         | SNC1D | SNC2D |       | SNC4M |
| Science — Applied                          | SNC1P | SNC2P |       |       |
| Science — Locally Developed                | SNC1L | SNC2L |       |       |
| Biology — University                       |       |       | SBI3U | SBI4U |
| Biology — College                          |       |       | SBI3C |       |
| Chemistry — University                     |       |       | SCH3U | SCH4U |
| Chemistry — College                        |       |       |       | SCH4C |
| Physics — University                       |       |       | SPH3U | SPH4U |
| Physics — College                          |       |       |       | SPH4C |
| Environmental Science – University/College |       |       | SVN3M |       |
| Environmental Science – Workplace          |       |       | SVN3C |       |

**Grade 9**
**Grade 10**
**Grade 11**
**Grade 12**
**SOCIAL SCIENCES AND HUMANITIES**

|  |  |  |       |       |
|--|--|--|-------|-------|
| Managing Personal Resources  |  |  |       | HIP40 |
| Parenting  |  |  | HPC30 |       |
| Families in Canada - University                                      |  |  |       | HHS4U |
| Families in Canada - College   |  |  |       | HHS4C |
| Challenge and Change in Society - University                         |  |  |       | HSB4U |
| Leadership   |  |  |       | HSE4M |
| Introduction to Anthropology, Psychology, and Sociology - University |  |  | HSP3U |       |
| Introduction to Anthropology, Psychology, and Sociology - College    |  |  | HSP3C |       |
| Philosophy: The Big Question - University/College                    |  |  | HZB3M |       |
| Philosophy: Questions and Theories                                   |  |  |       | HZT4U |

**SPECIAL EDUCATION DEPARTMENT**

|  |     |  |
|--|-----|--|
| Language and Communication Development   | KEN | <b><i>PLEASE NOTE: THESE ARE NON-CREDIT COURSES</i></b><br><br><b><i>CONTACT THE SPECIAL EDUCATION DEPARTMENT HEAD AT YOUR SCHOOL TO LEARN WHICH NON-CREDIT COURSES ARE AVAILABLE AT YOUR SCHOOL THIS SCHOOL YEAR.</i></b> |
| Numeracy and Numbers   | KMM |  |
| Money Management and Personal Banking  | KBB |  |
| Personal Life Skills   | KGL |  |
| Creative Arts for Enjoyment and Expression: Visual Arts/ Music/Drama/Dance/Tech. | KAL |  |
| Choice Making for Healthy Living: Religion                                       | KPH |  |
| Exploring the World of Work  | KGW |  |
| Social Skills Development  | KHD |  |
| Culinary Skills  | KHI |  |
| Exploring our World: Geography   | KCW |  |
| Exploring our World: Science   | KCW |  |
| First Canadians  | KNA |  |
| Personal Health and Fitness  | KPF |  |
| Self Help and Self Care  | KPP |  |
| Computer Studies: Technology   | KTT |  |
| Exploring Our Environment  | KSN |  |
| Transit Training and Community Exploration                                       | KCC |  |

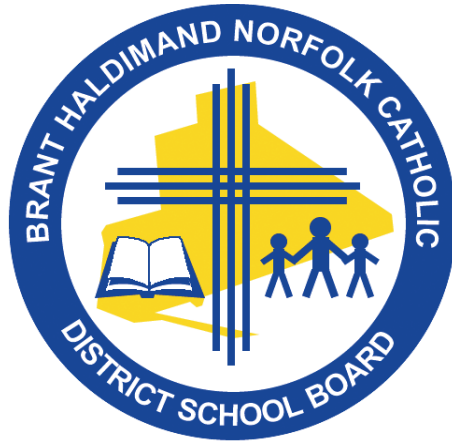
**Grade 9**

**Grade 10**

**Grade 11**

**Grade 12**

| <b>TECHNOLOGICAL EDUCATION</b>    |       |       |        |       |
|-----------------------------------|-------|-------|--------|-------|
| Exploring Technologies            | TIJ10 |       |        |       |
| Communications Technology         |       | TGJ20 | TGJ3M  | TGJ4M |
| Computer Technology               |       | TEJ20 | TEJ3M  | TEJ4M |
| Construction Technology           |       | TCJ20 | TCJ3C  | TCJ4C |
| Custom Woodworking                |       |       | TWJ3E  | TWJ4E |
| Hairstyling and Aesthetics        | TXJ10 | TXJ20 | TXJ3E  | TXJ4E |
| Health Care                       |       | TPJ20 | TPJ3M  | TPJ4M |
| Child Development and Gerontology |       |       |        | TOJ4C |
| Hospitality and Tourism           | TFJ10 | TFJ20 | TFJ3C  | TFJ4C |
| Technological Design              |       | TDJ20 | TDJ3M  | TDJ4M |
| Magnet (Tollgate – 2 Credits)     |       |       | TTJ3EX |       |



## COURSE DESCRIPTIONS

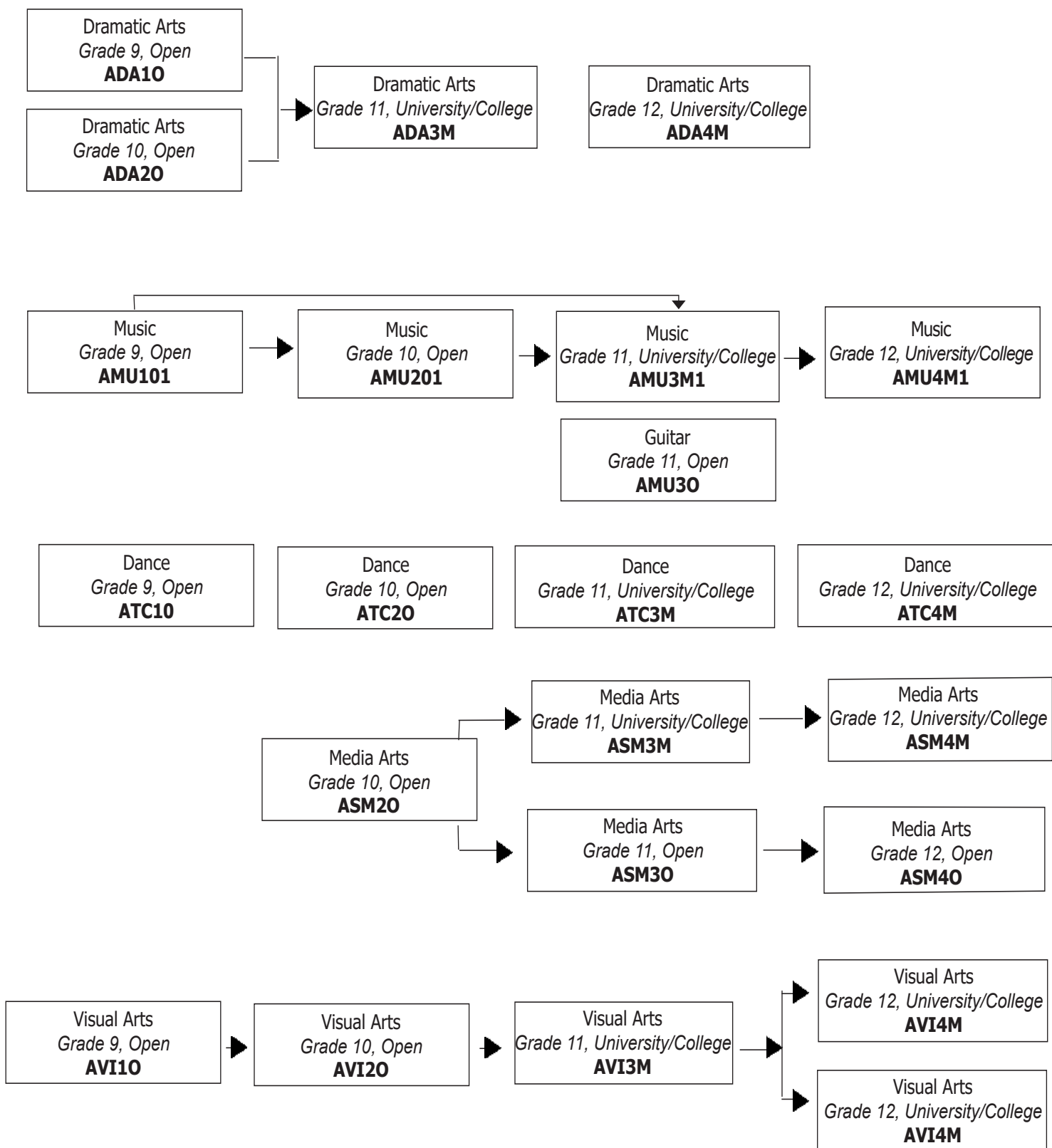
### Grades 9, 10, 11, 12

The following descriptions apply to grade 9, 10, 11, and 12 courses in the Brant Haldimand Norfolk Catholic District School Board. The course descriptions are listed according to the title of the curriculum policy document in which they are found.

Ontario Curriculum policy documents for each discipline can be found online at [www.edu.gov.on.ca/eng/curriculum/secondary/](http://www.edu.gov.on.ca/eng/curriculum/secondary/).

Since it is not possible for all schools to offer all courses, the school administration decides which courses will be offered in each secondary school; these decisions are based on the needs and interests of the students in each community. If there is insufficient demand for a course in a particular year, it may not be possible to offer the course that year. In that case the students affected will be notified and asked to amend their program choices accordingly.

### Prerequisite Chart for the Arts, Grades 9 to 12



**\*EMPHASIS COURSES OFFERED. PLEASE CHECK COURSE DESCRIPTION SECTION .**

## CAREER POSSIBILITIES FOR THE ARTS

### COLLEGE

illustrator  
interior designer  
animator  
graphic artist  
photographer  
advertising agent  
music/performing artist  
jewellery artist/repair designer  
fashion designer  
floral design

### UNIVERSITY

costume designer  
gallery & museum curator  
stage manager  
scenographer  
music therapist  
playwright  
creative & performing artist  
drama/music/art teacher  
jeweller and metalsmith

### WORKPLACE

upholsterer  
taxidermist  
sign maker  
comedian  
disc jockey  
florist  
actor/artist/musician  
potter  
magician  
nail technician  
furniture finisher  
makeup artist





## DRAMATIC ARTS

### ADA10

#### Drama, Grade 9, Open

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

**Prerequisite:** None

### ADA20

#### Drama, Grade 10, Open

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

**Prerequisite:** None

### ADA3M

#### Drama, Grade 11, University/College Preparation

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

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

### ADA4M

#### Drama, Grade 12, University/College Preparation

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and

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

**Prerequisite:** *Dramatic Arts, Grade 11, University/College Preparation or Open*

### AEA40

#### Exploring and Creating in the Arts - Musical Theatre, Grade 12, Open

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

**Prerequisite:** *Grade 9 or 10 Dramatic Arts or Music course*

## MUSIC

### AMU10

#### Music, Instrumental, Grade 9, Open

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

**Prerequisite:** None

### EMPHASIS COURSES

These Courses will cover the same Ministry expectations as AMU101. Students will also have the option of focusing their studies in:

- Vocal AMV10

### AMC20

#### Introduction to Contemporary Music Grade 10, Open

This Contemporary Music Elective stream focuses on student created works. This introductory course is open to students of any level of ability and deals with the study and exploration of modern commercial music genres (pop, rock, R&B, hip hop, alternative, indie, folk etc.) Students will learn the fundamentals and elements of music. Students will develop performance skills, develop an understanding of theoretical concepts and respond to and analyze music using modern genres. This course is open to all instruments and vocal types. However, there is a limited supply of school-sourced instruments available for student use. As such, students are encouraged to bring their own instrument or perform vocally.

**Prerequisite:** *AMV10 or AMU10 or AMC10 or permission of the teacher.*

### AMU20

#### Music, Instrumental, Grade 10, Open

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

**Recommended preparation:** *AMU101.*

### EMPHASIS COURSES

These Courses will cover the same Ministry expectations as AMU201. Students will also have the option of focusing their studies in:

- Vocal AMV2M

### AMU3M

#### Music, Grade 11, University/College Preparation

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:** *AMU101, OR AMU201.*

### EMPHASIS COURSES

These Courses will cover the same Ministry expectations as AMU3M1. Students will also have the option of focusing their studies in:

- Vocal AMV3M
- Guitar AMG3O

### AMU3O

#### **Music, Instrumental, Grade 11, Open**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

**Prerequisite:** *None*

### AMU4M

#### **Music, Grade 12, University/ College Preparation**

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:** *AMU3M1.*

### EMPHASIS COURSES

These Courses will cover the same Ministry expectations as AMU4M1. Students will also have the option of focusing their studies in:

- Guitar AMG4M
- Vocal AMV4M
- Repertoire AMR4M

## MEDIA ARTS

### ASM2O

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

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite:** *None*

### ASM3M

#### **Media Arts, Grade 11, University/ College Preparation**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

**Prerequisite:** *Media Arts, Grade 10, Open or Information Consumer Design, Grade 10.*

### ASM3O

#### **Media Arts, Grade 11, Open**

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite:** *None*

### ASM4M

#### **Media Arts, Grade 12, University/ College Preparation**

This course emphasizes the refinement

of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite:** *Media Arts, Grade 11, University/College Preparation or or Information Consumer Design, Grade 11.*

### ASM4E

#### **Media Arts, Grade 12, Open**

This course emphasizes the development of the knowledge and skills required for the production of interactive media art forms (e.g., interactive art installations, interactive videos, simulations, network art). Students will analyse and evaluate media art works, and will create their own works using a variety of technologies and processes (e.g. computer graphics, photo-imaging, digital video production techniques, electro-acoustics). Students will maintain a portfolio of their media art works.

**Prerequisite:** *Any Grade 11 course in the arts*

## DANCE

### ATC1O

#### **Dance, Grade 9, Open**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

**Prerequisite:** *None*

### ATC2O

#### **Dance, Grade 10, Open**

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students

will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

**Prerequisite: None**

### ATC3M

#### Dance, Grade 11, University/College Preparation

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

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

### ATC4M

#### Dance, Grade 12, University/College Preparation

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

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

## VISUAL ARTS

### AVI10

#### Visual Arts, Grade 9, Open

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

**Prerequisite: None**

### AVI20

#### Visual Arts, Grade 10, Open

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

**Prerequisite: Recommended AVI101**

### AVI3M

#### Visual Arts, Grade 11, University/College Preparation

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

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

### EMPHASIS COURSES

These Courses will cover the same Ministry expectations as AVI3M. Students will also have the option of focusing their studies in:

- Information/Consumer Design AWE30
- Industrial Arts AWF3M
- Photography AWQ3M & AWQ30
- Digital Media: Video Game Design AWS30
- Information & Consumer Design; Yearbook AWE3M

### AVI4M

#### Visual Arts, Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore 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.**

### EMPHASIS COURSES

These Courses will cover the same Ministry expectations as AVI4M. Students will also have the option of focusing their studies in:

- Information/Consumer Design: Yearbook AWE4M
- Photography AWQ4M & AWQ4E
- Portfolio AWT4M
- Digital Media: Video Game Design AWS4M

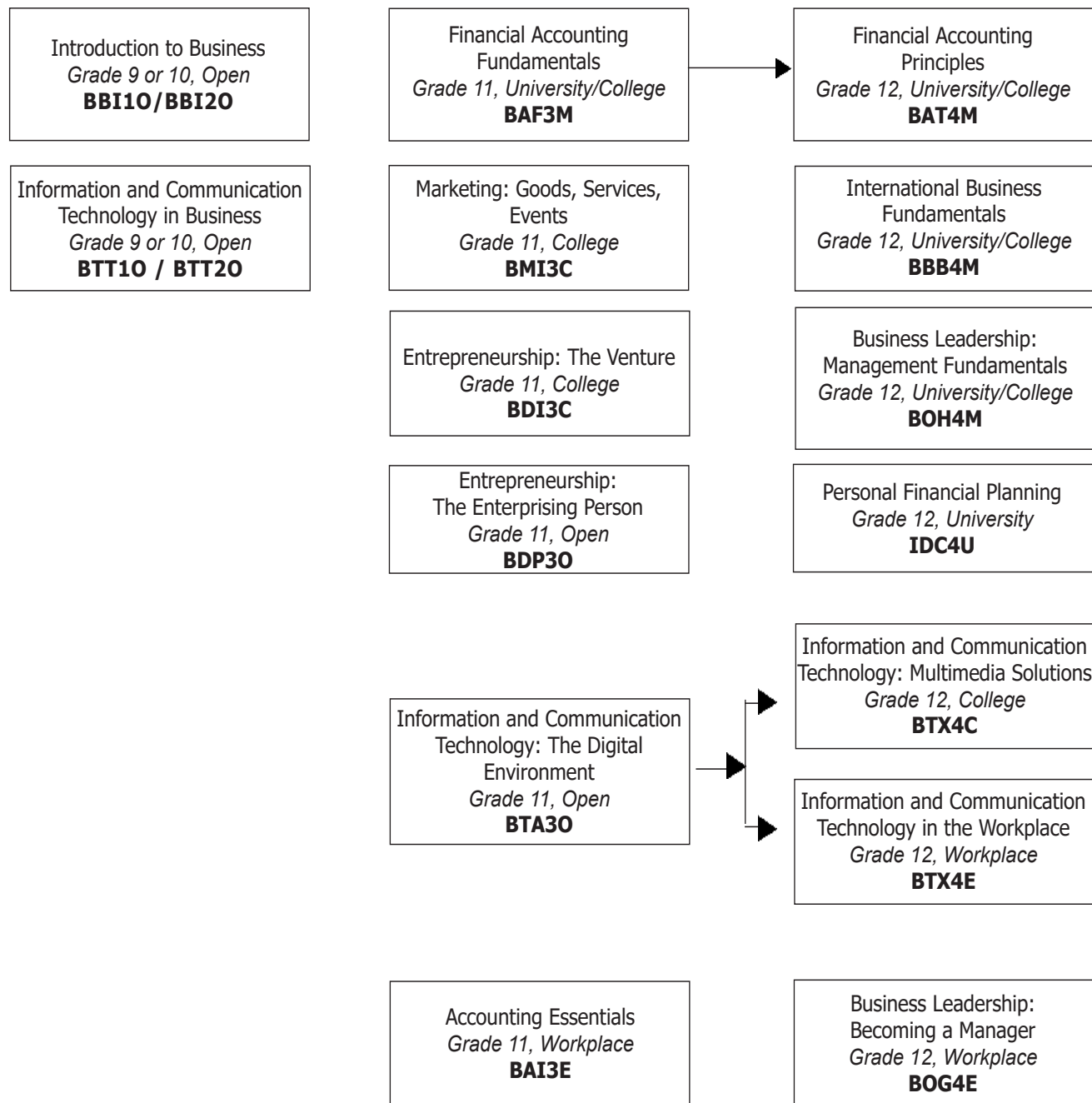
### AWU4M

#### Visual Arts - Cultural/Historical Studies, Grade 12, University Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two and three dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore 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.**

## Prerequisite Chart for Business Studies, Grades 9 to 12



## CAREER POSSIBILITIES FOR BUSINESS & COMPUTER STUDIES

### COLLEGE

administrative assistant  
book keeper  
entrepreneur  
fashion retailer  
office manager  
account manager  
auditor  
marketing specialist  
purchaser  
customer service representative  
customs broker  
human resource manager  
insurance underwriter  
media buyer  
purchaser  
sport marketer

### UNIVERSITY

accountant  
art dealer  
entrepreneur  
economist  
industrial engineer  
financial research analyst  
trader  
venture capitalist  
mortgage broker

### WORKPLACE

bank teller  
real estate agent  
shipping and receiving clerk



## BUSINESS STUDIES

### BBI10/BBI20

#### Introduction to Business, Grade 9/10, Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite: None**

### BTT10/BTT20

#### Information and Communication Technology in Business, Grade 9/10, Open

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research, communication skills, and current issues related to the impact of information and communication technology.

**Prerequisite: None**

## ACCOUNTING

### BAF3M

#### Financial Accounting Fundamentals, Grade 11, University/College Preparation

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

**Prerequisite: None**

### BAI3E

#### Accounting Essentials, Grade 11, Workplace Preparation

This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

**Prerequisite: None**

### BAT4M

#### Financial Accounting Principles, Grade 12, University/College Preparation

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

**Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation**

### IDC4U

#### Personal Financial Planning, Grade 12, University Preparation

Personal Financial Planning will address many critical personal financial management topics in order to help you learn prudent habits both while in school and throughout your lifetime. Students will use diverse skills, resources, and technology to gather information related to managing their money with goal of increasing their net worth. They will develop tools to budget and manage financial risk. Students will analyze the personal and social impact of purchasing and investment decisions

**Prerequisite: Any University/College Preparation course**

## INTERNATIONAL BUSINESS

### BBB4M

#### Introduction to International Business, Grade 12, University/College Preparation

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and

managing international business effectively.

**Prerequisite: None**

## ENTREPRENEURIAL STUDIES

### BDI3C

#### Entrepreneurship: The Venture, Grade 11, College Preparation

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

**Prerequisite: None**

### BDP3O

#### Entrepreneurship: The Enterprising Person, Grade 11, Open

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

**Prerequisite: None**

## INFORMATION TECHNOLOGY

### BTA3O

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

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post-secondary studies.

**Prerequisite: None**

**BTX4E****Information and Communication Technology in the Workplace, , Grade 12, Workplace Preparation**

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of electronic business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

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

**MARKETING****BMI3C****Marketing: Goods, Services, Events, Grade 11, College Preparation**

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

**Prerequisite:** *None*

**BUSINESS LEADERSHIP****BOH4M****Business Leadership: Management Fundamentals, Grade 12, University/College Preparation**

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

**Prerequisite:** *None*

**BOG4E****Business Leadership: Becoming a Manager, Grade 12, Workplace Preparation**

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

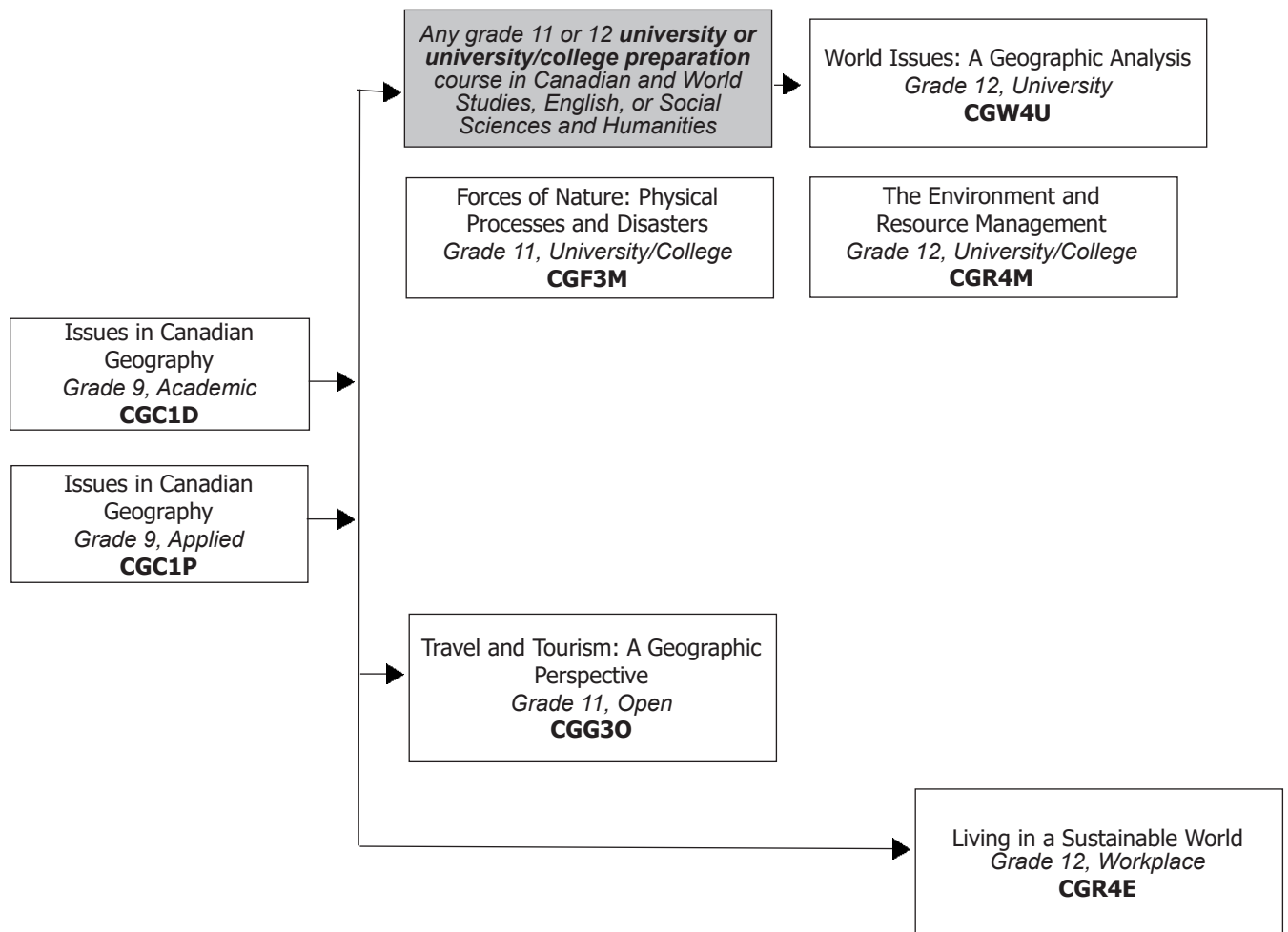
**Prerequisite:** *None*

**ECONOMICS****CIA4U****Analysing Current Economic Issues, Grade 12, University Preparation**

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

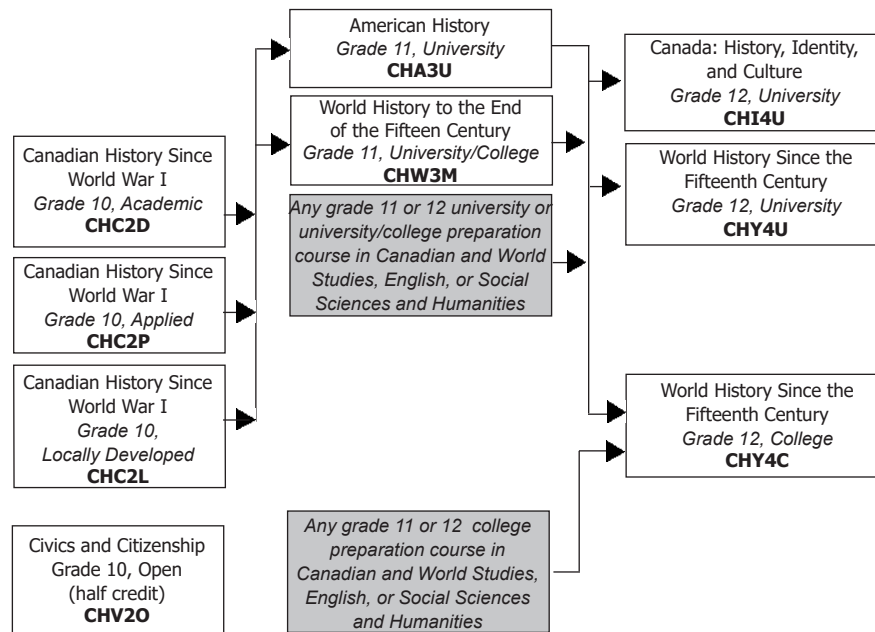
**Prerequisite:** *any university or university/ college preparation course in Canadian and world Studies, English, or social sciences and humanities*

## Prerequisite Chart for Canadian and World Studies, Grades 9 to 12 — Geography

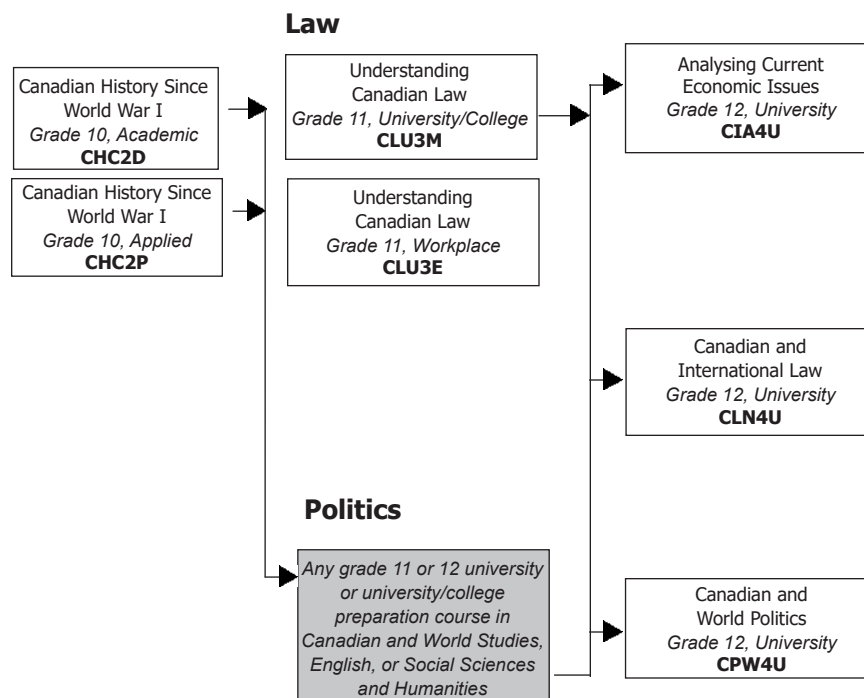




## Prerequisite Chart for Canadian and World Studies, Grades 9 to 12 — History (including Civics)



## Prerequisite Chart for Canadian and World Studies, Grades 9 to 12 — Economics, Law, and Politics



## CAREER POSSIBILITIES FOR GEOGRAPHY

### APPRENTICESHIP

arborist  
horticultural technician

### COLLEGE

travel agent  
land planning technologist  
cartographer  
environmental risk management  
immigration counsellor  
landscape designer

### UNIVERSITY

cartographer  
climatologist  
environmental advisor  
park administrator  
regional/urban planner  
geographic information systems expert  
land-use expert  
water resource specialist  
geography teacher  
transportation analyst  
geological engineer  
soil conservationist

### WORKPLACE

agriculture  
tour guide  
travel clerk  
trucking/courier

## CAREER POSSIBILITIES FOR HISTORY, LAW & POLITICS

### COLLEGE

law and security  
paralegal  
library technician  
parole officer  
correctional services officer

### UNIVERSITY

archivist  
historian  
judge  
lawyer  
public archives  
history teacher  
museology  
military  
law enforcement  
criminologist  
research analyst  
politician

### WORKPLACE

museum docent  
activist  
bailiff  
fundraiser  
military



## CIVICS

### CHV20

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

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

**Prerequisite:** None

## ECONOMICS

### CIA4U

#### **Analysing Current Economic Issues, Grade 12, University Preparation**

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

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

### CIC4E

#### **Making Personal Economic Choices, Grade 12, Workplace Preparation**

This course provides students with a fundamental understanding of a variety of key economic issues and practices, helping them develop their ability to

make informed economic choices in their day-to-day lives. Students will examine practical financial matters, such as personal budgeting, taxes, credit and debt, and savings and investment, as well as various economic issues, such as those related to the underground economy, economic inequality, and consumer behaviour. Students will apply the concepts of economic thinking, the economic inquiry process, and economic models to investigate various economic issues and structures and to analyse the impact of economic decisions, including their own decisions, at the individual, community, and national levels.

**Prerequisite:** *Canadian History since World War 1, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history*

## GEOGRAPHY

### CGC1D

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

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

Instruction in English or French offered at Holy Trinity.

**Prerequisite:** None

### CGC1P

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

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

living in Canada.

**Prerequisite:** None

### CGF3M

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

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

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

### CGG3O

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

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

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

### CGR4M

#### **The Environment and Resource Management, Grade 12, College Preparation**

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 purpose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related

government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

## CGW4U

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

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

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## CGR4E

### The Environment and Resource Management, Grade 12, Workplace Preparation

This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource management. Students will apply geotechnologies and geographic inquiry methods to develop and present practical solutions to environmental and resource-management issues. In the process, students' problem-solving and communication skills will be enhanced in preparation for careers and the workplace.

**Prerequisite:** Geography of Canada, Grade 9, Academic or Applied.

## CGR4E

### The Environment and Resource Management, Grade 12, Workplace Preparation

This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource

management. Students will apply geotechnologies and geographic inquiry methods to develop and present practical solutions to environmental and resource management issues. In the process, students' problem-solving and communication skills will be enhanced in preparation for careers and the workplace.

**Prerequisite:** Grade 9 Geography of Canada, Academic or Applied

## HISTORY

## CHC2D

### Canadian History Since World War I, Grade 10, Academic

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

**Prerequisite:** None

## CHC2P

### Canadian History Since World War I, Grade 10, Applied

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

**Prerequisite:** None

## CHC2L

### Canadian History Since World War I, Grade 10, Locally Developed

This course focuses on the connections between the student and key people,

events, and themes in Canadian history from World War I to the present. Students prepare for Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

**Prerequisite:** None

## CHA3U

### American History, Grade 11, University/College Preparation

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history.

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

## CHW3M

### World History to the End of the Fifteenth Century, Grade 11, University/College Preparation

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

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

## CHI4U

### Canada: History, Identity, and Culture, Grade 12, University Preparation

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views.

**Prerequisite:** Any university or university/college or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## CHY4U

### World History Since the Fifteenth Century, Grade 12, University Preparation

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

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## CHY4C

### World History Since the Fifteenth Century, Grade 12, College Preparation

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

world history and historical forces that have shaped our world.

**Prerequisite:** Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## LAW

## CLU3M

### Understanding Canadian Law, Grade 11, University/College Preparation

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

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

## CLU3E

### Understanding Canadian Law, Grade 11, Workplace Preparation

This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy, and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates, and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

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

## CLN4C

### Legal Studies, Grade 12, College Preparation

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for

various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.

**Prerequisite:** Civics and Citizenship, Grade 10, Open

## CLN4U

### Canadian and International Law, Grade 12, University Preparation

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

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

## POLITICS

## CPW4U

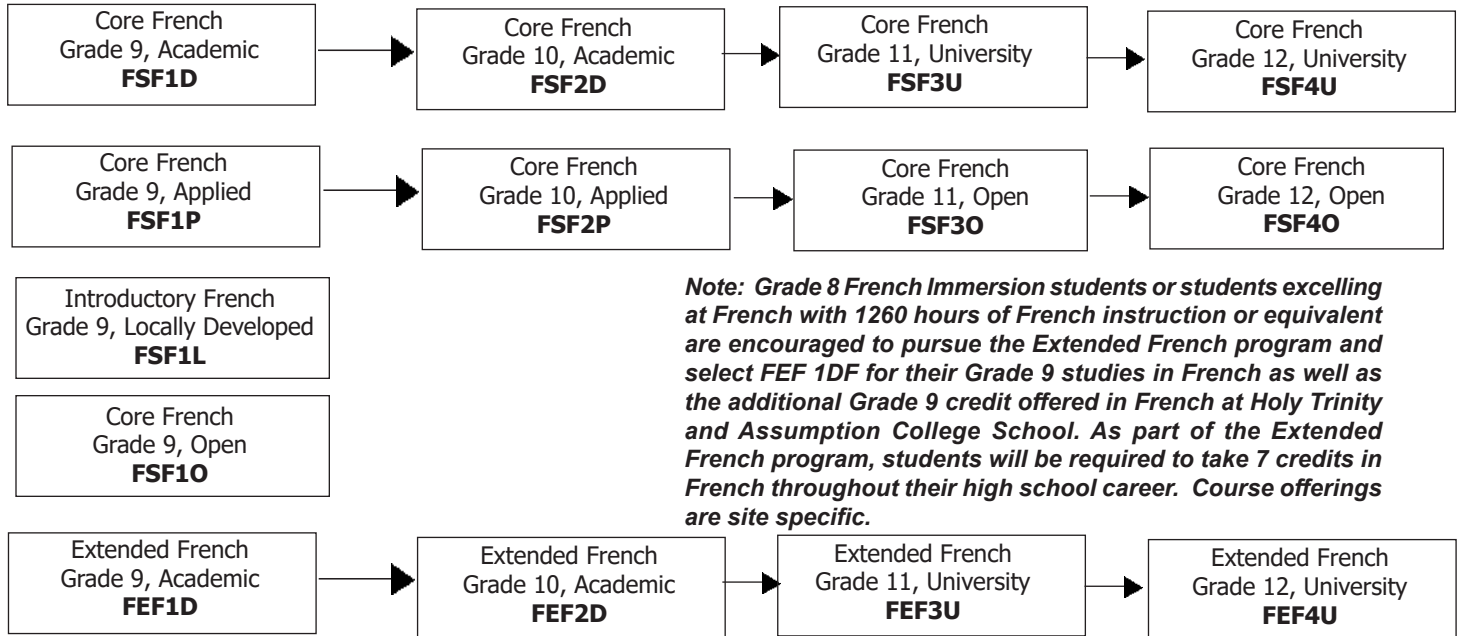
### Canadian and World Politics, Grade 12, University Preparation

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision-making and ways in which individuals, stakeholder groups, and various institutions, including different levels of government, multinational corporations, and non-governmental organizations, respond to and work to influence domestic and international developments. Students will apply the concepts of political thinking and the political inquiry process to investigate current political policies, issues, and events, and to develop and communicate informed opinions about them.

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

# Classical Studies & International Languages

## Prerequisite Chart for Modern Languages



## Prerequisite Chart for International Languages



## CAREER POSSIBILITIES FOR INTERNATIONAL LANGUAGES

### UNIVERSITY

translator  
immigration officer  
language teacher  
international trade and tourism  
government  
press attache

### WORKPLACE

telemarketer  
flight attendant  
hotel desk clerk  
tour guide

## MODERN LANGUAGES

### FEF1D Extended French, Grade 9, Academic

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

communities, and will develop skills necessary for lifelong language learning.

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

### FSF1D Core French, Grade 9, Academic

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use

creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

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

### FSF10 Core French, Grade 9, Open

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French

in guided and structured interactive settings, and will develop fundamental communication skills through discussing situations and issues that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary to become life-long language learners.

**Prerequisite:** *None*

## **FSF1P**

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

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

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

## **FEF2D**

### **Extended French, Grade 10, Academic**

This course provides extensive opportunities for students to use their communication skills in French and to apply language-learning strategies. Students will respond to and interact with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the language through the study of French-Canadian authors. They will also continue to increase their understanding and appreciation of French-speaking communities and to develop the skills necessary to become life-long language learners.

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

## **FSF2D**

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

This course provides opportunities for students to communicate in French

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

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

## **FSF2P**

### **Core French, Grade 10, Applied**

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the consolidation of language-learning strategies for interpreting texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

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

## **FSF2O**

### **Core French, Grade 10, Open**

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

**Prerequisite:** *None*

## **FEF3U**

### **Extended French, Grade 11, University Preparation**

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate language-learning strategies and apply them in a variety of real-life contexts in order to enhance and refine their communication skills, and will continue to develop creative and critical thinking skills. Students will develop their knowledge of the language through the study of contemporary and well-known French European authors. They will also continue to deepen their understanding and appreciation of diverse French-speaking communities, and develop the skills necessary to become life-long language learners.

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

## **FSF3O**

### **Core French, Grade 11, Open**

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

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

## **FSF3U**

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

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

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

## **FEF4U**

### **Extended French, Grade 12, University Preparation**

This course further emphasizes the

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

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

## **FSF40**

### **Core French, Grade 12, Open**

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

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

## **FSF4U**

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

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

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

## **FSF141**

### **Introductory French, Grade 9, Locally Developed (pending Ministry approval)**

This course builds on students' previous education and language knowledge to

introduce French. Students will develop the ability to use oral and written French for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns orally and in writing. The thematic approach will focus on work applications and fundamental social skills

**Prerequisite: None**

## **INTERNATIONAL LANGUAGES**

### **LWIBD1**

#### **International Languages (Italian) Level 1/2, Academic**

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

**Prerequisite: None**

### **LWICU1**

#### **Italian, Level 3, University Preparation**

This course provides students with opportunities to further develop their communication skills in the international language and to increase their confidence in applying them in a variety of practical situations, including contexts related to future employment. Students will engage in a variety of activities and use resources that will allow them to use the language in various real-life situations. They will also continue to explore aspects of the culture of countries where the language is spoken, and investigate careers that require facility in the language.

**Prerequisite: LWIBD1.**

### **LWIDU1**

#### **Italian, Level 4, University Preparation**

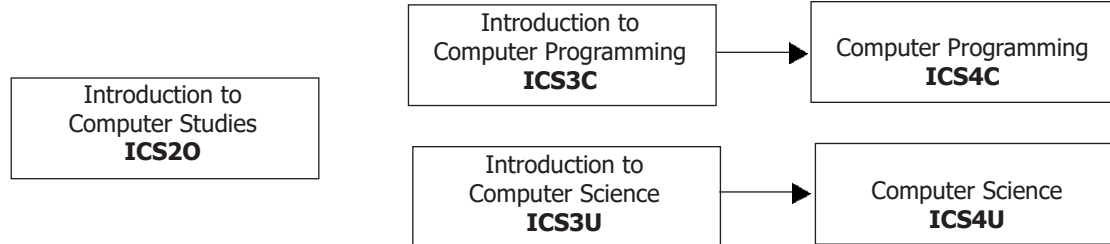
This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in

sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite: LWICU1**



## Prerequisite Chart for Computer Studies



### COMPUTER STUDIES

#### ICS201 Introduction to Computer Studies, Grade 10, Open

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

**Prerequisite:** None

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

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

**Prerequisite:** None

#### ICS3C1 Introduction to Computer Science, Grade 11, College Preparation

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

**Prerequisite:** None

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

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

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

#### ICS4C1 Computer Programming, Grade 12, College Preparation

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

**Prerequisite:** Introduction to Computer Programming, Grade 11, College Preparation

## COOPERATIVE EDUCATION

Cooperative Education is an experiential mode of learning whereby students are given the chance to extend classroom learning experiences with planned potential career and employment opportunities. Students will also experience the practical aspects of a work placement and the demands of employment in a changing work world.

Cooperative Education courses include a classroom component, comprising pre-placement and integration activities. Prior to their placements, students attend structured orientation sessions as part of their classroom component of the program. The work placement component of the course requires students to attend a placement for 2.5 hours five days per week. Students share and analyze their placement experiences with their teachers and peers in structured integration sessions. Cooperative education teachers conduct placement learning assessments and evaluate their students' performance in pre-placement, placement, and reflective learning activities. We cannot guarantee placement in a student's first choice of career area.

### Conditions of Enrollment

- Minimum age is 16 years.
- A Cooperative Education application form must be completed and handed in with a student option sheet.
- Consultation with a guidance counsellor is recommended.
- There must be a successful interview with a Cooperative Education teacher.
- The related subject course Grade 12 must be completed before or at the same time as the Cooperative Education course.

### DCO30

#### Creating Opportunities Through Co-op, Grade 11, Open

This course consists of a community-connected experience and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that

will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning and make connections between their experience in the community and other aspects of their lives.

**Prerequisite: None**

### DCO30C

#### Cooperative Education Linked to a Related Course (or Courses) (2 credits) Grade 12, Open

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite: Subject Related Course is Preferred**

### DCO300

#### Ontario Youth Apprenticeship Program (Subject Related), (2 credits) Grade 12, Open

Ontario Youth Apprenticeship Program (OYAP) provides students with an opportunity to start their post-secondary career in skilled trades while attending secondary school, receiving both Cooperative Education credits and apprenticeship hours/skill sets. Qualifying students must have completed at least 16 credits (10 compulsory credits) to be considered for OYAP. OYAP is offered in a variety of trade areas. This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and

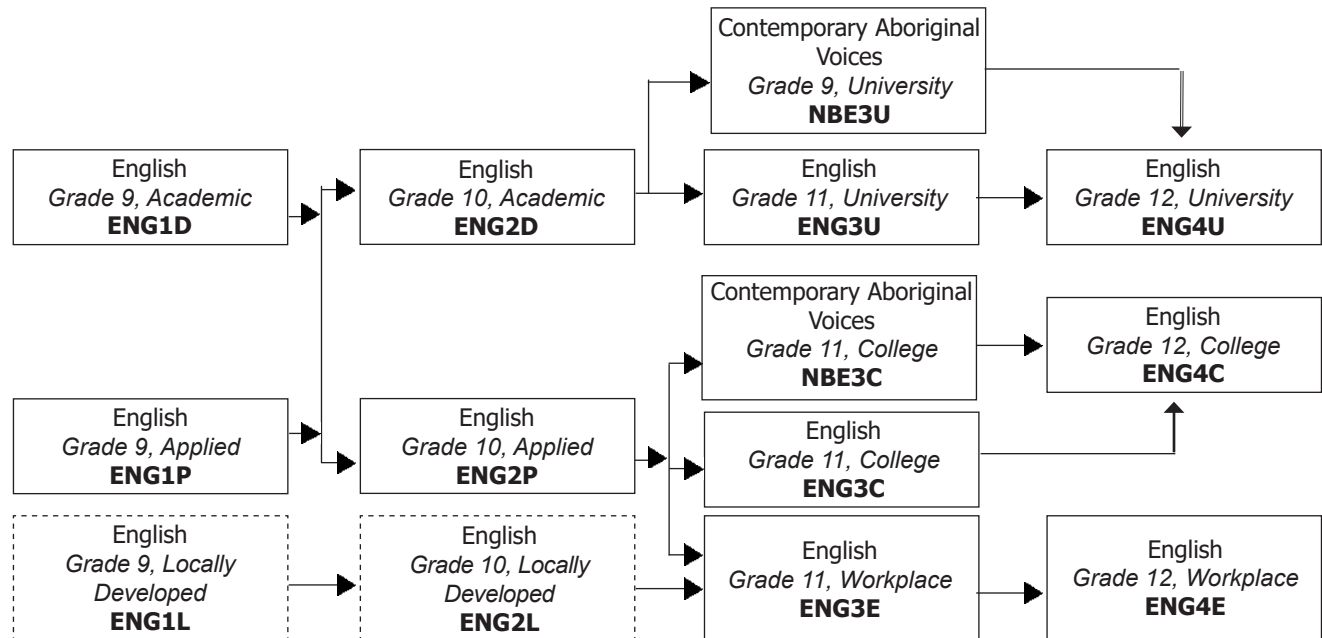
in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. Visit [www.oyapbhncdsb.ca](http://www.oyapbhncdsb.ca) for more information.

**Prerequisite: Subject Related Course is Preferred**

## Prerequisite Chart for English, Grades 9 to 12

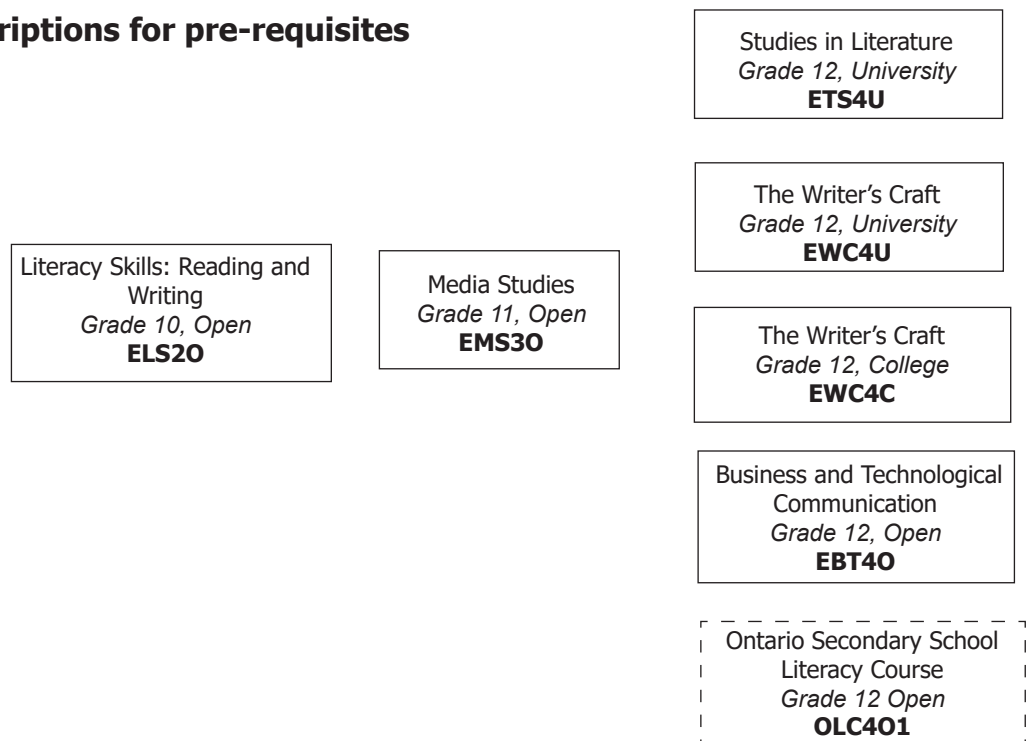
These charts map out all of the courses in the links between disciplines and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

### Compulsory Courses



### Optional Courses

See course descriptions for pre-requisites



## CAREER POSSIBILITIES FOR ENGLISH

### COLLEGE

television journalist  
producer  
editor  
writer  
book and magazine publisher  
court and tribunal agent

### UNIVERSITY

publisher  
journalist  
advertising  
editor  
public relations/communications  
copywriter  
political attache  
technical writer  
ESL teacher

### WORKPLACE

telemarketer  
sign language interpreter  
stenographer  
dispatcher  
postal clerk  
receptionist/information clerk  
telephone operator  
book and magazine publisher  
song writer

## ENGLISH

### ENG1D

#### English, Grade 9, Academic

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

**Prerequisite: None**

### ENG1P

#### English, Grade 9, Applied

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

**Prerequisite: None**

### ENG1L

#### English, Grade 9, Locally Developed Compulsory Credit Course

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 10 LDCC 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.

**Prerequisite: None**

### ENG2D

#### English, Grade 10, Academic

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

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

### ENG2P

#### English, Grade 10, Applied

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

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

### ENG2L

#### English, Grade 10, Locally Developed Compulsory Credit Course

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 on 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: Grade 9 English credit**

### ENG3U

#### English, Grade 11, University Preparation

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

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

**NBE3U****English: Contemporary Aboriginal Voices, Grade 11, University Preparation**

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

**ENG3C****English, Grade 11, College Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. **Prerequisite: English, Grade 10, Applied**

**NBE3C****English: Contemporary Aboriginal Voices, Grade 11, College Preparation**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays and analyze the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. **Prerequisite: English, Grade 10, Academic or Applied**

**ENG3E****English, Grade 11, Workplace Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. **Prerequisite: English, Grade 10, Applied**

**ENG4U****English, Grade 12, University Preparation**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. **Prerequisite: English, Grade 11, University Preparation**

**ENG4C****English, Grade 12, College Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. **Prerequisite: English, Grade 11, College Preparation**

**ENG4E****English, Grade 12, Workplace Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. **Prerequisite: English, Grade 11, Workplace Preparation**

**OPTIONAL COURSES****ELS20****Literacy Skills: Reading and Writing, Grade 10, Open**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies. **Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC course**

**EMS30****Media Studies, Grade 11, Open**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing. **Prerequisite: English, Grade 10, Academic or Applied**

**ETS4U****Studies in Literature, Grade 12, University Preparation**

This course is for students with a special

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

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

## **EWC4U**

### **The Writer's Craft, Grade 12, University Preparation**

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

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

## **EWC4C**

### **The Writer's Craft, Grade 12, College Preparation**

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

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

## **EBT4O**

### **Business and Technological Communication, Grade 12, Open**

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

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

## **OLC401**

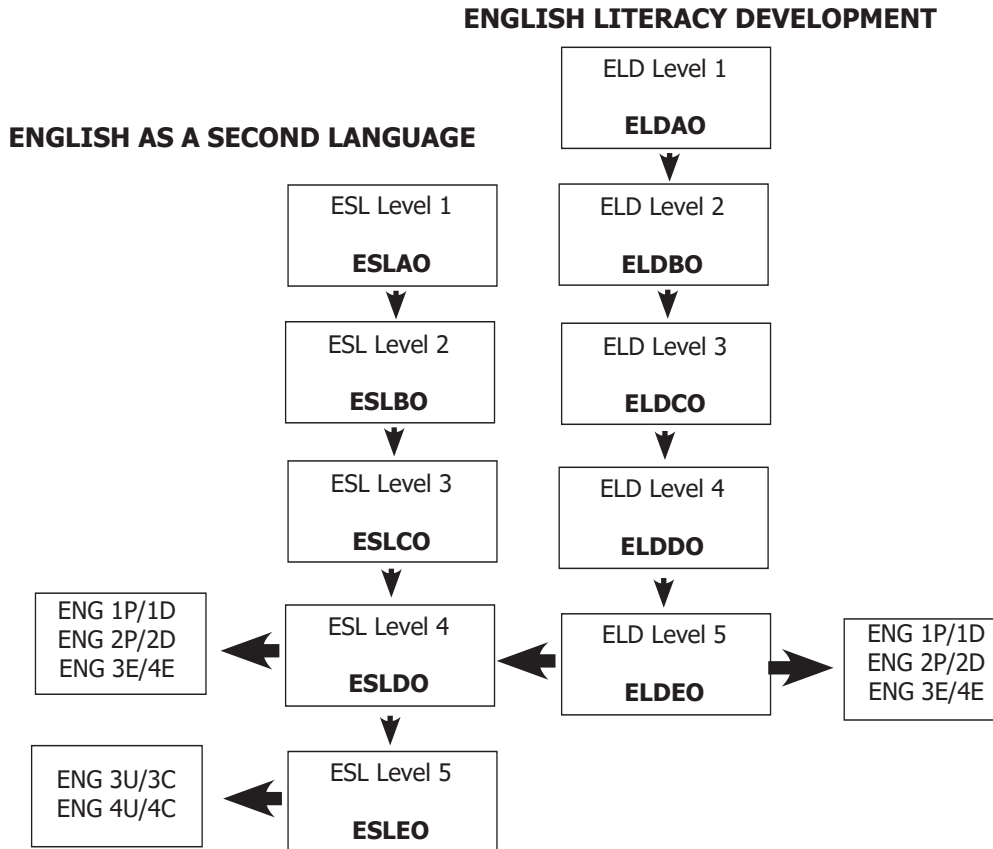
### **Grade 12, Ontario Secondary School Literacy Course**

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, 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 Requirement: The O.S.S.L.C. is a grade 12 credit and can be used to meet the literacy test requirements, the Grade 11 or 12 compulsory English credit, or the Group 1 additional compulsory requirement. In order to be eligible for the early admission to the literacy course:

- The principal must approve the decision.
- The student must be in Grade 11; or
- The parent(s)/guardian(s) or adult student must have provided written agreement.

## Pathways Chart to English for English as a Second Language and English Literacy Development, Grades 9 – 12

The chart below shows how most students may progress through their ESL and/or ELD courses and into main-stream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.



### ENGLISH AS A SECOND LANGUAGE

#### ESLAO

#### English as a Second Language, Level 1, Open

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

**Prerequisite:** None

#### ESLBO

#### English as a Second Language, Level 2, Open

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

**Prerequisite:** English as a Second Language, Level 1, or equivalent\*

#### ESLCO

#### English as a Second Language, Level 3, Open

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship and to a variety of current Canadian issues.

**Prerequisite:** English as a Second Language, Level 2, or equivalent\*

#### ESLDO

#### English as a Second Language, Level 4, Open

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

**Prerequisite:** English as a Second Language, Level 3, or equivalent\*

#### ESLEO

#### English as a Second Language, Level 5, Open

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic

tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts..

**Prerequisite: English as a Second Language, Level 4, or equivalent\***

\* **Note:** Equivalent may be an equivalent course of study completed in another province in Canada or in another country, or a proficiency level determined through initial assessment.

presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

### **ELDDO**

#### **English Literacy Development, Level 4, Open**

This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

### **ELDEO**

#### **English Literacy Development, Level 5, Open**

This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; and use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

## **ENGLISH LITERACY DEVELOPMENT**

### **ELDAO**

#### **English Literacy Development, Level 1, Open**

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

**Prerequisite: None**

### **ELDBO**

#### **English Literacy Development, Level 2, Open**

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills.

The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity

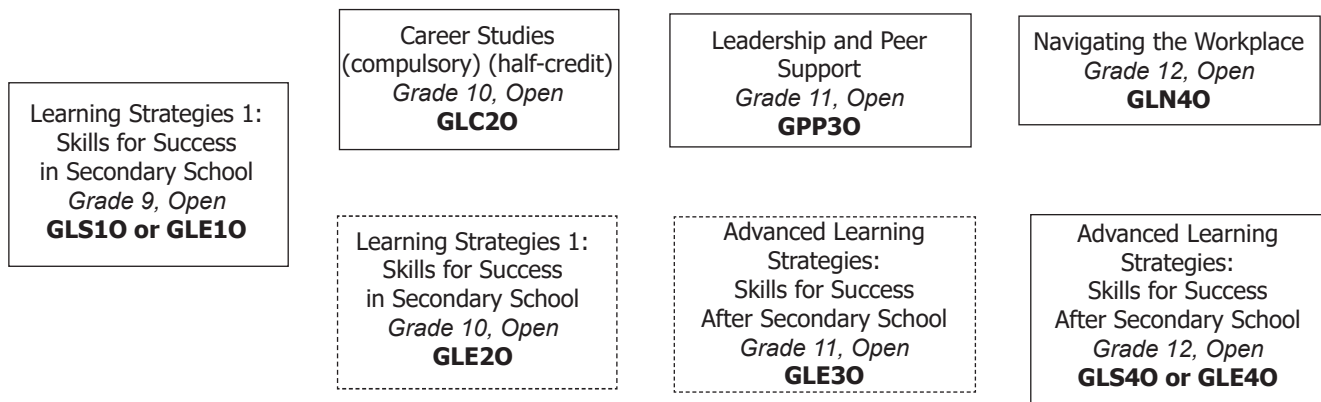
### **ELDCO**

#### **English Literacy Development, Level 3, Open**

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral



## Course Chart for Guidance and Career Education, Grades 9 – 12



### **GUIDANCE AND CAREER EDUCATION**

#### **GLS10/GLE10/GLE20**

##### **Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open**

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

**Prerequisite:** For *GLS10*, None; For *GLE10* and *GLE20* — Recommendation of principal

#### **GLC20**

##### **Career Studies, Grade 10, Open**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**Prerequisite:** None

#### **GLD20**

##### **Discovering the Workplace, Grade 10, Open**

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

**Prerequisite:** None

#### **GPP30**

##### **Leadership and Peer Support, Grade 11, Open**

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

**Prerequisite:** None

#### **GLS40/GLE40/GLE30**

##### **Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open**

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

**Prerequisite:** None. For *GLE40* and *GLE30* — Recommendation of principal

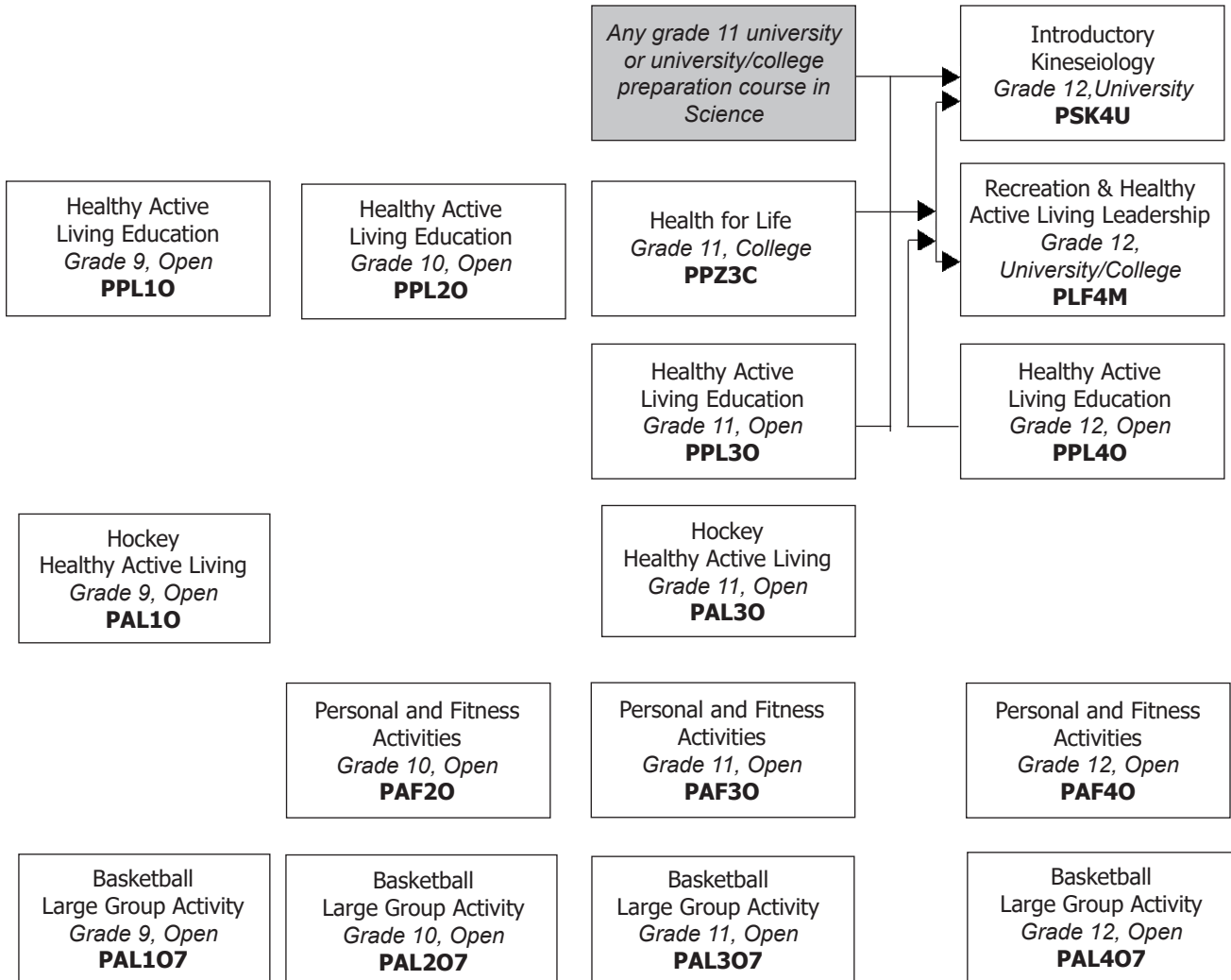
#### **GLN40**

##### **Navigating the Workplace, Grade 12, Open**

This course provides students with opportunities to develop the workplace skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their post-secondary destination.

**Prerequisite:** None

## Prerequisite Chart for Health and Physical Education, Grades 9 to 12



## CAREER POSSIBILITIES FOR HEALTH & PHYSICAL EDUCATION

### COLLEGE

recreation leisure programmer  
fitness and health promoter  
sport manager  
coach and sport developer  
massage therapist  
paramedic

### UNIVERSITY

recreation therapist  
physical education teacher  
athletic therapist  
fitness consultant/coach  
sport/health promoter  
sport psychologist  
rehabilitative programmer  
sport program manager  
kinesiologist  
facility operations manager  
chiropractor  
physiotherapist

### WORKPLACE

outdoor guide  
coach  
dance instructor  
circus performer  
ski instructor  
lifeguard  
personal trainer  
mail carrier  
model  
stunt person  
window washer



## HEALTH AND PHYSICAL EDUCATION

### PPL10

#### Healthy Active Living Education, Grade 9, Open

This course emphasizes regular participation in a variety of enjoyable physical activities 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.

**Prerequisite:** None

#### FOCUS COURSE

- Girls PPL10G

#### Healthy Active Living Education Large Group Activity (Coed), Grade 9, Open

This course focuses on the development of a personalized approach to healthy active living through participation in sport focused activities. Student learning will include the application of movement principles so as to refine skills to enhance personal competence in the specific sport. Students will develop and implement personal fitness and strength training plans that would benefit playing this sport. Students will examine issues related to healthy relationships, reproductive health, mental health and personal safety. Students will also be given the opportunity to enhance goal setting, decision making, social and interpersonal skills. Expectations will be met through the focus of individual and large group related activities.

**Prerequisite:** None

#### FOCUS COURSE

- Basketball PAL107
- Hockey PAL108
- Volleyball PAL109

### PAF20

#### Personal and Fitness Activities, Grade 10, Open

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to

practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, and personal safety. Improved physical fitness through aerobic and weight training is the main objective of this course.

**Prerequisite:** None

### PPL20

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

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

**Prerequisite:** None

### PAL20

#### Healthy Active Living Education Large Group Activity (Coed) - Grade 10, Open

This course focuses on the development of a personalized approach to healthy active living through participation in sport focused activities. Student learning will include the application of movement principles so as to refine skills to enhance personal competence in the specific sport. Students will develop and implement personal fitness and strength training plans that would benefit playing this sport. Students will examine issues related to healthy relationships, reproductive health, mental health and personal safety. Students will also be given the opportunity to enhance goal setting, decision making, social and interpersonal skills. Expectations will be met through the focus of individual and large group related activities.

**Prerequisite:** None

#### FOCUS COURSE

- Basketball PAL207
- Hockey PAL208
- Volleyball PAL209

### PPL30

#### Healthy Active Living Education, Grade 11, Open

This course focuses on the development of a healthy lifestyle and participation in a

variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal setting, decision making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**Prerequisite:** None

### PAL30

#### Healthy Active Living Education Large Group Activity (Coed) - Grade 11, Open

This course focuses on the development of a personalized approach to healthy active living through participation in sport focused activities. Student learning will include the application of movement principles so as to refine skills to enhance personal competence in the specific sport. Students will develop and implement personal fitness and strength training plans that would benefit playing this sport. Students will examine issues related to healthy relationships, reproductive health, mental health and personal safety. Students will also be given the opportunity to enhance goal setting, decision making, social and interpersonal skills. Expectations will be met through the focus of individual and large group related activities.

**Prerequisite:** PAL20

#### FOCUS COURSE

- Basketball PAL307
- Hockey PAL308
- Volleyball PAL309

### PAF301

#### Personal and Fitness Activities, Grade 11, Open

This course focuses on physical fitness and activities that promote lifelong healthy active living. Emphasis will be on personal fitness, and students will learn to set appropriate short and long term goals to design and implement a personal fitness program. Activities will involve weight training, circuit training, running, agility and flexibility exercises. Alternate fitness activities such as aquatics, kickboxing, Pilates, spinning, and skating may be explored. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**Prerequisite:** None

## PPZ3C

### Health for Life, Grade 11, College Preparation

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concepts of wellness, which addresses all aspects of well-being - physical, cognitive, emotional, spiritual, and social - and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion. Please note: There may be a course fee associated with this course.

**Prerequisite: None**

## EMPHASIS COURSES

These Courses will cover the same Ministry expectations as PPZ30. Students will also have the option of focusing their studies in:

- Weight Training PPZ3CB

## PPL40

### Healthy Active Living Education, Grade 12, Open

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

**Prerequisite: None**

## PLF4M

### Recreation and Healthy Active Living Leadership Grade 12, University/College Preparation

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living.

Students will also learn how to promote the benefits of healthy, active living through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

**Prerequisite: Any Health and Physical Education course**

## PSK4U

### Introductory Kinesiology, Grade 12, University Preparation

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

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

## PAF40

### Personal and Fitness Activities, Grade 12, Open

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

Please note: There may be a course fee associated with this course.

**Prerequisite: None**

## EMPHASIS COURSES

These Courses will cover the same Ministry expectations as PAF40. Students will also have the option of focusing their

studies in:

- Weight Training PAF40W

## PAL40

### Healthy Active Living Education Large Group Activity (Coed) - Grade 12, Open

This course focuses on the development of a personalized approach to healthy active living through participation in sport focused activities. Student learning will include the application of movement principles so as to refine skills to enhance personal competence in the specific sport. Students will develop and implement personal fitness and strength training plans that would benefit playing this sport. Students will examine issues related to healthy relationships, reproductive health, mental health and personal safety. Students will also be given the opportunity to enhance goal setting, decision making, social and interpersonal skills. Expectations will be met through the focus of individual and large group related activities.

**Prerequisite: PAL30**

## FOCUS COURSE

- Basketball PAL407
- Hockey PAL408
- Volleyball PAL409

# Interdisciplinary Studies

## INTERDISCIPLINARY STUDIES

### IDC30

#### Interdisciplinary Studies, Grade 11, Open

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

**Prerequisite:** For IDC30, none; for IDP30, the prerequisite for each of the courses in the package

### IDC301

#### Introduction to Design, Open

This course combines the expectations for Interdisciplinary Studies, Grade 11 Open with selected expectations from the following other courses: Visual Arts, Grade 11 Open; Construction Technology, Grade 11 Workplace Preparation, Technological Design, Grade 12 Workplace Preparation and University/ College Preparation.

This course focuses on the basic fundamentals of drafting, interior design and decorating, furniture and fashion design. This course is designed to teach the basics of drafting and design and will provide students with a combination of subject matter and activities to develop abilities necessary for integrating design principles into specified applications. They will acquire the communication skills needed to present their design solutions in the form of technical drawings, models, reports and displays. Students will have the opportunity to explore any area of design which appeals to them and build their own personal portfolio.

**Prerequisite:** None. **Highly Recommended:** AVI201, TCJ201 and/or TDJ201

### IDC301

#### Applied Journalism Grade 11, Open

This course combines the expectations for Interdisciplinary Studies, Grade 11

Open with selected expectations from two or more other courses (e.g., Media Arts, Grade 11 Open; The Enterprising Person, Grade 11, Open; Media Studies, Grade 11 Open; Communications Technology, Grade 11, Workplace Preparation). This course will help students create informative print, media, and electronic products for school and community audiences in diverse formats (e.g., yearbook entries, newspapers, radio and television broadcasts, photojournalism, web pages). Students will investigate sources of information and compare differing perspectives on key issues, developing both a sense of news and news judgement. They will also learn editorial conventions and practices, principles of print and web design, and management skills, and will explore legal and ethical uses of information that is made public, as well as journalism careers.

**Prerequisite:** None

### IDC40

#### Interdisciplinary Studies, Grade 12, Open

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

**Prerequisite:** For IDC40, none; for IDP40, the prerequisite for each of the courses in the package

### IDC401

#### Applied Design, Grade 12, Open

This course combines the expectations for Interdisciplinary Studies, Grade 12, Open with selected expectations from two or more other courses (e.g. Visual Arts, Grade 12 Workplace, Technical Design, Grade 12, Open) This course will help students apply the fundamentals of design to their particular field of interest which could include such examples as architecture, interior design, graphic design, fashion design and marketing. Using a variety of resources and materials, students will design, build, and solve design problems.

They will acquire the communication and technological skills needed to present their design solutions in the form of technical drawings, models, reports and displays. Students will also investigate career opportunities related to design and develop their own design portfolio.

**Prerequisite:** None. **Highly Recommended:** AVI201, TDJ201 or IDC301

### IDC4U/IDP4U

#### Interdisciplinary Studies, Grade 12, University Preparation

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

**Prerequisite:** For IDC4U, any university or university/college preparation course; for IDP4U, the prerequisite for each of the courses in the package

### IDC4UL

#### Peer Tutoring

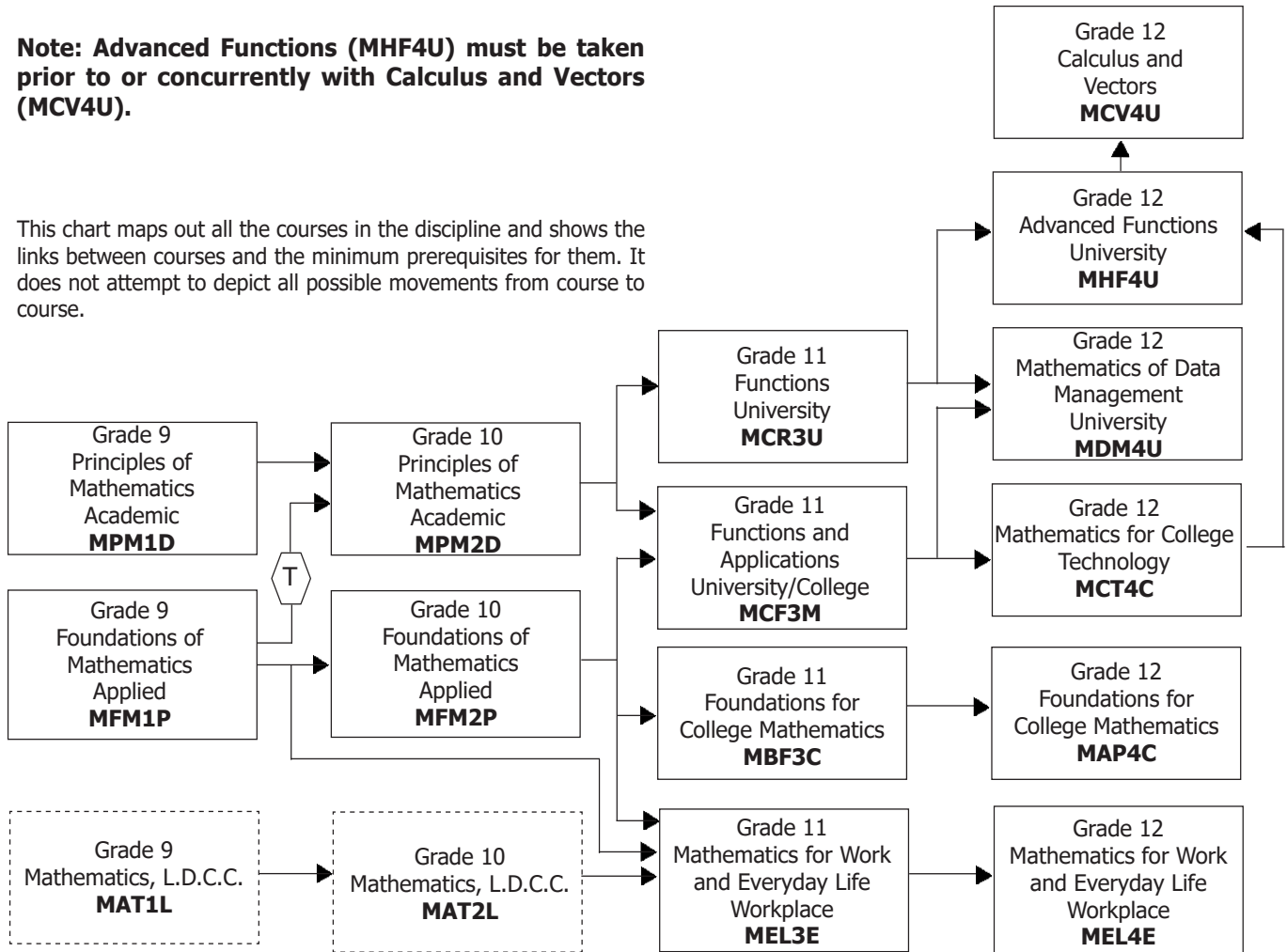
This course explores human relations, communication and behaviour; learning strategies and barriers; and personality and leadership styles that affect individuals in education, social and business settings. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research; and investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products and communicate new knowledge.

**Prerequisite:** Any university or university/college preparation course.

## Prerequisite Chart for Mathematics, Grades 9 to 12

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

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



T — Transfer Course — 0.5 credit  
 L.D.C.C. — Locally Developed Compulsory Credit Course  
 Offered through summer school

## CAREER POSSIBILITIES FOR MATHEMATICS

### APPRENTICESHIP

tool & die maker  
 general carpenter  
 cabinet maker  
 general machinist  
 industrial Mechanical Millwright  
 electrician (construction or industrial)  
 refrigeration and air conditioning mechanic

### COLLEGE

architectural assistant  
 senior draftsman  
 pilot  
 air traffic controller  
 avionics technician

### UNIVERSITY

mechanical/civil engineer  
 statistician/methodologist  
 math teacher  
 actuarial analyst  
 architect  
 aerospace engineer  
 accountant

### WORKPLACE

cashier  
 bank teller  
 bookkeeper  
 tile setter  
 building superintendent  
 flight attendant





## MATHEMATICS

### MPM1D

#### Principles of Mathematics, Grade 9, Academic

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships which they will then generalize as equations of lines and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through abstract reasoning is an important aspect of this course.

**Prerequisite: None**

### MFM1P

#### Foundations of Mathematics, Grade 9, Applied

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (Note: Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to take a transfer course.) Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

**Prerequisite: None**

### MAT1L

#### Mathematics, Grade 9, Locally Developed Compulsory Credit Course

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course. 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.

**Prerequisite: None**

### MPM2D

#### Principles of Mathematics, Grade 10, Academic

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

**Prerequisite: Mathematics, Grade 9, Academic, or Mathematics Grade 9, Applied AND Mathematics Transfer course, Grade 9, Applied to Academic**

### MFM2P

#### Foundations of Mathematics, Grade 10, Applied

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

figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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

### MAT2L

#### Mathematics, Grade 10, Locally Developed Compulsory Credit Course

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 Grade 11 Mathematics Workplace Preparation course. 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**

### MCR3U

#### Functions, Grade 11, University Preparation

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**

### MCF3M

#### Functions and Applications, Grade 11, University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students

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

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

### **MBF3C**

#### **Foundations for College Mathematics, Grade 11, College Preparation**

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

### **MEL3E**

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

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

**Prerequisite:** *Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a Ministry-approved locally developed Grade 10 Mathematics course.*

### **MCV4U**

#### **Calculus and Vectors, Grade 12, University Preparation**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, 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.*

**Note:** *The new Advanced Functions course must be taken prior to or concurrently with MCV4U.*

### **MHF4U**

#### **Advanced Functions, Grade 12, University Preparation**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; 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*

### **MDM4U**

#### **Mathematics of Data Management, Grade 12, University Preparation**

This course broadens students' understanding of mathematics as it

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

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

### **MCT4C**

#### **Mathematics for College Technology, Grade 12, College Preparation**

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

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

### **MAP4C**

#### **Foundations for College Mathematics, Grade 12, College Preparation**

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

## **MEL4E**

### **Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, 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***

## **MPM1H**

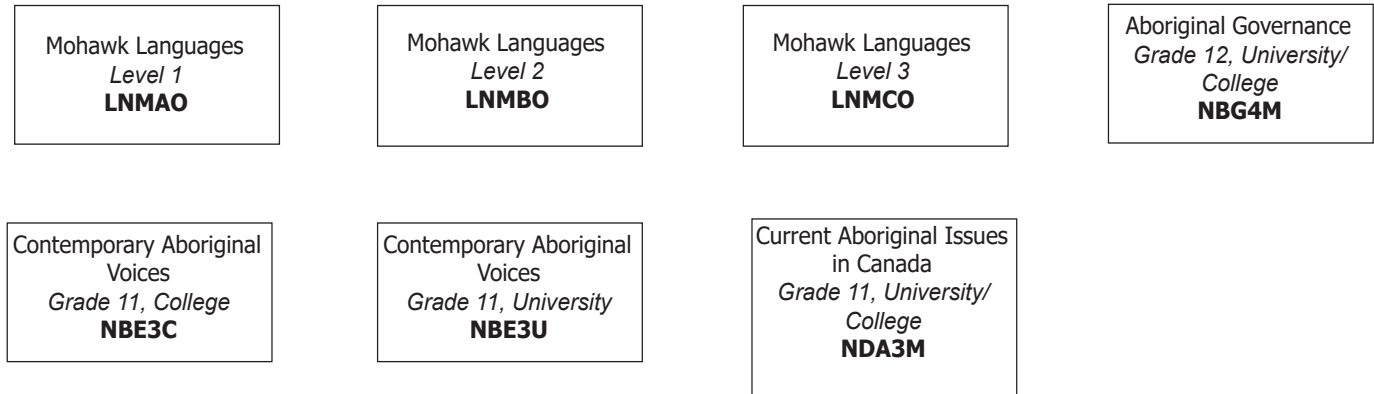
### **Mathematics Transfer Course, Grade 9, Applied to Academic**

This transfer course will provide students who have successfully completed Foundations of Mathematics, Grade 9, Applied with an opportunity to achieve the expectations not covered in that course but included in Principles of Mathematics, Grade 9, Academic. On successful completion of this transfer course, students may proceed to Principles of Mathematics, Grade 10, Academic (MPM2D). This transfer course focuses on developing number sense and algebra, linear relations, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

***Prerequisite: Foundations of Mathematics, Grade 9, Applied (MFM1P) Credit Value: 0.5***

## Prerequisite Chart for Native Studies, Grades 9 to 12

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



### NATIVE STUDIES

#### LNMAO

##### Mohawk Languages, Level 1

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course-related activities.

**Prerequisite:** None

#### LNMBO

##### Mohawk Languages, Level 2

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed NL1, or demonstrates the required proficiency.

**Prerequisite:** LNMAO - Mohawk Language Level 1

#### LNMCO

##### Mohawk Languages, Level 3, Open Grade 11

This course will provide students an opportunity to expand their knowledge of Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of a Native language. This course is open to students who have successfully completed NL2 or who can demonstrate the required proficiency.

**Prerequisite:** LNMBO - Mohawk Language Level 2

#### NBE3C

##### English: Contemporary Aboriginal Voices, Grade 11, College Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and

audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

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

#### NBE3U

##### English: Contemporary Aboriginal Voices, Grade 11, University Preparation

This course focuses on themes, forms, and stylistic elements of a range of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will analyze changes in use of text forms by Aboriginal authors over time periods and within cultures when expressing themes of identity, relationships, and sovereignty in the 21st century. Students will create oral, written, and media texts to explore their own ideas and understanding focusing on the development of literacy, communication, 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 university preparation course.

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

#### NDA3M

##### Current Aboriginal Issues In Canada, Grade 11, University/College Preparation

This course focuses on existing and emerging issues of national and regional

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

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

## **NDG4M**

### **Aboriginal Governance Grade 12, University/College Preparation**

This course explores aspects of First Nations, Metis, and Inuit governance in Canada as well as laws, policies, and judicial decisions that have affected and continue to affect the lives of Indigenous people in this country. Students will investigate historical and contemporary relations between First Nations, Metis, and Inuit communities and colonial, federal and provincial/territorial governments and will develop their understanding of Indigenous rights in Canada. Students will examine how traditional values and cultural practices inform models of Indigenous governance and leadership as they explore strategies being used to revitalize and strengthen First Nations, Metis, and Inuit sovereignty, selfgovernance, and self-determination in Canada.

Religious Education  
Discipleship and Culture  
Grade 9, Open  
**HRE10**

Religious Education  
Christ & Culture  
Grade 10, Open  
**HRE20**

World Religions and Belief  
Traditions: Perspectives,  
Issues, and Challenges  
Grade 11, University/College  
**HRT3M**

Religious Education  
Church & Culture  
Grade 12, University/College  
**HRE4M**

World Religions and Belief  
Traditions in Daily Life  
Grade 11, Open  
**HRF30**

Religious Education  
Church & Culture  
Grade 12, Open  
**HRE40**

## CAREER POSSIBILITIES FOR RELIGIOUS STUDIES

### COLLEGE

family counsellor  
grief counsellor  
early childhood educator  
developmental service worker

### UNIVERSITY

diplomat  
social affairs  
psychologist  
gerontologist  
educator  
bioethicist  
clergy  
human rights officer

### WORKPLACE

activist  
volunteer  
foster parent  
diocesan employee  
missionary



The primary goal of Catholic education is to educate for life and to facilitate young people to become discerning believers who demonstrate a Catholic conscience and commitment. In the social sciences and the humanities students examine the ways in which human existence, structures and understandings have developed and changed over time. These studies help one to understand their value as children of God.

|       |  |
|-------|--|
| HRE1O | Religious Education - Discipleship and Culture |
| HRE2O | Religious Education - Christ & Culture         |
| HRF3O | World Religions Beliefs and Daily Life         |
| HRT3M | Religious Education - Faith & Culture          |
| HRE4O | Church and Culture                             |
| HRE4M | Church and Culture                             |

## RELIGIOUS STUDIES

### **HRE1O** **Religious Education** **Discipleship and Culture, Grade 9,** **Open**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

### **HRE2O** **Christ and Culture, Grade 10, Open**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice prayer

and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

*Prerequisite: NONE.*

### **HRF3O** **World Religions and Beliefs** **Traditions in Daily Life, Grade 11,** **Open**

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

*Prerequisite: NONE.*

### **HRT3M** **World Religions and Belief** **Traditions: Perspectives, Issues,** **and Challenges, Grade 11, College/** **University**

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research

and inquiry skills related to the study of human expressions of belief.

*Prerequisite: NONE.*

### **HRE4O** **Church and Culture, Grade 12, Open**

The course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through the examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e. Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of every day human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

*Prerequisite: NONE.*

### **HRE4M** **Church and Culture** **Grade 12, University/College** **Preparation**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

**Prerequisite:** *HRE3M or any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.*

## **HZT4U**

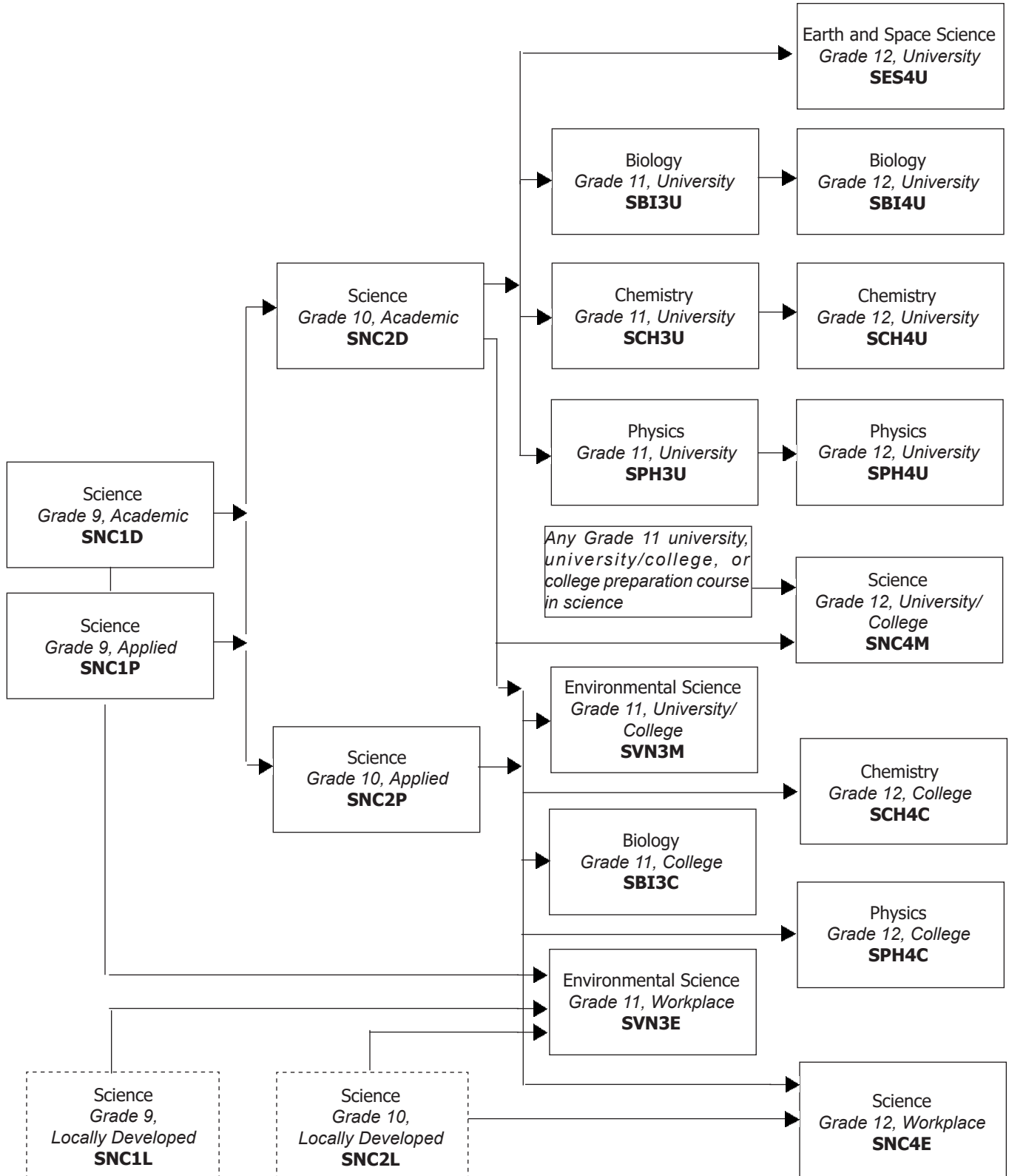
### **Philosophy: Questions and Theories, Grade 12, University Preparation**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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



## Prerequisite Chart for Science, Grades 9 to 12



## CAREER POSSIBILITIES FOR SCIENCE

### APPRENTICESHIP

horticulturist  
 swine herds person  
 dairy herds person  
 horse groomer  
 industrial mechanical millwright  
 tool and die maker  
 general machinist  
 electrician (construction or industrial)  
 welder

### COLLEGE

science laboratory technician  
 paramedic  
 personal support worker  
 pharmacy technician  
 respiratory therapist  
 practical nurse  
 medical radiation technologist  
 dental hygienist/assistant  
 firefighter  
 massage therapy

### UNIVERSITY

forensic scientist  
 industrial and environmental consultant  
 quality control inspector  
 DNA diagnostics  
 pharmacist  
 physiotherapist  
 geriatrics  
 nursing  
 immunologist  
 midwifery  
 diagnostic medical sonographer  
 dietician  
 dentist/denturist  
 veterinarian  
 speech therapist  
 optometrist  
 winery consultant  
 viticulture researcher

### WORKPLACE

horse groomer  
 forester  
 pest controller  
 animal breeder/trainer  
 beekeeper  
 butcher  
 farmer  
 storm chaser



## SCIENCE

### SNC1D

#### Science, Grade 9, Academic

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Prerequisite:** None

### SNC1P

#### Science, Grade 9, Applied

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

**Prerequisite:** None

### SNC1L

#### Science, Grade 9, Locally Developed Compulsory Credit Course

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills

in reading, writing, and oral language through relevant and practical science activities.

**Prerequisite:** None

### SNC2D

#### Science, Grade 10, Academic

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

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

### SNC2P

#### Science, Grade 10, Applied

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

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

### SNC2L

#### Science, Grade 10, Locally Developed Compulsory Credit Course

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and

complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

**Prerequisite:** None

### SNC4M

#### Science, Grade 12, University/College Preparation

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

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

### SNC4E

#### Science, Grade 12, Workplace Preparation

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

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

### SES4U

#### Earth and Space Science, Grade 12, University

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of the forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth,

its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence

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

## BIOLOGY

### SBI3U

#### **Biology, Grade 11, University Preparation**

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

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

### SBI3C

#### **Biology, Grade 11, College Preparation**

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

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

### SBI4U

#### **Biology, Grade 12, University Preparation**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and

population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

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

## CHEMISTRY

### SCH3U

#### **Chemistry, Grade 11, University Preparation**

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

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

### SCH4U

#### **Chemistry, Grade 12, University Preparation**

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

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

### SCH4C

#### **Chemistry, Grade 12, College Preparation**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data

collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

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

## ENVIRONMENTAL SCIENCE

### SVN3M

#### **Environmental Science, Grade 11, University/College Preparation**

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

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

### SVN3E1

#### **Environmental Science, Grade 11, Workplace Preparation**

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

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

## PHYSICS

### SPH3U

#### **Physics, Grade 11, University Preparation**

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

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

### SPH4U

#### **Physics, Grade 12, University Preparation**

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

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

### SPH4C

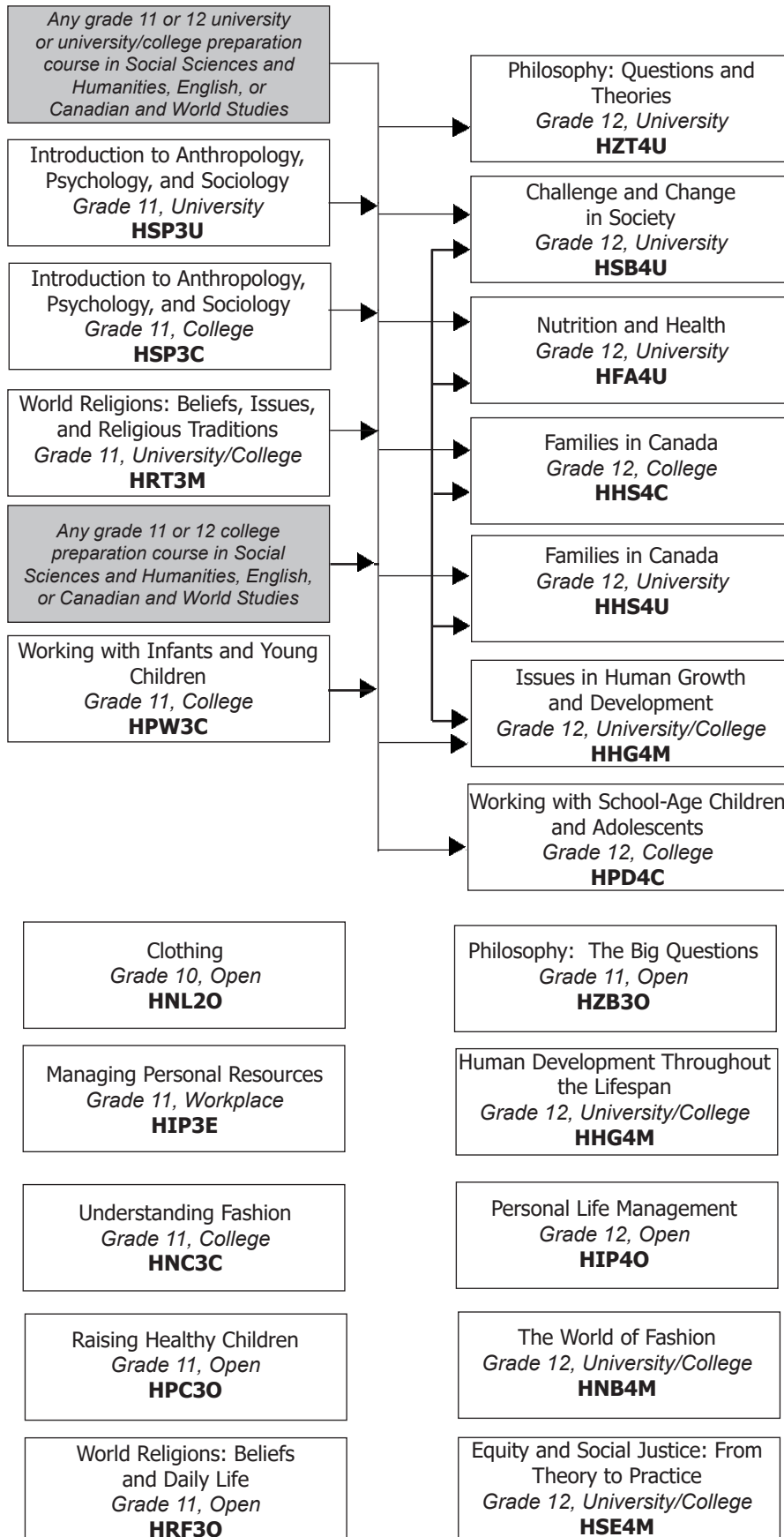
#### **Physics, Grade 12, College Preparation**

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

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

# Social Sciences and Humanities

## Prerequisite Chart for Social Sciences and Humanities, Grades 9 to 12



## CAREER POSSIBILITIES FOR SOCIAL SCIENCES & HUMANITIES

### APPRENTICESHIP

early childhood education  
child and youth worker  
educational assistant  
cook  
baker  
hair stylist

### COLLEGE

child and youth worker  
early childhood educator  
resource consultant  
social service worker  
educational assistant  
crisis interventionist  
developmental services worker  
chef  
aesthetician  
hotel and restaurant administration

### UNIVERSITY

diplomat  
social affairs  
international relations and aid  
childcare policy analyst  
adoption services manager  
psychologist  
family counsellor  
gerontologist  
residential counsellor  
behavioural analyst  
rehabilitation advisor  
naturopath

### WORKPLACE

childcare  
food preparation  
tailor/dressmaker  
activist  
homemaker  
volunteer  
foster parent

## FAMILY STUDIES

### HHG4M

#### **Human Development Throughout the Lifespan, Grade 12, University/College Preparation**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

### HPW3C

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

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

**Prerequisite:** None

### HIP4O

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

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while

investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

**Prerequisite:** None

### HIP3E

#### **Managing Personal Resources, Grade 11, Workplace Preparation**

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources including talent, money, and time, to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management.

**Prerequisite:** None

### HNC3C

#### **Understanding Fashion, Grade 11, College Preparation**

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

**Prerequisite:** None

### HPC3O

#### **Raising Healthy Children, Grade 11, Open**

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

**Prerequisite:** None

### HFA4U

#### **Nutrition and Health, Grade 12, University Preparation**

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

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

### HHS4C

#### **Individuals and Families in a Diverse Society, Grade 12, College Preparation**

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

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

### HHS4U

#### **Individuals and Families in a Diverse Society, Grade 12, University Preparation**

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

policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

## HNL20

### Clothing, Grade 10, Open

This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.

**Prerequisite:** None

## HNB4M

### The World of Fashion, Grade 12, University/College Preparation

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

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

## HPD4C

### Working with School-Age Children and Adolescents, Grade 12, College Preparation

This course prepares students for occupations involving school-age

children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

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

## GENERAL SOCIAL SCIENCE

### HSP3U

#### Introduction to Anthropology, Psychology, and Sociology, Grade 11, University

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

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

### HSP3C

#### Introduction to Anthropology, Psychology, and Sociology, Grade 11, College

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

**Prerequisite:** None

### HSB4U

#### Challenge and Change in Society, Grade 12, University Preparation

This course focuses on the use of social science theories, perspectives, and

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

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

## HSE4M

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

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

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

## PHILOSOPHY

### HZB3M

#### Philosophy: The Big Questions, Grade 11, University/College Preparation

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 response to them.



# Social Sciences and Humanities

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.

**Prerequisite: None**

## **HZT4U**

### **Philosophy: Questions and Theories, Grade 12, University Preparation**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

## **WORLD RELIGIONS**

### **HRT3M**

#### **World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation**

This course enables students to discover what others believe and how they live and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

**Prerequisite: None**

### **HRF30**

#### **World Religions: Beliefs and Daily Life, Grade 11, Open**

This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and

practices. The course also helps students to develop skills used in researching and investigating topics related to world religions.

**Prerequisite: None**

**SPECIAL EDUCATION DEPARTMENT: ALTERNATIVE PROGRAMS AND COURSES**

The Special Education Department offers three specific alternative programs at the secondary level for identified students who require intensive teacher and educational assistant support. These programs are designed to prepare students for life after secondary school; independent living, supported living, employment settings, or post-secondary programs. These alternative programs offer courses that are non-credit in nature with an emphasis on promoting skill development according to the students' Individual Education Plan (IEP). Alternative courses are identified at secondary school using the "K" course code and title, in accordance with the Ministry of Education.

Alternative "K" courses and titles in alternative programs at secondary schools:

**KEN****Language and Communication Development**

This course focuses on developing functional communication, language and literacy skills. Students will develop skills required for functional communication through tasks aimed at enhancing expressive (oral or the use of augmentative systems) and receptive language skills. Functional literacy competencies are encouraged through reading and writing tasks. Computers and software programs compliment this course and further support individual skill development.

**KMM****Numeracy and Numbers**

This course focuses on exploring and investigating functional numeracy competencies through experiential, hands-on learning opportunities. Math concepts emphasized in this course are those most important for independent/supportive living and the workplace such as: understanding numbers and counting, sorting, computations (addition, subtraction and multiplication), measurement, time, money, using a calendar/daily planner for everyday situations, mass/volume, and temperature. Students learn the functions of tools, such as calculators, to make math concepts more efficient. Computers and software programs compliment this course and further support individual skill development.

**KBB****Money Management and Personal Banking**

This course introduces basic money skills within the home/workplace, money management skills, and personal banking systems. Students learn how to budget money by creating and following a simple budget plan for basic necessities (food, rent, bills) and entertainment needs. Students will learn how to be smart consumers by distinguishing between "wants" and "needs" and by understanding prices

and taxes. This course emphasizes ways students can manage their money through a chequing/savings account and how to deposit and withdrawal money from their account or automatic banking machine. Students learn to be responsible citizens by keeping personal banking information to themselves and understanding the benefits and cons of using debit cards and credit cards.

**KAL****Creative Arts for Enjoyment and Expression: Visual Arts/Music/Drama/Dance/Technological Studies**

Creative Arts for Enjoyment and Expression is offered as five distinct courses: Visual Arts, Music, Drama, Dance, and Tech. Each course focuses on the development of basic knowledge, techniques, and a personal appreciation in the area of creative arts. In addition, students further develop communication skills, social skills, advocacy, and risk-taking as they participate individually and collaboratively with peers. These courses encourage students to identify their strengths, needs, preferences and interests through a variety of activities.

**KGL****Personal Life Skills**

This course focuses on building skills and competencies required for supported or independent daily living and encourages a level of independence that is individual for each student. Components of this course may include: awareness of good nutrition using Canada's Food Guide, meal planning and preparation, safe food handling, basic housekeeping skills, household safety, creating personal goals, problem solving techniques, and skills required for a number of relationships (e.g., friendships, work related).

**KPH****Choice Making for Healthy Living: Religion**

The religious dimension of learning is a distinctive feature in Catholic secondary schools. Religious Education plays a vital role in enabling our young people to learn the knowledge, attitudes, and skills necessary to be Catholic citizens. This course offers students the opportunity to explore their faith by examining themes that are developmentally appropriate and of interest. Students may explore religious themes through music, crafts, games and storytelling as well as research and presentations.

**KHD****Social Skills Development**

This course is vital for teaching students the essential skills necessary for building and maintaining healthy relationships and friendships in the home, school, and community. In addition, students will be given the opportunity to learn and explore more about their own unique strengths and needs that can lead to an increase in self-esteem, self-awareness and goal setting skills. Embedded throughout this course is the importance of building self-advocacy skills through encouragement of active participation in decisions affecting their everyday lives. Social skill development is enhanced through the use of games, drama, and practical real-life situations.

**KGW****Exploring the World of Work**

This course involves the awareness and development of skills for those students whose post-secondary goal is to seek employment in the community. Students may create an employment portfolio that

contains a personal resume and letter of application. Students learn a number of job search techniques and how to prepare for a job interview through mock interviews with peers and teachers. Students learn characteristics of a good employee such as professionalism, personal hygiene, punctuality, problem solving, and communication skills. This course allows students to examine a number of different positions in their community to determine job compatibility based on their strengths and needs. Students will learn their rights as employees and safety standards in the workplace.

## **KHI** **Culinary Skills**

In this course, students will learn how to cook and bake safely in the kitchen. This course teaches skills necessary for food preparation and nutritional meal planning as outlined in Canada's Food Guide. Students will have an opportunity to prepare grocery lists and follow recipes to make snacks and meals. Students learn kitchen safety and cleanliness by demonstrating proper usage of knives and appliances, correct food storage and handling, and personal hygiene practices before and during food preparation.

## **KPF** **Personal Health and Fitness**

This course emphasizes sportsmanship, cooperation, and setting personal fitness goals through a variety of individual and group physical activities. Students learn the importance of being physically active for their overall health and well-being. All activities are adapted for each individual student based on their developmental and physical abilities to ensure full participation and membership.

## **KPP** **Self Help and Self Care**

This course is designed to enhance students' individual level of independence for the development of skills necessary for supported or independent living. Some topics covered are: personal grooming and hygiene, wardrobe selection and clothing care, care of nails and skin, nutrition, safety practices, physical and mental health, house

management skills, self-confidence and problem solving, and advocacy skills. Students learn these skills through practical, hands on learning opportunities.

## **KCW** **Exploring Our World: Geography**

This course introduces students to geographic features and current events happening in their neighborhood, city, province, country and around the world. Features of this course include: travel, tourism, mapping, culture, impactful people, weather and climate. Students explore and investigate geographic concepts through various sources of media, discussion, and experiential, hands-on learning opportunities.

## **KCW** **Exploring Our World: Science**

This course encourages students to question, predict, communicate, and think critically as they explore and investigate many science concepts. Some topics covered in this course may include: cells, human body systems, eco systems, plant growth, lab safety, science experiments, the scientific method, weather systems, and electrical and chemical safety in the home and work place. This course allows students to work individually and cooperatively with peers using a hands-on approach to science.

## **KSN** **Exploring Our Environment**

This course introduces environmental issues and identifies a number of different ways students can play a part in protecting the environment. Some topics covered are: recycling, energy conservation, plant life, animals and their natural habitat, food security, water, pollution, green gardening, weather and climate change. Students will be encouraged to demonstrate advocacy skills through environmental issues that interest them.

## **KNA** **First Canadians: History**

This course offers students the opportunity to understand Canadian heritage and culture by examining significant historical and present people and events locally, provincially, and nationally. Students learn more about Canada by examining the

levels of government (federal, provincial and local), elections, and indigenous people. Students learn more about themselves by examining their own family roots and background. This course is enhanced through the use of discussion, research, various sources of media, and hands on projects.

## **KCC** **Transit Training and Community Exploration**

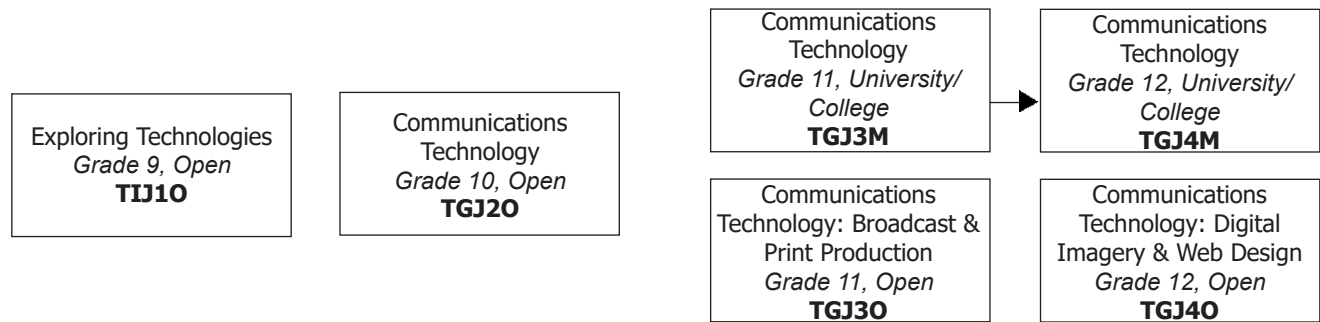
This course encourages the development of skills related to transportation, knowledge of the community, and public safety. Students may learn traffic safety by recognizing traffic signs and symbols as a pedestrian, passenger in a car, and while riding a bicycle. Students may participate and learn public transit (bus training) to navigate their community with increasing confidence and independence. Students may learn more about their community and the services it provides through research projects, field trips, and other experiential learning opportunities. For example, grocery stores, library, banks, hospitals, and recreation facilities.

## **KTT** **Computer Studies: Technology**

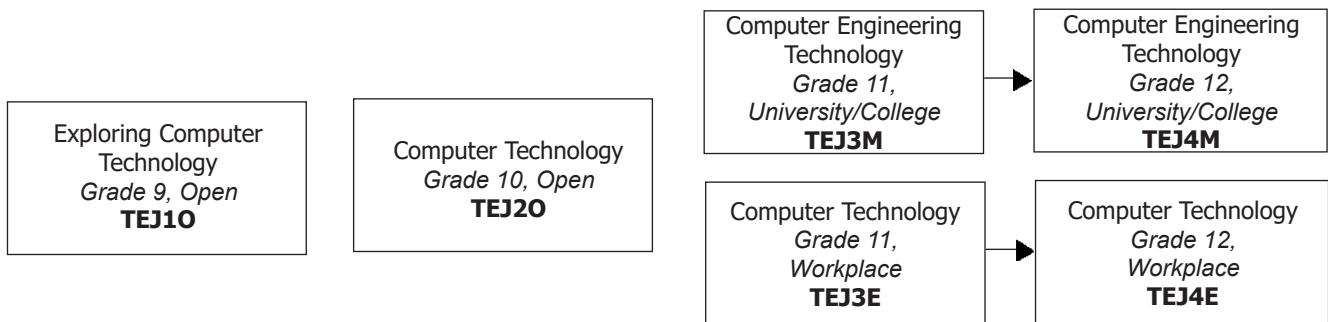
This course encourages the individual development of independent computer skills. Some topics covered may include: keyboarding, distinguishing between icons, searching topics, and perform simple trouble shooting routines. Students will be introduced to the various functions of computers and different software to design and develop products, complete projects, and strengthen writing skills. Students will learn tips for internet safety.

## Prerequisite Charts for Technological Education, Grades 9 to 12

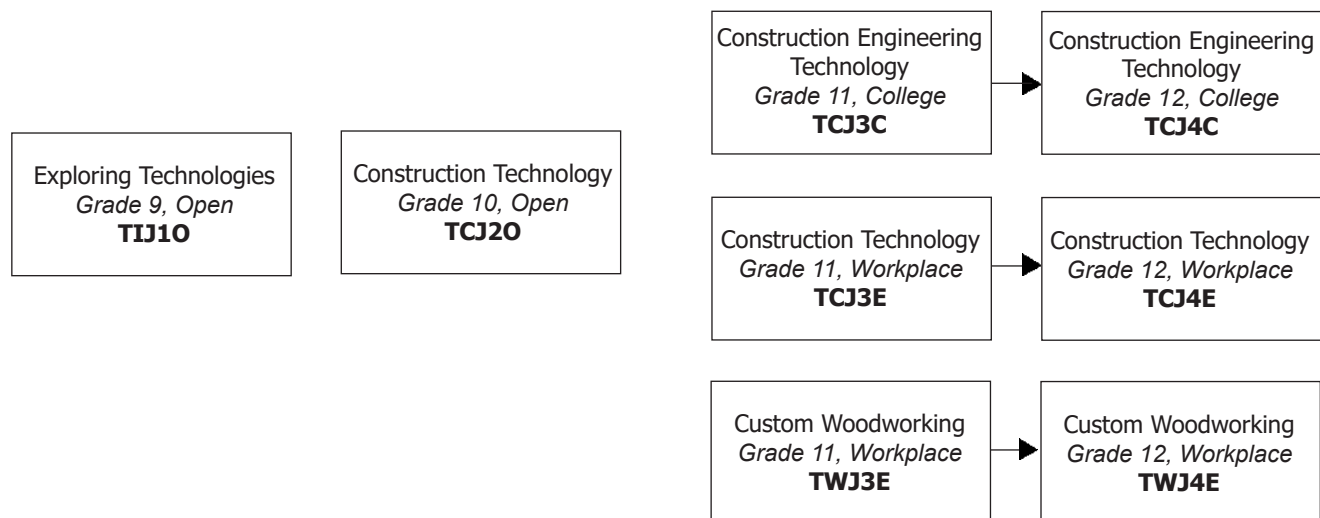
### Communications Technology



### Computer Technology



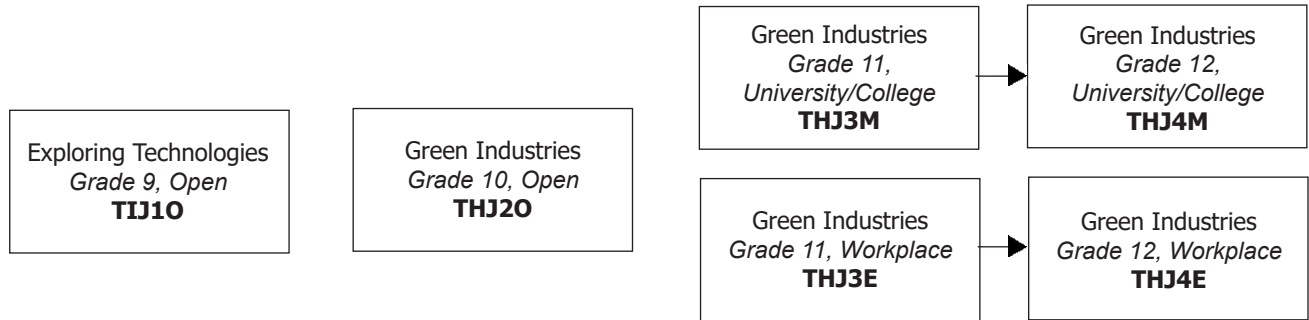
### Construction Technology



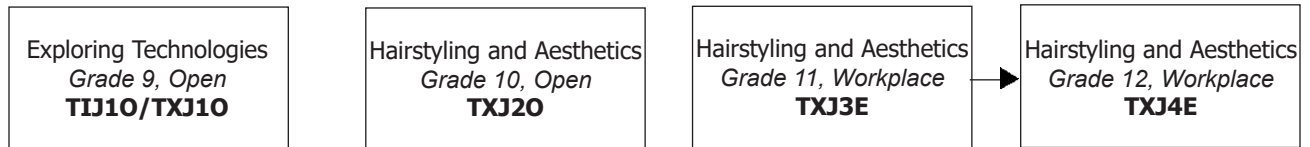
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# Technological Education

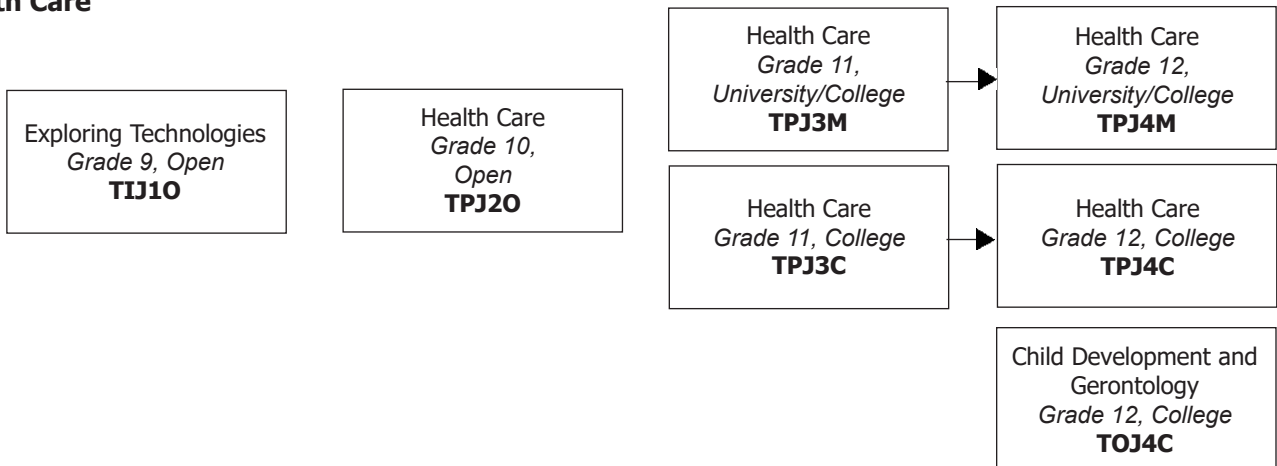
## Green Industries



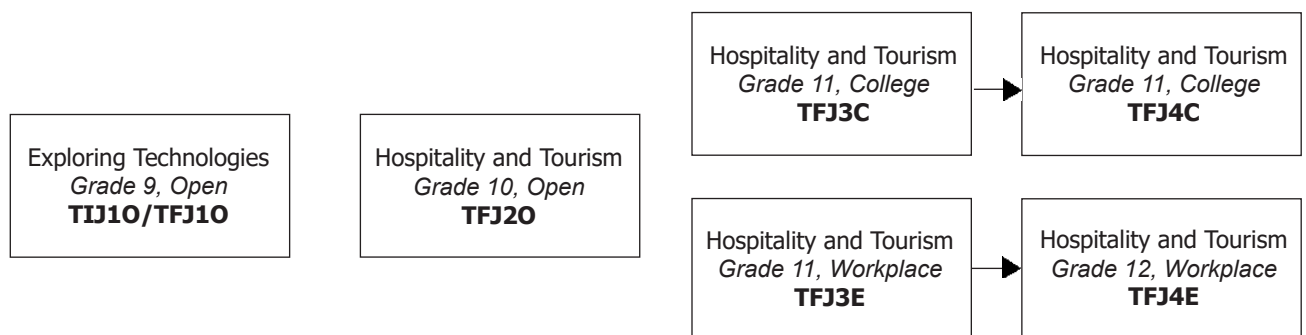
## Hairstyling and Aesthetics



## Health Care

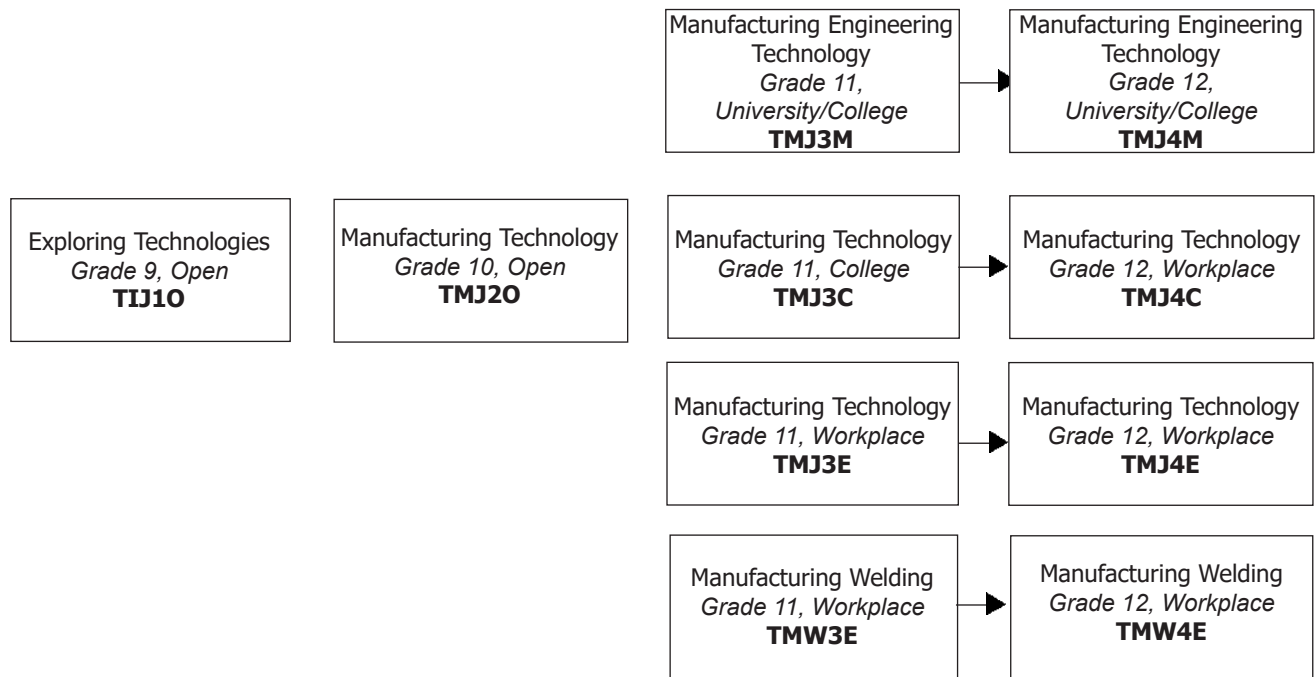


## Hospitality and Tourism

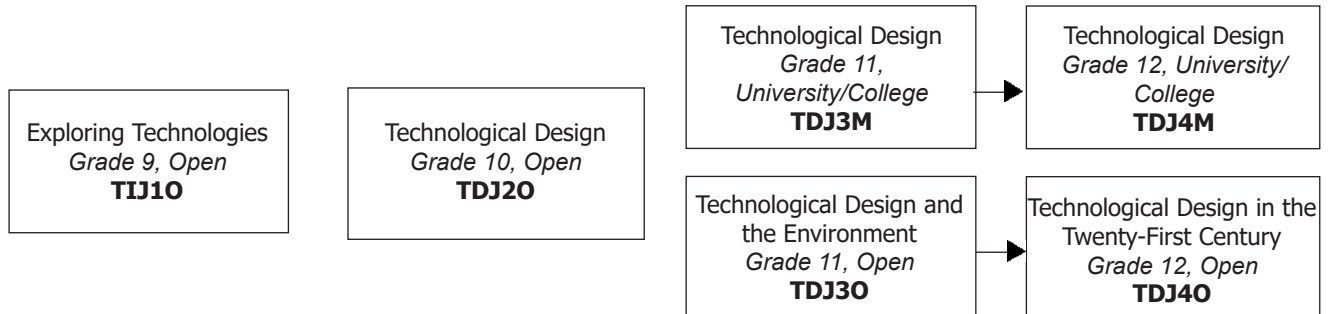


**\*EMPHASIS COURSES OFFERED. PLEASE CHECK COURSE DESCRIPTION SECTION.**

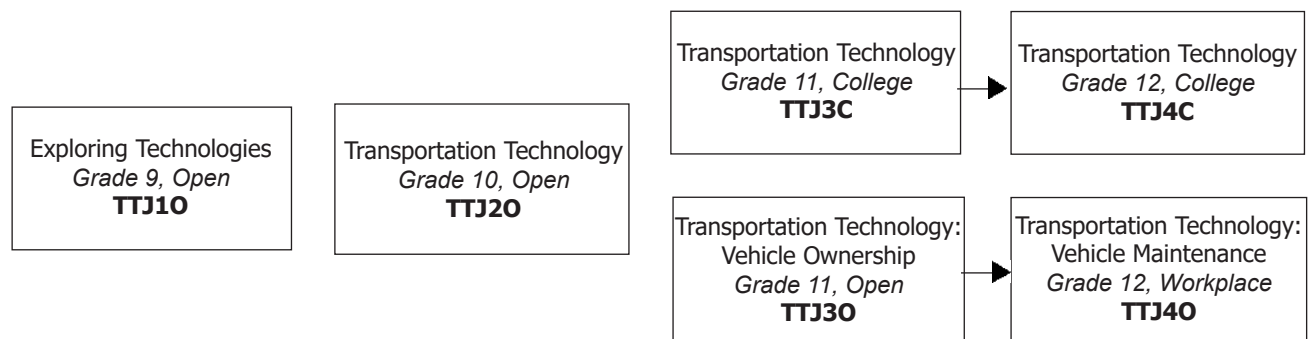
## Manufacturing Technology



## Technological Design



## Transportation Technology



**\*EMPHASIS COURSES OFFERED. PLEASE CHECK COURSE DESCRIPTION SECTION .**

## CAREER POSSIBILITIES FOR CONSTRUCTION TECHNOLOGY

### APPRENTICESHIP

drywall finisher and plasterer  
painter and decorator  
toofer  
brick and stone mason  
electrician construction or industrial  
general carpenter

### COLLEGE

construction engineering technician  
electrical engineering technician  
gas and oil burner technician

### UNIVERSITY

architect  
civil engineer

### WORKPLACE

labourer  
heavy equipment operator  
drywaller  
custodian  
road construction  
maintenance worker  
floor covering installer  
bricklayer

## CAREER POSSIBILITIES FOR TECHNOLOGICAL DESIGN

### APPRENTICESHIP

cabinet maker  
carpentry/framing and finish  
auto mechanic  
tool and die machinist  
millwright  
pattern maker  
welder  
CNC programming

### COLLEGE

aviation engineer designer  
mechanical draftsperson  
landscape designer  
Web designer  
fashion designer  
stage designer

### UNIVERSITY

aerospace engineer  
structural engineer  
mining engineer  
graphic designer  
interior designer  
forest engineer  
environmental engineer  
civil engineer  
mechanical engineer



## COMMUNICATIONS TECHNOLOGY

### TIJ10

#### Exploring Technologies, Grade 9, Open

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

**Prerequisite:** None

### TGJ20

#### Communications Technology, Grade 10, Open

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

**Prerequisite:** None

### TGJ3M

#### Communications Technology, Grade 11, University/College Preparation

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications;

photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None

### EMPHASIS COURSES

These Courses will cover the same Ministry expectations as TGJ3M. Students will also have the option of focusing their studies in:

- Interactive New Media and Animation TGI3M
- TV, Video and Movie Production TGV3M
- Communications Technology: Print and Graphic Communications

### TGJ30

#### Communications Technology: Broadcast and Print Production, Grade 11, Open

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

**Prerequisite:** None

### TGJ4M

#### Communications Technology, Grade 12, University/College Preparation

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

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

### EMPHASIS COURSES

These Courses will cover the same Ministry expectations as TGJ4M. Students will also have the option of focusing their studies in:

- Communications Technology: Interactive New Media and Animation TGI4M
- TV, Video and Movie Production (Broadcast Journalism) TGV4M

### TGJ40

#### Communications Technology: Digital Imagery and Web Design, Grade 12, Open

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

**Prerequisite:** None

## COMPUTER TECHNOLOGY

### TEJ10

#### Exploring Computer Technology

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** None

### TEJ20

#### Computer Technology, Grade 10, Open

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral



devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology.

**Prerequisite:** None

## TEJ3E

### Computer Technology, Grade 11, Workplace Preparation

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

**Prerequisite:** None

## TEJ3M

### Computer Engineering Technology, Grade 11, University/College Preparation

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about college and university programs leading to careers in computer engineering.

**Prerequisite:** None

## TEJ4E

### Computer Technology, Grade 12, Workplace Preparation

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop

marketable skills and assess career opportunities in the field.

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

## TEJ4M

### Computer Engineering Technology, Grade 12, University/College Preparation

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

**Prerequisite:** Computer Engineering Technology, Grade 11, University/College Preparation

## EMPHASIS COURSES

These courses will cover the same Ministry expectations as TEJ4M. Students will also have the option of focusing their studies in:

- Robotics and Control System TER4M

## CONSTRUCTION TECHNOLOGY

## TIJ10

### Exploring Technologies, Grade 9, Open

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

**Prerequisite:** None

## TCJ20

### Construction Technology, Grade 10, Open

This course introduces students to

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

**Prerequisite:** None

## TCJ3C

### Construction Engineering Technology, Grade 11, College Preparation

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

**Prerequisite:** None

## TCJ3E

### Construction Technology, Grade 11, Workplace Preparation

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, layout, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

**Prerequisite:** None

## TCJ4C

### Construction Engineering Technology, Grade 12, College Preparation

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

**Prerequisite:** *Construction Engineering Technology, Grade 11, College Preparation*

## TCJ4E

### Construction Technology, Grade 12, Workplace Preparation

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

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

## TWJ3E

### Custom Woodworking, Grade 11, Workplace Preparation

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will

learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

**Prerequisite:** *None*

## TWJ4E

### Custom Woodworking, Grade 12, Workplace Preparation

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

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

## GREEN INDUSTRIES

### THJ3M

#### Green Industries, Grade 11, University/College Preparation

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.

**Prerequisite:** *None*

### EMPHASIS COURSES

These courses will cover the same Ministry expectations as THJ3M. Students will also have the option of focusing their studies in:

- Landscaping Architecture THD3M

### THJ4M

#### Green Industries, Grade 12, University/College Preparation

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They 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 explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

**Prerequisite:** *Green Industries, Grade 11, University/College Preparation*

### EMPHASIS COURSES

These courses will cover the same Ministry expectations as THJ4M. Students will also have the option of focusing their studies in:

- Landscaping Architecture THD4M

## HAIRSTYLING AND AESTHETICS

### TXJ10

#### Exploring Hairstyling and Aesthetics, Grade 9, Open

This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics, including hair, nail, and skin care applications. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** *None*

### TXJ20

#### Hairstyling and Aesthetics, Grade 10, Open

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

**Prerequisite: None**

## **TXJ3E**

### **Hairstyling and Aesthetics, Grade 11, Workplace Preparation**

This course emphasizes technological applications in the areas of health care and personal services. Students will learn to describe and evaluate professional practices and principles; to select and use technical resources to solve problems; and to use materials, tools, and equipment safely. They will also acquire transferable skills for changing work environments, personal management skills, and knowledge of entry requirements for careers in this area.

**Prerequisite: None**

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TXJ3E. Students will also have the option of focusing their studies in:

- Special Effects Aesthetics TXA3E

## **TXJ4E**

### **Hairstyling and Aesthetics, Grade 11, Workplace Preparation**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

**Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation**

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TXJ4E. Students will also have the option of focusing their studies in:

- Aesthetics TXA4E
- Hairstyling TXH4E

## **HEALTH CARE**

### **TPJ20**

#### **Health Care, Grade 10, Open**

This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and

equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care, and will explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite: None**

### **TPJ3C**

#### **Health Care, Grade 11, College Preparation**

This course focuses on the development of knowledge and skills that will benefit students planning a career in the health care field. Students will learn about human anatomy and physiology, homeostasis, vital signs, disease prevention and treatment, how lifestyle choices affect health and well-being, and conventional and complementary methods of disease prevention and treatment. Students will develop an awareness of health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

**Prerequisite: None**

### **TPJ3M**

#### **Health Care, Grade 11, University/College Preparation**

This course focuses on the development of knowledge and skills that will benefit students planning a career in the health care field. Students will learn about human anatomy and physiology, homeostasis, vital signs, disease prevention and treatment, how lifestyle choices affect health and well-being, and conventional and complementary methods of disease prevention and treatment. Students will develop an awareness of workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

**Prerequisite: None**

### **TPJ4C**

#### **Health Care, Grade 12, College Preparation**

This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices and about how to perform various basic procedures, using appropriate instruments and equipment. They will learn about the

human immune system, pathology, and disease prevention and treatment. Students will also expand their awareness of workers' health and safety issues, environmental and societal issues related to health care and postsecondary destinations in the field.

**Prerequisite: Health Care, Grade 11, College Preparation**

### **TPJ4M**

#### **Health Care, Grade 12, University/College Preparation**

This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices and about how to perform various procedures, using appropriate instruments and equipment. They will learn about the human immune system, pathology, and disease prevention and treatment. Students will also expand their awareness of workers' health and safety issues, environmental and societal issues related to health care and postsecondary destinations in the field..

**Prerequisite: Health Care, Grade 11, University/College Preparation**

### **TOJ4C**

#### **Child Development and Gerontology, Grade 12, College**

This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to child care and gerontology.

**Prerequisite: None**

## **HOSPITALITY AND TOURISM**

### **TFJ10**

#### **Exploring Hospitality and Tourism, Grade 9, Open**

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and

local tourism. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite: None**

## **TFJ20**

### **Hospitality and Tourism, Grade 10, Open**

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

**Prerequisite: None**

## **TFJ3E**

### **Hospitality and Tourism, Grade 11, Workplace Preparation**

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

**Prerequisite: None**

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TFJ3E. Students will also have the option of focusing their studies in:

- Event Planning TFE3E
- Baking TFC3E

## **TFJ3C**

### **Hospitality and Tourism, Grade 11, College Preparation**

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry.

Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

**Prerequisite: None**

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TFJ3C. Students will also have the option of focusing their studies in:

- Culinary Arts and Management TFR3C

## **TFJ4E**

### **Hospitality and Tourism, Grade 12, Workplace Preparation**

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

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

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TFJ4E. Students will also have the option of focusing their studies in:

- Baking TFC4E
- Cooking TFC4E
- Event Planning TFE4E

## **TFJ4C**

### **Hospitality and Tourism, Grade 12, College Preparation**

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and

investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

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

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TFJ4C. Students will also have the option of focusing their studies in:

- Culinary Arts and Management

## **MANUFACTURING TECHNOLOGY**

## **TIJ10**

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

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

**Prerequisite: None**

## **TMJ20**

### **Manufacturing Technology, Grade 10, Open**

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

**Prerequisite:** None

## **TMJ3E**

### **Manufacturing Technology, Grade 11, Workplace Preparation**

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.

**Prerequisite:** None

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TMJ3E. Students will also have the option of focusing their studies in:

- Welding TMW3E

## **TMJ3C**

### **Manufacturing Technology, Grade 11, College Preparation**

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** None

## **TMJ3M**

### **Manufacturing Engineering Technology, Grade 11, University/College Preparation**

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate

solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

**Prerequisite:** None

## **TMJ4E**

### **Manufacturing Technology, Grade 12, Workplace Preparation**

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

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

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TMJ3E. Students will also have the option of focusing their studies in:

- Welding TMW4E

## **TMJ4C**

### **Manufacturing Technology, Grade 12, College Preparation**

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

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

## **TMJ4M**

### **Manufacturing Engineering Technology, Grade 12, University/College Preparation**

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

**Prerequisite:** *Manufacturing Engineering Technology, Grade 11, University/College*

## **TECHNOLOGICAL DESIGN**

## **TDJ2O**

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

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

**Prerequisite:** None

## **TDJ3O**

### **Technological Design and the Environment, Grade 11, Open**

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

pathways leading to careers in the field.

**Prerequisite:** None

## **TDJ3M**

### **Technological Design, Grade 11, University/College**

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

**Prerequisite:** None

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TDJ3M. Students will also have the option of focusing their studies in:

- Apparel and Textile Design TDP3M
- Robotics and Control System Design TDR3M
- Interior Design TDV3M

## **TDJ4O**

### **Technological Design in the Twenty-first Century, Grade 12, Open**

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

**Prerequisite:** None

## **TDJ4M**

### **Technological Design, Grade 12, Workplace Preparation**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and

assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

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

## **EMPHASIS COURSES**

These courses will cover the same Ministry expectations as TDJ4M. Students will also have the option of focusing their studies in:

- Architectural Design TDA4M
- Robotics and Control System Design TDR4M
- Interior Design TDV4M

## **TRANSPORTATION TECHNOLOGY**

### **TTJ1O**

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

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

**Prerequisite:** None

### **TTJ2O**

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

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

secondary and postsecondary pathways leading to careers in the transportation industry.

**Prerequisite:** None

### **TTJ3O**

#### **Transportation Technology, Vehicle Ownership, Grade 11, Open**

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

**Prerequisite:** None

### **TTJ3C**

#### **Transportation Technology, Grade 11, College Preparation**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

**Prerequisite:** None

### **TTJ4E**

#### **Transportation Technology, Vehicle Maintenance, Grade 12, Workplace Preparation**

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

**Prerequisite:** None

### **TTJ4C**

#### **Transportation Technology, Grade 12, College Preparation**

This course enables students to further

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develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

***Prerequisite: Transportation Technology, College Preparation, Grade 11***



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