



Brant Haldimand Norfolk  
Catholic District School Board



+ 2018-2019

# 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.

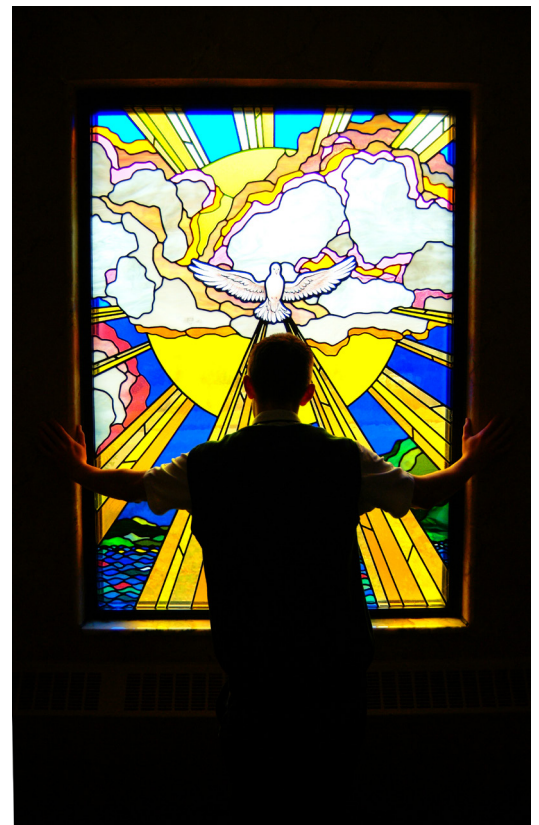
The expectations and consequences associated with irregular attendance, absences and lates are clearly outlined in our Code of Human Relations. These policies and procedures are found in the student planner, which is issued to the students at the beginning of each school year.

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)  
Canadian history (Grade 10)  
The arts (1 credit)  
Health and physical education (1 credit)  
Civics (1/2 credit, Grade 10)  
Careers (1/2 credit, Grade 10)

One of the following 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 of the following choices:

Additional health and physical education, or the arts,  
or Business studies, or French as a second language,  
or Cooperative Education

One of the following choices:

Additional science (Grade 11 or 12),  
or technological education,  
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

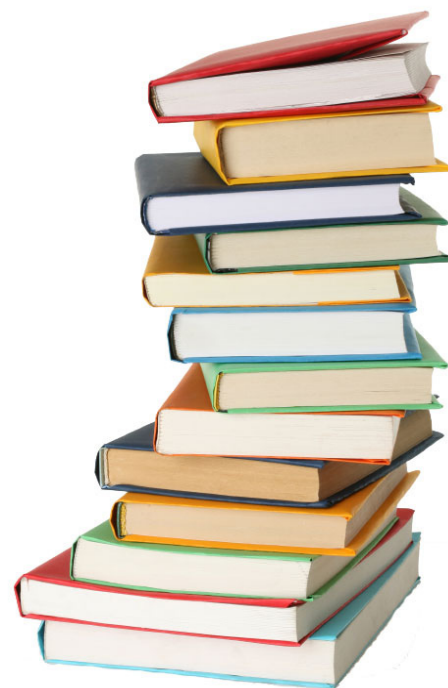
As part of the diploma requirements, students are required to complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary program. The community involvement requirement is designed to provide an opportunity for 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 School 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.

### 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



# Course Options

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

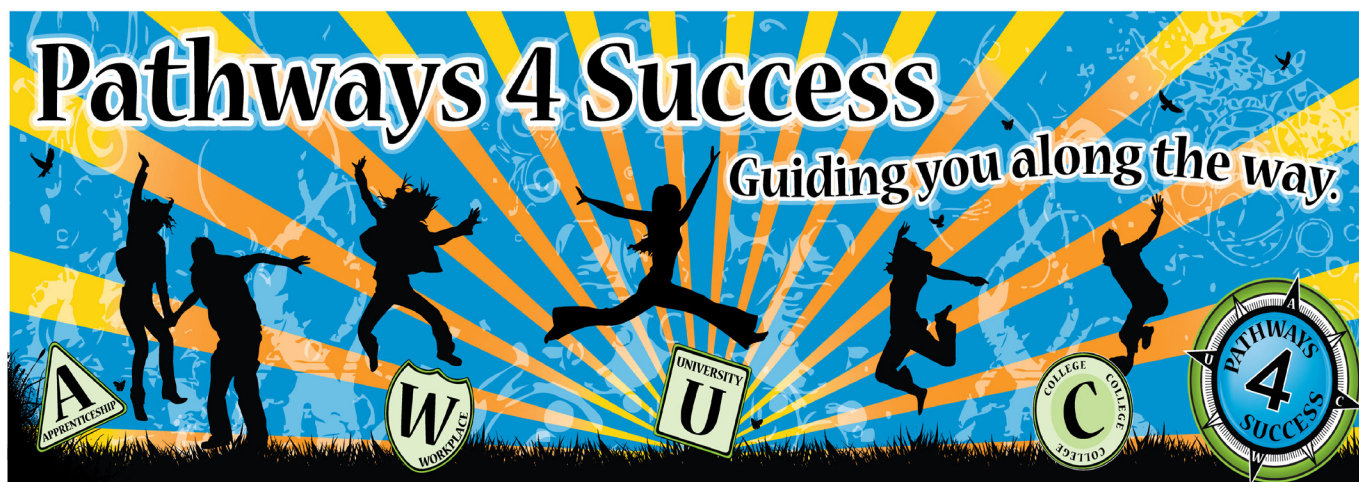
Course changes for the next school year can be made until the end of June. All timetable changes must go through the Student Services Department. Students must have a good reason for requesting timetable changes (e.g. repeating a failed course, vocational changes, etc.) As with original course selections, 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 to develop proficiency in English as well as social and cultural knowledge to enable them to be successful in the secondary school program. Students should take two ESL language courses per year in grade 9 (ESLAO-ESLDO). Students who take ESLDO in semester 1 will normally take ENG1P or ENG1D in semester 2. Please discuss the grade 9 course options with your child's grade 8 ESL or Language Arts teacher or the secondary school's ESL staff.

### English Literacy Development (ELD)

Courses in English Literacy Development (ESD) are designed to assist students to develop literacy skills and proficiency

in English as well as social and cultural knowledge that will enable them to be successful in the secondary school program. ELD language courses are credit-bearing and not grade specific. Students should choose two ELD courses per year in grade 9 (ELDAO-ELDEO). Please discuss the grade 9 course options with your child's grade 8 ESL/ELD or Language Arts teacher or the secondary school's ESL/ELD 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 both 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.

## 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 experience 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 Special Education Department staff to work with teachers, students, school personnel, parents and community agencies to provide options for school and life success for all students. Program expectations are flexible and based upon an individual's abilities and needs. This collaborative model provides services which are delivered primarily within the regular classroom through the classroom teachers and supported by the Special Education Resource staff. Appropriate intervention, time on task and feedback are key. However, the student becomes responsible for working with specific classroom teachers for precise accommodations and responsibilities in each class. This self-advocacy program assists the student in developing an understanding of their exceptionality and stresses that they are the key component in any plan of action. This also empowers the student to seek assistance and strategies necessary for them to be successful. The Special Education Department offers a variety of services to assist students in getting the maximum benefit from their secondary school experience and making the transition to post secondary life.

### Community Living Programs

This program is designed to serve students in a non-credit program whose ultimate post-secondary goal is to seek supported living and supported employment in the community. Classes will be offered at Assumption College School in Brantford and at Holy Trinity Catholic High School in Simcoe.

### Personal Active Learning Program (PAL)

This program is designed to serve students in a non-credit program with intensive supports to enhance student learning. Student strengths are developed and their needs met as outlined in their IEP. These strengths and needs are met through a multi-sensory approach that includes academics, sensory awareness, augmentative communication, special physical activities, and other opportunities to enhance learning. Classes will be offered at Assumption College School in Brantford and at Holy Trinity Catholic High School in Simcoe.

### Job Skills Program

This class is designed to serve students in a program which provides courses (credit and/or non credit bearing) combined with on-the-job training, geared toward an ultimate post-secondary goal of independent community living and realistic employment. Classes will be offered at Assumption College and St. John's College in Brantford and at Holy Trinity Catholic High School in Simcoe.

### Alternative Courses

Alternative courses are non-credit courses. The course expectations in an alternative course are individualized for the student and generally focus on preparing the student for daily living. School boards must use the "K" course codes and titles found in the Ministry's Common Course Code to identify alternative courses.

### TLC: The Learning Centre

This "drop in" program, run by the Student Success and Special Education Resource Teachers, provides individual help to edit assignments, opportunities for students to complete work missed because of extended absence and/or to provide a quiet work environment with academic support. Students who are struggling with course content may request to come to TLC room for individual academic help. If students need accommodations during tests or examinations, they may write them in this room.

### Gifted

Through self-advocacy, gifted students are encouraged not only to take advantage of enhancement opportunities within their classroom and school, but also to assume leadership roles within the school community.

### LEARNING STRATEGIES (GLE)

These credited courses introduce students to learning theories and strategies that help them increase their personal management skills both in 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. Students can earn up to four (4) learning strategies credits during their high school career.

## 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 become registered apprentices and work towards becoming certified journeypersons 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 Advanced Education and Skill Development (MAESD) 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. However, they are exempt from membership fees while participating in OYAP. As an OYAP participant and future journeyperson, the

College is a new, important and evolving part of your career in the skilled trades. Filling out the application is easy and you can gain access to it through your school or from the College of Trades website ([www.collegeoftrades.ca](http://www.collegeoftrades.ca)).

Once you complete your application, you will receive a member ID card. It is important you carry this ID card with you on worksites at all times to show to a College Enforcement Officer in case they ask. If you do not have a Registered Training Agreement, don't worry. Simply carry your OYAP ID card with you instead.

## **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 MAESD 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 to we offer?**

Over the past few years we have run **AST Automotive Service Technician 310 S Level 1 Apprenticeship** and **Cook 1 415 A Level 1 Apprenticeship**, both programs are run through Mohawk College.

**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 BHNCDSD at 519-756-6505 ext. 246.

## **Visit**

For Information on Apprenticeship visit the following websites:

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

Holy Trinity Catholic High School  
[www.trinitycatholic.ca](http://www.trinitycatholic.ca)

St. John's College  
[www.sjonline.ca](http://www.sjonline.ca)



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

MAESD - Ministry of Advanced Education  
and Skills Development site  
[www.ontario.ca/page/start-apprenticeship](http://www.ontario.ca/page/start-apprenticeship)

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

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

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

Ontario College of Trades  
[www.collegeoftrades.ca](http://www.collegeoftrades.ca)

Ontario College of Trades  
[www.earnwhileyoulearn.ca](http://www.earnwhileyoulearn.ca)

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, 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.

## Check out these websites:

[www.oyapbhncdsb.ca](http://www.oyapbhncdsb.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.collegeoftrades.ca](http://www.collegeoftrades.ca)  
[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 150 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.collegeoftrades.ca](http://www.collegeoftrades.ca)  
[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.electronicinfo.ca](http://www.electronicinfo.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.

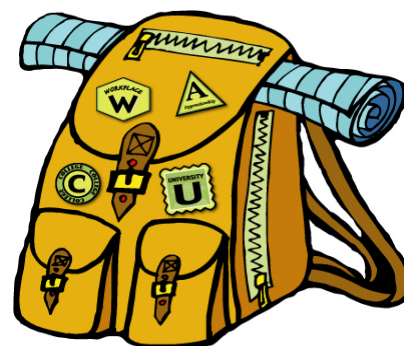
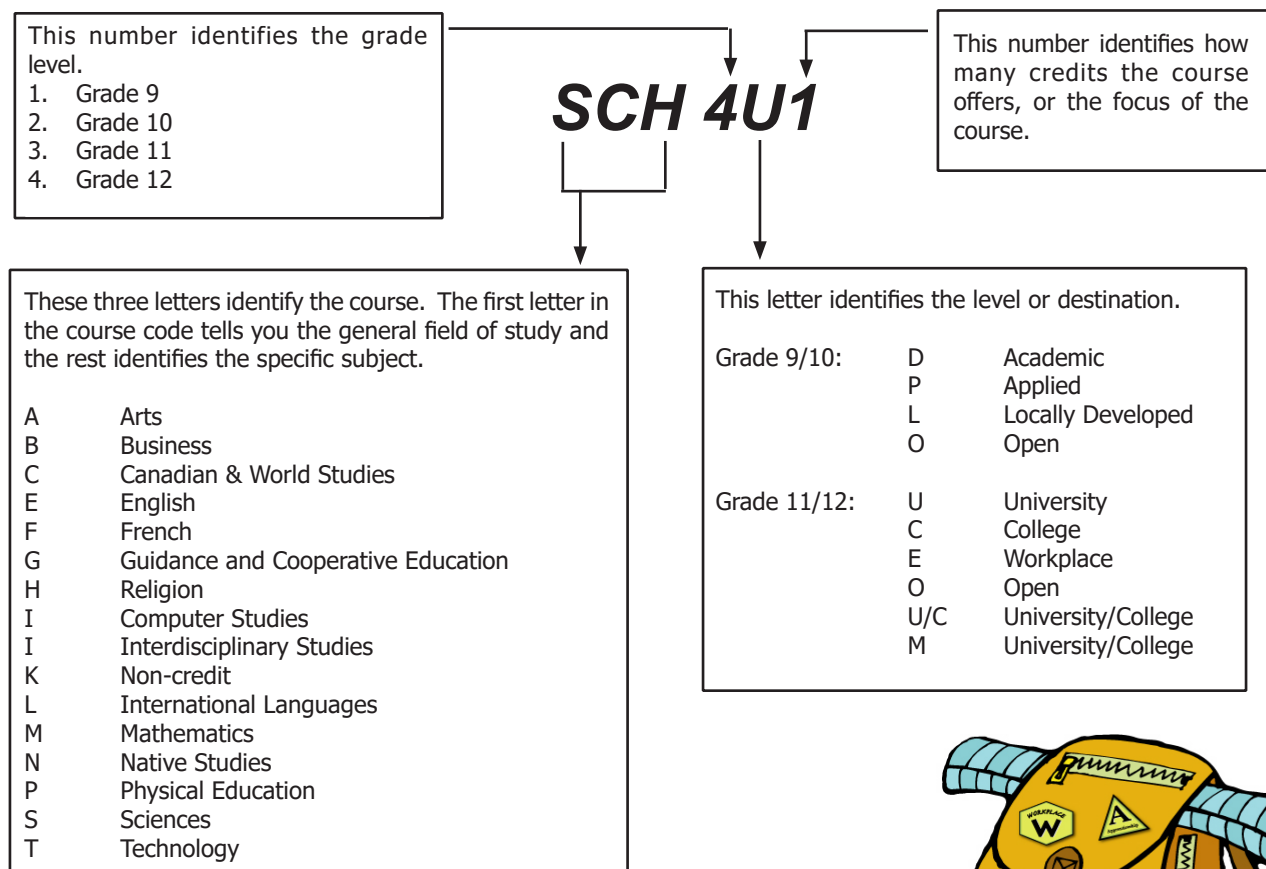
***In Grade 9, each high school student is assigned a guidance counsellor who can be contacted by the student or their parents to answer questions and give advice. Throughout high school, students are introduced to the many opportunities available in each career sector.***

***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, 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 overseen 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 is a Dual Credit program that provides senior students the opportunity to try 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 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 BHNCDSD and the GEDSD and will allow students to

- Attend a semester at Conestoga College (Brantford), Fanshawe College (Simcoe) or Mohawk College (Oshweken)
- Complete the required Ontario Secondary School Diploma with the help of a Secondary Dual Credit Teacher
- Take college courses in
  - Media, (Photography and Audio) or Fitness and Wellness through Conestoga Brantford Campus
  - Health and Wellness or Trades through Fanshawe College in Simcoe
  - Intro to Trades through Mohawk College in Oshweken

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 a team taught format during the school day in the following program areas:

### Assumption College

- Communication Technology
- Construction Technology
- Introduction to Aboriginal Cuisine
- Manufacturing Technology

## Holy Trinity Catholic High School

- Architecture and Design
- Computer Engineering
- Hospitality
- Manufacturing
- Welding

## St. John's College

- Audio and Media Concepts
- Construction Woodworking
- Computer Engineering

See your Guidance counsellor to learn more about these programs.

## 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.

## Level 1 Apprenticeship Dual Credit programs:

The following Level 1 Apprenticeship programs run after school and are available for students in both the BHNCDSB and the GEDSB:

Program	Location	# Credits
Level 1 Auto Service Technician	Assumption College Brantford	2

Students must meet the recommended pre-requisites to participate in these OYAP programs. See your guidance counselor/or OYAP coordinator for information about these requirements and registration.

For further information on all Dual Credit programs, contact Mary Gallo via email at: [mgallo@scwigrandriver.ca](mailto:mgallo@scwigrandriver.ca) or call 519-756-5466

## 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

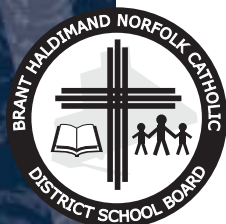
and certification earned up to that point;

## **WHAT IS BHNCD SB OFFERING?**

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

- Agriculture
- Arts and Culture
- Business
- Construction
- Health and Wellness
- Hospitality and Tourism
- Information and Communications Technology
- Manufacturing
- Sport
- 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

Fax: 519-429-3603

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

### Principal

Allison Hayes

### Vice-Principals

Patrick Brophy

Tara Williams

### Superintendent of Education

Patrick Daly

### Enrolment

1,442

### 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 1500 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 through 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 five 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.

## 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
Health Care	TPJ3 - Health Care
Fitness	PAF30 - Fitness
Hospitality & Tourism	TFJ3 - Hospitality and Tourism and TFB3 - Baking
Visual Art	AVI3M - Visual Arts
Instrumental Music	AMU3M - Instrumental Music
Construction	TCJ3 - Construction
Communications	TGJ3M - Communications
Computer Technology	TEJ3 - Computer Technology
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 an 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	
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		
Visual Arts	AVI1O	AVI2O	AVI3M	AVI4M
Photography			AWQ3O	AWQ4E
Photography - University/College Preparation			AWQ3M	AWQ4M
Portfolio				AWT4M
<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
<b>CANADIAN &amp; WORLD STUDIES</b>				
Civics and Citizenship (0.5 credit)		CHV2O		
Analysing Current Economic Issues				CIA4U
Issues in Canadian Geography - Academic	CGC1D			
Issues in Canadian Geography - Applied	CGC1P			
Forces of Nature: Physical Processes and Disasters - University/College Preparation			CGF3M	
Travel and Tourism: A Geographic Perspective			CGG3O	
The Environment and Resource Management - University/College Preparation				CGR4M
World Issues: A Geographic Analysis - University Preparation				CGW4U
Canadian History Since World War I - Academic		CHC2D		
Canadian History Since World War I - Locally Developed		CHC2L		
Canadian History Since World War I - Applied		CHC2P		
American History - University/College Preparation			CHA3U	
World History since the Fifteenth Century - University Preparation			CHW3M	
World History: The West and the World - University Preparation				CHY4U

	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES continued</b>				
Legal Studies - College Preparation				CLN4C
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			
Core French — Academic, University	FSF1D	FSF2D	FSF3U	FSF4U
Core French — Applied/Open	FSF1P	FSF2P	FSF3O	FSF4O
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 (Subject Related, 2 credits)			DCO30	
Cooperative Education Linked to a Related Course (or Courses, 2 credits)				GWL40C
Ontario Youth Apprenticeship Program (Subject Related)				GWL400
<b>ENGLISH</b>				
<b>Compulsory Courses in English, Grades 9 to 12</b>	ENG1D	ENG2D		
English — Academic				
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
The Writer's Craft - University Preparation				EW4C4U
Ontario Secondary School Literacy Course				OLC40
<b>GUIDANCE AND CAREER EDUCATION</b>				
Learning Strategies 1: Skills for Success in Secondary School	GLE10	GLE20		
Career Studies (0.5 credit)		GLC20		
Advanced Learning Strategies: Skills After Secondary School			GLE30	GLE40
Leadership and Peer Support			GPP30	
Healthy Active Living Education	PPL10	PPL20	PPL30	PPL40



	Grade 9	Grade 10	Grade 11	Grade 12
<b>GUIDANCE AND CAREER EDUCATION continued</b>				
Introductory Kinesiology				PSK4U
Recreation and Healthy Active Living Leadership				PLF4M
Personal and Fitness Activities			PAF3O	PAF4O
<b>INTERDISCIPLINARY STUDIES</b>				
Peer Tutoring - University Preparation				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	LNMAO	LNMBO		
Contemporary Aboriginal Voices - College			NBE3C	
Contemporary Aboriginal Voices - University			NBE3U	
Current Aboriginal Issues in Canada			NDA3M	
<b>RELIGIOUS STUDIES</b>				
Religious Education, "Be with Me"	HRE1O			
Christ and Culture		HRE2O		
World Religions and Belief Traditions in Daily Life - Open			HRF3O	
World Religions and Belief Traditions: Perspectives, Issues, and Challenges - University/College			HRT3M	
Church and Culture - Open				HRE4O
Church and Culture - University/College				HRE4M
<b>SCIENCE</b>				
Science — AcademicV	SNC1D	SNC2D		
Science — Applied	SNC1P	SNC2P		
Science — Locally Developed	SNC1L	SNC2L		
Science — University/College				SNC4M
Biology — University			SBI3U	SBI4U
Biology — College			SBI3C	
Chemistry — University			SCH3U	SCH4U
Chemistry — College				SCH4C
Earth and Space Science				SES4U

	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE continued</b>				
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				HZT4U
<b>SPECIAL EDUCATION DEPARTMENT</b>				
Language and Communication Development	KEN	<b>PLEASE NOTE: THESE ARE NON-CREDIT COURSES</b>  <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: Drama	KAL			
Creative Arts for Enjoyment and Expression: Music	KAL			
Religion	KPH			
Exploring the World of Work	KGW			
Social Skills Development	KHD			
Culinary Skills	KHI			
Exploring the World of Work: Construction	KGW			
Exploring our World: Geography	KCW			
Exploring our World: Science	KCW			
First Canadians	KNA			
Choice Making for Healthy Living	KPH			
Personal Health and Fitness	KPF			
Self Help and Self Care	KPP			
Computer Studies: Technology	KTT			

	Grade 9	Grade 10	Grade 11	Grade 12
<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	TXJ4E
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

Michelle Nepp-Wirag

John Nicholson

### Superintendent of Education

Patrick Daly

### Enrolment

958

### 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:

- Grade 9 and 11 gym with a focus on Hockey Canada Skills Academy;
- Technology specialties and Specialist High Skills Majors (SHSM) in Agriculture, Construction, Health & Wellness, Hospitality Sports, and Transportation.
- A bilingual certificate for students who complete 6 courses of the NEW extended French program;

## HIGHLIGHTS

We instill the values of Catholic education with involvement in various opportunities including the following activities:

- Student facilitated retreats, prayer and campaigns for justice locally and globally under the supervision of the chaplaincy leader and religion teachers; active service to the community i.e. poppy drive, food drive, Giving Tree, and We Scare Hunger;



student and staff led daily prayer rooted in Scripture; several celebrations of the Eucharist for the whole school community to highlight the liturgical year.

- Holy Trinity students participate in the National March for Life in Ottawa and other events to uphold the value and dignity of human life.

We offer an extensive support system to our students including the following:

- Teacher lessons, power points, videos and course work are posted to D2L, an on-line course management system to keep parents and students informed;
- A dedicated guidance staff who ensures a successful transition to high school and beyond;
- Leaders in personalizing transition from grade 8 to grade 9 - there are several events that occur throughout each year inviting increased communication and interaction between elementary feeder schools and their secondary counterpart as facilitated by the Student Success Teacher;
- The Learning Centre (TLC) - a double classroom with 18 computers, free academic printing and staff dedicated to support students in all grades;
- Workshop offerings include Study Tips, Time Management, Notebook Organization and Exam Preparation;
- Approximately 25 grade 9 students are linked in a mentoring relationship with a senior leadership student in each semester.

We provide programming that is inclusive of Community Living Classes and Job Skills Classes in such courses as Physical Education, Music, Cosmetology, Visual Arts, Drama, Hospitality, Computer skills, Construction and Transportation classes.

We offer opportunities for our students to get involved in an active student government and ample opportunities for students to develop and apply leadership skills. Spirit of the Titan awards recognize students in the areas of growth and maturity, positive contributions to the school community, individual accomplishments and acts of Christian kindness.

Law students are involved in the provincial mock trial tournament every year.

Drama students are involved in the Sears Drama Festival and Norfolk Speech Arts

Holy Trinity students participate in Skills Canada competitions.

NSSAA champions last year in cross country, tennis, golf, senior girls basketball, senior and junior boys basketball, swim team, senior girls volleyball, girls rugby, boys hockey and track and field.

Teams that qualified for OFSSA include golf, swimming and track and field.

Ontario Summer Games Gold and Bronze medalists for Rugby - our HT Rugby coach is also the coach for the Team Ontario. Three rugby players are National champions.

HT students are part of the Board Mission trip each year to support towns/cities devastated by natural disaster

Annual participation in the University of Waterloo Math contests at each grade level

Annual trip to Quebec carnival for students taking grade 10 and 12 French

Morning announcements are broadcasted every morning from an in-school studio and are posted daily on the school website and Twitter account. Follow us on Twitter @trinitytitan

	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Drama	ADA1O	ADA2O1	ADA3M	ADA4M
Drama/Music - Exploring and Creating in the Arts - Musical Theatre				AEA4O
Music — Introduction to Contemporary Music		AMC2O		
Music — Instrumental	AMU1O	AMU2O	AMU3M	AMU4M
Music — Vocal	AMV1O	AMV2O	AMV3M	AMV4M
Music — Repertoire				AMR4M
Yearbook			AWE3M	AWE4M
Photography			AWQ3M	AWQ4M
Photography - Open			AWQ3O	
Visual Arts - Portfolio				AWT4M
Visual Arts	AVI1O	AVI2O	AVI3M	AVI4M

<b>BUSINESS STUDIES</b>				
Introduction to Business (.05 credit)	BBI1O	BB12O		
Information and Communication, Technology in Business (.05 credit)	BTT1O	BTT2O		
Financial Accounting			BAF3M	BAT4M
Introduction to International Business				BBB4M
Entrepreneurship: The Venture			BDI3C	
Marketing: Goods, Services, Events			BMI3C	
Business Leadership: Management Fundamentals				BOH4M
Analysing Current Economic Issues				CIA4U

<b>CANADIAN &amp; WORLD STUDIES</b>				
Civics (0.5 credit)		CHV2O		
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	
Canada: History, Identity and Culture (this course will be offered in alternative years)				CHI4U
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	
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**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 (Subject Related, 2 credits)			DCO3O	
Cooperative Education Linked to a Related Course (or Courses, 2 credits)				GWL4OC
Ontario Youth Apprenticeship Program (Subject Related)				GWL4OO

**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>				
Media Studies			EMS3O	
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
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**GUIDANCE AND CAREER EDUCATION**

Learning Strategies 1: Skills for Success in Secondary School	GLS1O/GLE1O	GLE2O		
Career Studies (0.5 credit)		GLC2O		
Leadership and Peer Support			GPP3O	
Advanced Learning Strategies: Skills After Secondary School			GLE3O	GLS4O/GLE4O

	Grade 9	Grade 10	Grade 11	Grade 12
<b>HEALTH AND PHYSICAL EDUCATION</b>				
Healthy Active Living Education	PPL10	PPL20	PPL30	PPL40
Introductory Kinseiology				PSK4U
Recreation and Healthy Active Living Leadership				PLF4M
Healthy Active Living Education Large Group Activity Hockey Canada Skills - Academy	PAL10		PAL30	
Healthy Active Living Education Large Group Activity (Coed) - Basketball				PAL40
Personal and Fitness Activities		PAF20	PAF30	PAF40

<b>INTERDISCIPLINARY STUDIES</b>				
Peer Tutoring - University Preparation				IDC4UL

<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>RELIGIOUS STUDIES</b>				
Religious Education, "Be with Me" (English or French)	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

<b>SCIENCE</b>				
Science — Academic	SNC1D	SNC2D		
Science — Applied	SNC1P	SNC2P		
Science — Locally Developed	SNC1L	SNC2L		
Science — University/College				SNC4M
Biology — University			SBI3U	SBI4U
Biology — College			SBI3C	
Chemistry — University			SCH3U	SCH4U
Chemistry — College				SCH4C



	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
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 2019-20)				HHS4U
Challenge and Change in Society - University (will be offered in 2018-19)				HSB4U
Introduction to Anthropology, Psychology, and Sociology - College			HSP3C	
Introduction to Anthropology, Psychology, and Sociology - University			HSP3U	

<b>SPECIAL EDUCATION DEPARTMENT</b>			<b>PLEASE NOTE: THESE ARE NON-CREDIT COURSES</b>  <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>	
Language and Communication Development	KEN			
Numeracy and Numbers	KMM			
Money Management and Personal Banking	KBB			
Personal Life Skills	KGL			
Creative Arts for Enjoyment and Expression: Drama	KAL			
Creative Arts for Enjoyment and Expression: Music	KAL			
Religion	KPH			
Exploring the World of Work	KGW			
Social Skills Development	KHD			
Culinary Skills	KHI			
Exploring the World of Work: Construction	KGW			
Exploring our World: Geography	KCW			
Exploring our World: Science	KCW			
First Canadians	KNA			
Choice Making for Healthy Living	KPH			
Personal Health and Fitness	KPF			
Self Help and Self Care	KPP			
Computer Studies: Technology	KTT			

<b>TECHNOLOGICAL EDUCATION</b>				
Exploring Technologies	TIJ1O			
Communications Technology - Open		TGJ2O		
Communications Technology - University/College			TGJ3M	TGJ4M

	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION continued</b>				
Exploring Computer Technology		TEJ2O		
Computer Engineering Technology - University/College			TEJ3M	TEJ4M
Construction Technology - Open	TCJ1O	TCJ2O		
Construction Engineering Technology - College			TCJ3C	TCJ4C
Construction Technology - Workplace			TCJ3E	TCJ4E
Custom Woodworking			TWJ3E	TWJ4E
Green Industries - University/College			THJ3M	
Hairstyling and Aesthetics - Open		TXJ2O	TXJ3E (double credit)	TXJ4E (double credit)
Health Care - College			TPJ3C	TPJ4C
Hospitality and Tourism - Open		TFJ2O		
Hospitality and Tourism - Workplace			TFJ3E	TFJ4E
Hospitality and Tourism - Baking			TFB3E	TFB4E
Hospitality and Tourism - Chef Training				TFJ4E
Manufacturing Technology (double credit)			TMJ3C	TMJ4C
Manufacturing Welding			TMW3E	TMW4E
Technological Design - Architectural Design				TDA4M
Technological Design - Open		TDJ2O		
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	
Transportation Technology - Open	TTJ1O	TTJ2O		
Transportation Technology - College			TTJ3C	TTJ4C
Transportation Technology: Vehicle Ownership			TTJ3O	



# 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 Pimental

### Superintendent of Education

Patrick Daly

### Enrolment

1,095

### 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 new 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 Communications Technology, Arts and Culture, Hospitality and Health Care. In 2012-2013, we recently added Specialist High Skills Major Programs in Construction and Sports Leadership.

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 both Math and Science.

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 Senior Girls Basketball team won the OFSAA (all Ontario) gold medal in 2009 and the silver medal in 2011, 2014 and 2015. Our Girls Soccer team won an OFSAA Antique Bronze in 2015. Our Boys Rugby team won OFSAA 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.



	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	AMG4M
Music — Vocal	AMV1O			
Music — Repertoire				AMR4M
Media Arts		ASM2O	ASM3M	ASM4M
Digital Media: Video Game Design			AWS3M	AWS4M
Photography			AWQ3M	AWQ4M
Visual Arts	AVI1O	AVI2O	AVI3M	AVI4M
Visual Arts - Portfolio				AWT4M
Fashion Design			AWI3M	

<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

	Grade 9	Grade 10	Grade 11	Grade 12
<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
<b>COMPUTER STUDIES</b>				
Introduction to Computer Studies - Open		ICS2O		
Computer Studies - University			ICS3U	ICS4U
Computer Studies - College			ICS3C	ICS4C
<b>COOPERATIVE EDUCATION</b>				
Creating Opportunities Through Co-op (2 credits)			DCO3O	
Cooperative Education Linked to a Related Course (or Courses) (2 credits)				GWL4OC
Ontario Youth Apprenticeship Program (Subject Related)				GWL4OO
<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
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				EW4C4U
Ontario Secondary School Literacy Course				OLC4O
<b>ESL</b>				
English as a Second Language - Levels 1, 2, 3, 4 & 5	ESL4O			
<b>GUIDANCE AND CAREER EDUCATION</b>				
Learning Strategies 1: Skills for Success in Secondary School	GLS1O/GLE1O			
Career Studies (0.5 credit)		GLC2O		
Leadership and Peer Support			GPP3O	
<b>HEALTH AND PHYSICAL EDUCATION</b>				
Healthy Active Living Education	PPL1O	PPL2O	PPL3O	PPL4O
Health for Life			PPZ3C1	
Weight Training - Boys			PPZ3CB	
Introductory Kinesiology				PSK4U
Recreation and Healthy Active Living Leadership				PLF4M
Personal and Fitness Activities			PAF3O	PAF4O

	Grade 9	Grade 10	Grade 11	Grade 12
<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>RELIGIOUS STUDIES</b>				
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				HRE4O
Church and Culture - University/College				HRE4M
<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
Physics — University			SPH3U	SPH4U
Physics — College				SPH4C
<b>SOCIAL SCIENCES AND HUMANITIES</b>				
Managing Personal Resources			HIP3E	
Parenting			HPC3O	
Nutrition and Health - University				HFA4U
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	

## Grade 9

## Grade 10

## Grade 11

## Grade 12

**SOCIAL SCIENCES AND HUMANITIES continued**

Introduction to Anthropology, Psychology, and Sociology - College			HSP3C	
Philosophy: The Big Question - University/College			HZB3M	
Philosophy: Questions and Theories				HZT4U

**SPECIAL EDUCATION DEPARTMENT**

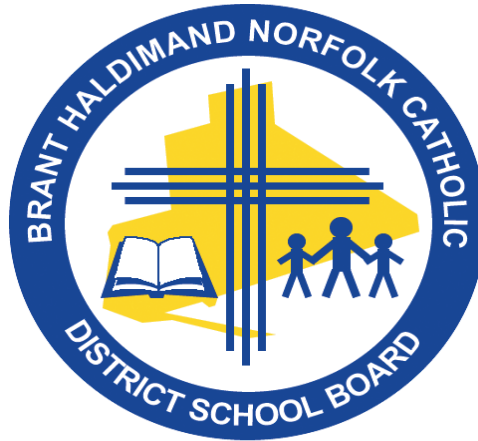
Language and Communication Development	KEN	<b>PLEASE NOTE: THESE ARE NON-CREDIT COURSES</b>  <b>CONTACT THE SPECIAL EDUCATION DEPARTMENT HEAD AT YOUR SCHOOL TO LEARN WHICH NON-CREDIT COURSES ARE AVAILABLE AT YOUR SCHOOL THIS SCHOOL YEAR.</b>
Numeracy and Numbers	KMM	
Money Management and Personal Banking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

**TECHNOLOGICAL EDUCATION**

Exploring Technologies	TIJ10			
Communications Technology - Open		TGJ20		
Communications Technology -University/College			TGJ3M	TGJ4M
Communications Technology: Broadcast and Print Production - Open			TGJ3O	
Communications Technology: Digital Imagery and Web Design				TGJ4O
Communications Technology: Yearbook				TGG4M
Computer Technology - Open		TEJ20		
Computer Technology - Workplace			TEJ3E	TEJ4E
Computer Engineering Technology			TEJ3M	TEJ4M
Computer Engineering Technology: Robotics & Control System				TER4M
Construction Technology - Open		TCJ20		
Construction Engineering Technology - College			TCJ3C	TCJ4C
Construction Technology - Workplace			TCJ3E	TCJ4E
Custom Woodworking - Workplace			TWJ3E	TWJ4E

	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION continued</b>				
Hairstyling and Aesthetics - Open	TXJ10	TXJ20		
Hairstyling and Aesthetics - Workplace			TXJ3E	TXJ4E
Health Care - Open		TPJ20		
Health Care - College			TPJ3C	TPJ4C
Health Care - University			TPJ3M	TPJ4M
Child Development and Gerontology				TOJ4C
Hospitality and Tourism - Open		TFJ20		
Hospitality and Tourism - Workplace			TFJ3E	TFJ4E
Hospitality and Tourism - College			TFJ3C	TFJ4C
Hospitality and Tourism - Baking			TFB3E	
Exploring Hospitality and Tourism	TFJ10			
Hospitality and Tourism - Culinary Arts & Management				TFR4C
Technological Design - Open		TDJ20		
Technological Design and the Environment - Open			TDJ3O	
Technological Design - University/College			TDJ3M	TDJ4M
Technological Design in the Twenty-First Century				TDJ4O





## COURSE DESCRIPTIONS

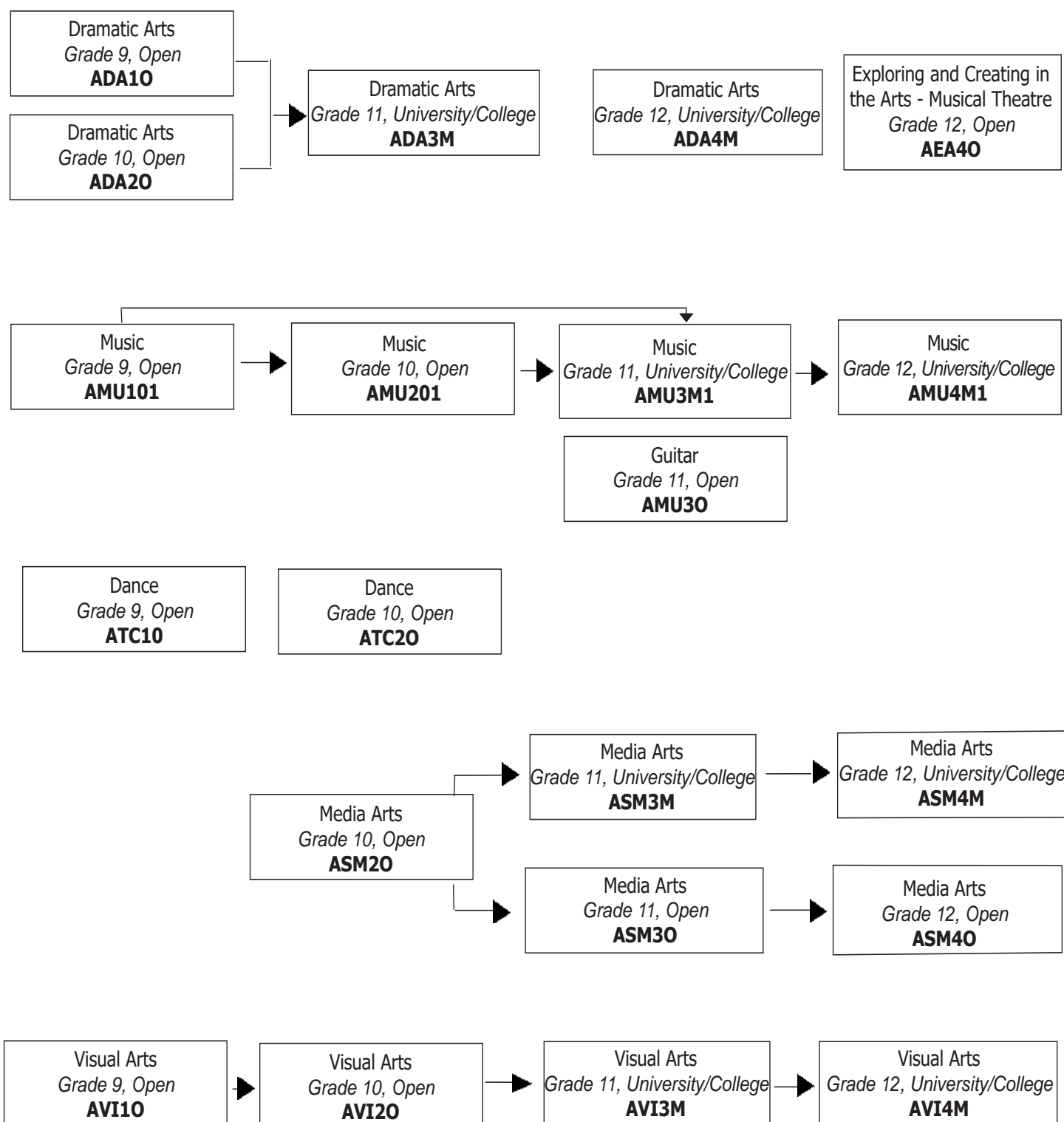
### Grades 9, 10, 11, 12

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

## 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 AWE3O
- Industrial Arts AWF3M
- Fashion & Textile Design AWI3M
- Photography AWQ3M & AWQ3O
- Digital Media: Video Game Design AWS3M
- 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.

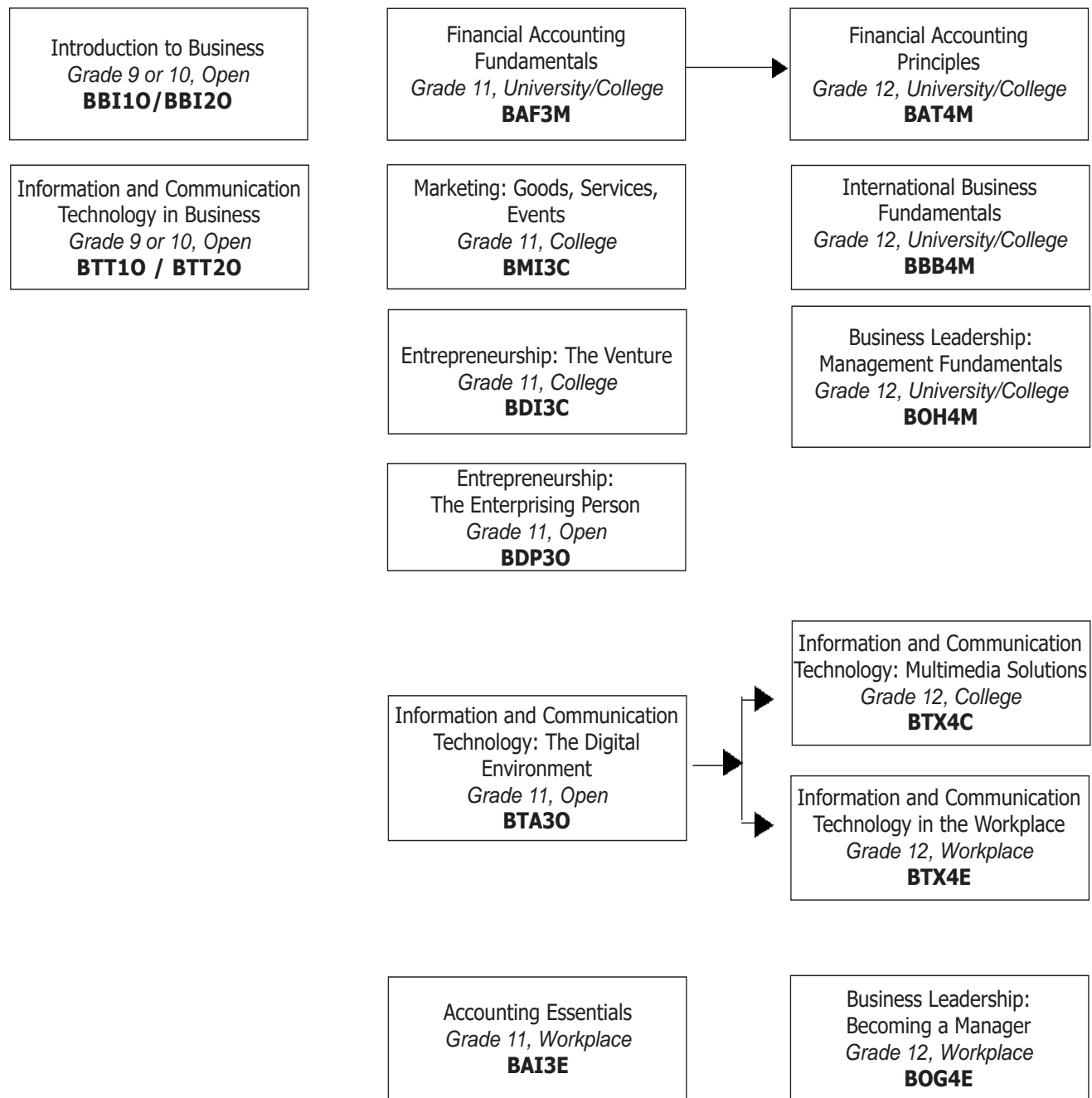
**Prerequisite:** Visual Arts, Grade 11, University/College Preparation.

## 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

## 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

## 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

### BDP30

#### 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

### BTA30

#### 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

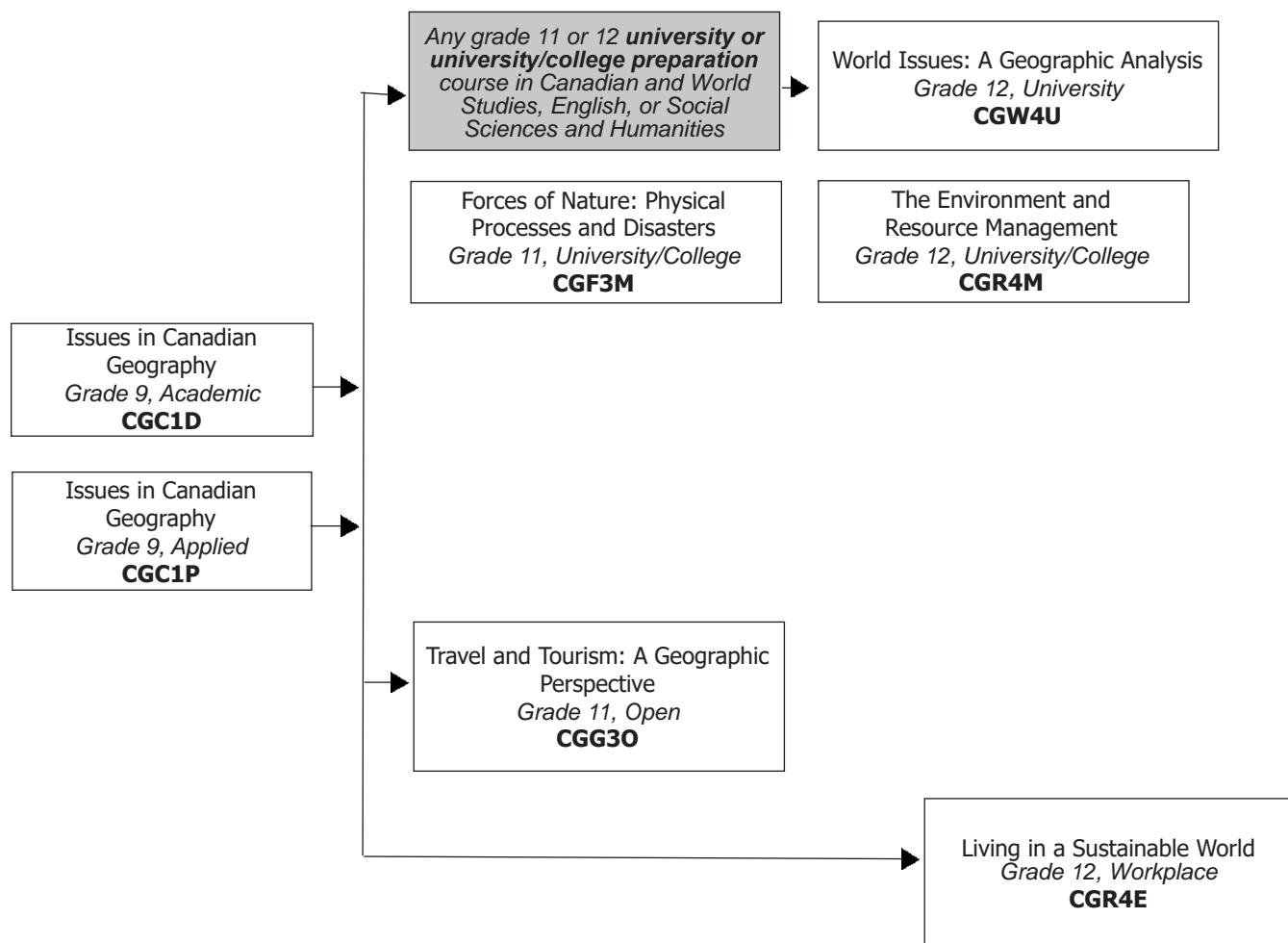
#### **Analysing Current Economic Issues, Grade 12, University Preparation**

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.

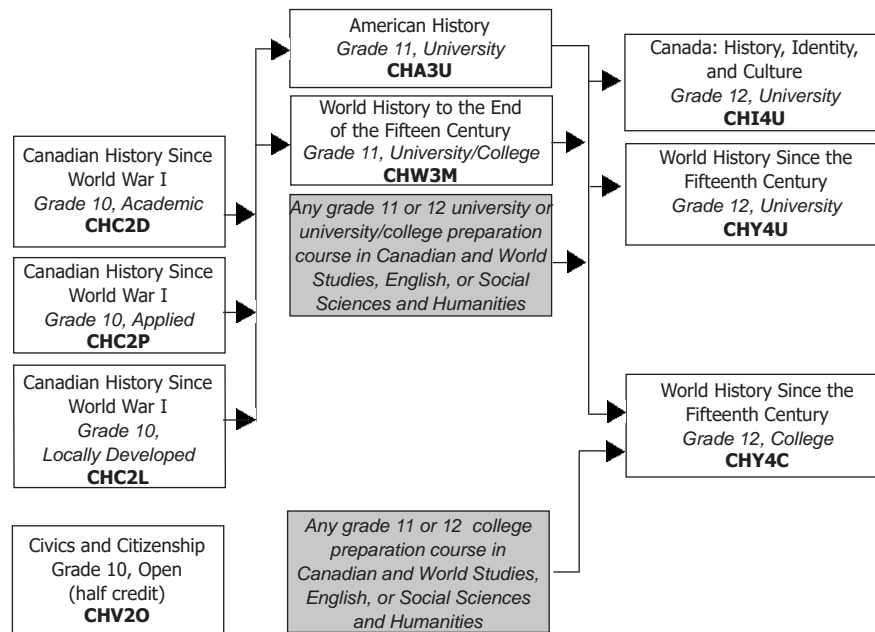
**Prerequisite:** any university or university/college preparation course in Canadian and world Studies, English, or social sciences and humanities



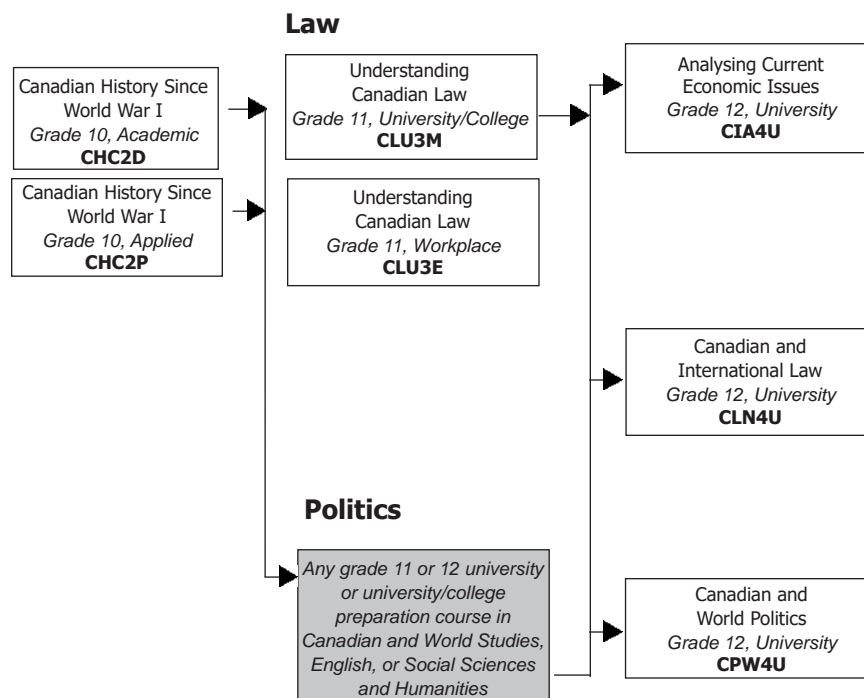
## Prerequisite Chart for Canadian and World Studies, Grades 9 to 12 — Geography



## 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

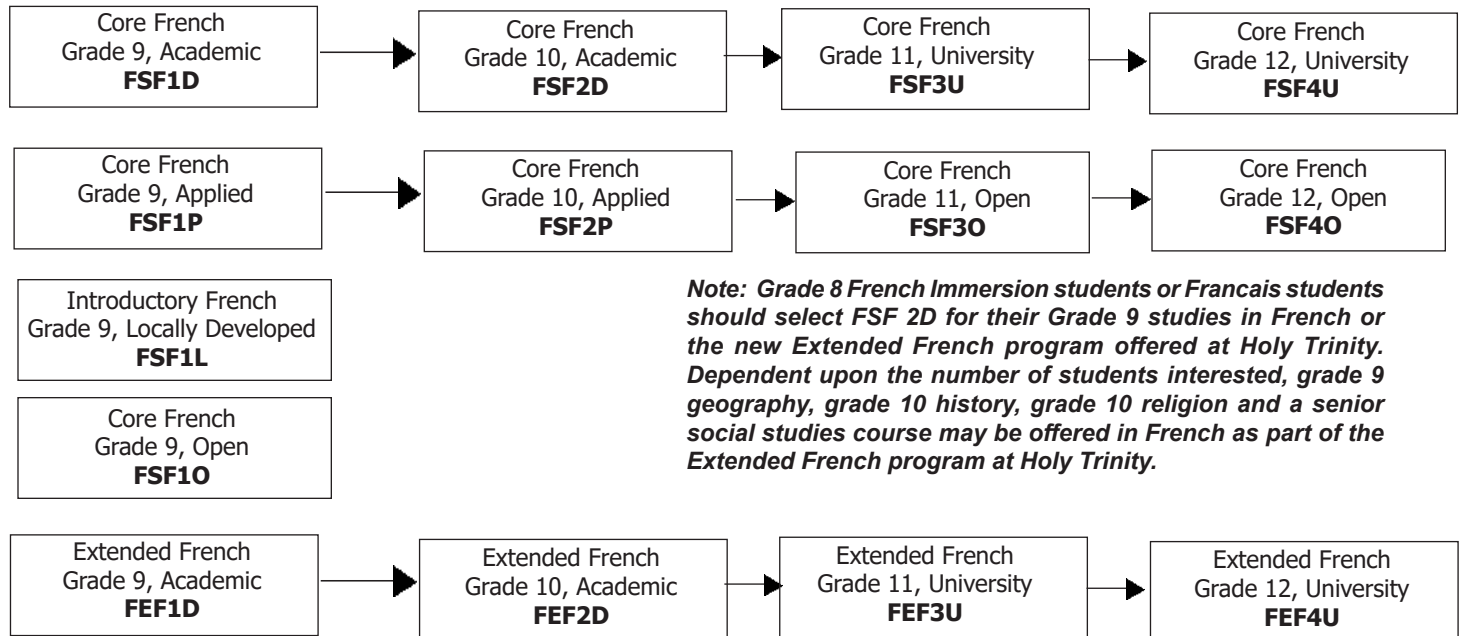
#### Canadian and World Politics, Grade 12, University Preparation

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

life-long language learners.

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

### 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

# Classical Studies & International Languages

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**

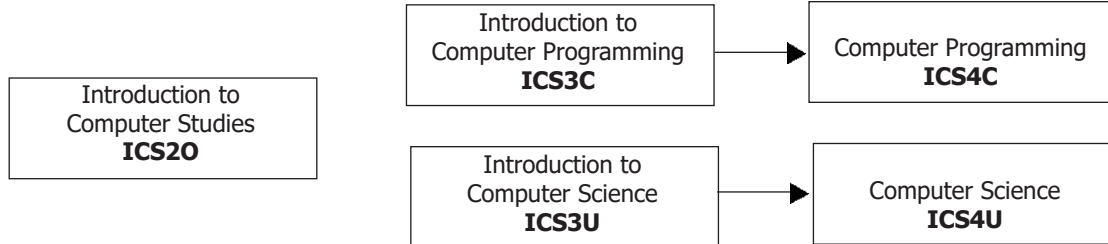
This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions,

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 (Subject Related 2 credits)

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

### GWL40C

#### Cooperative Education Linked to a Related Course (or Courses) (2 credits)

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:** None

### GWL400

#### Ontario Youth Apprenticeship Program (Subject Related)

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.oyapbncdsb.ca](http://www.oyapbncdsb.ca) for more information.

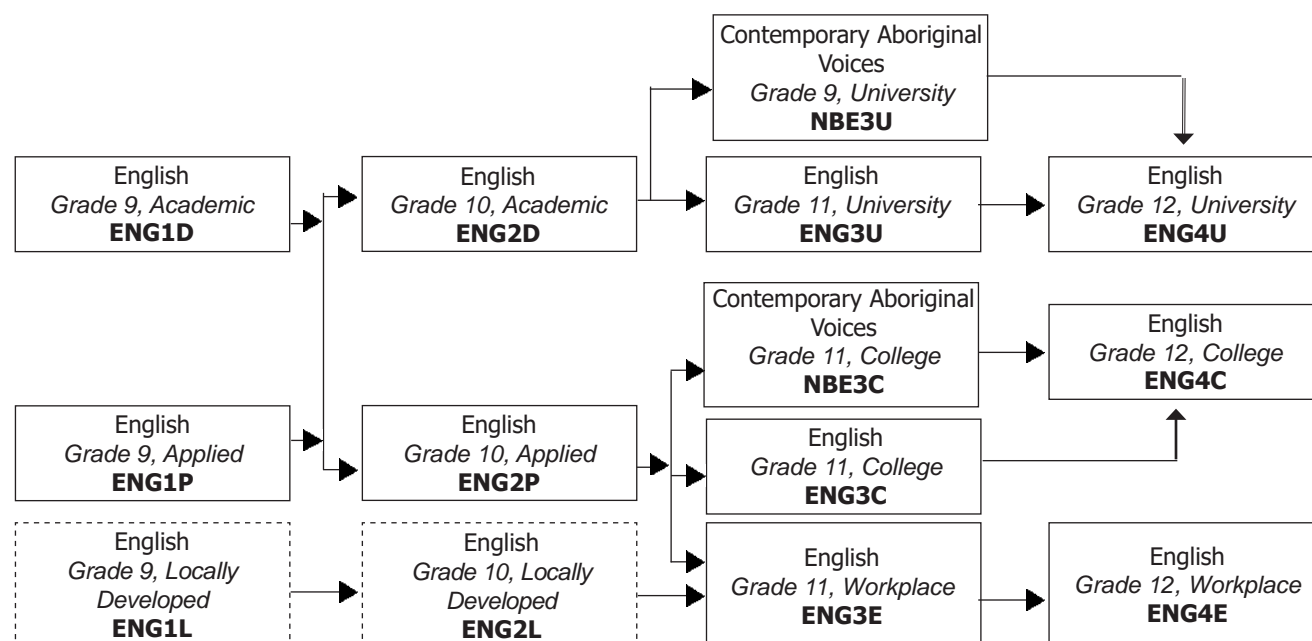
**Prerequisite:** None



## Prerequisite Chart for English, Grades 9 to 12

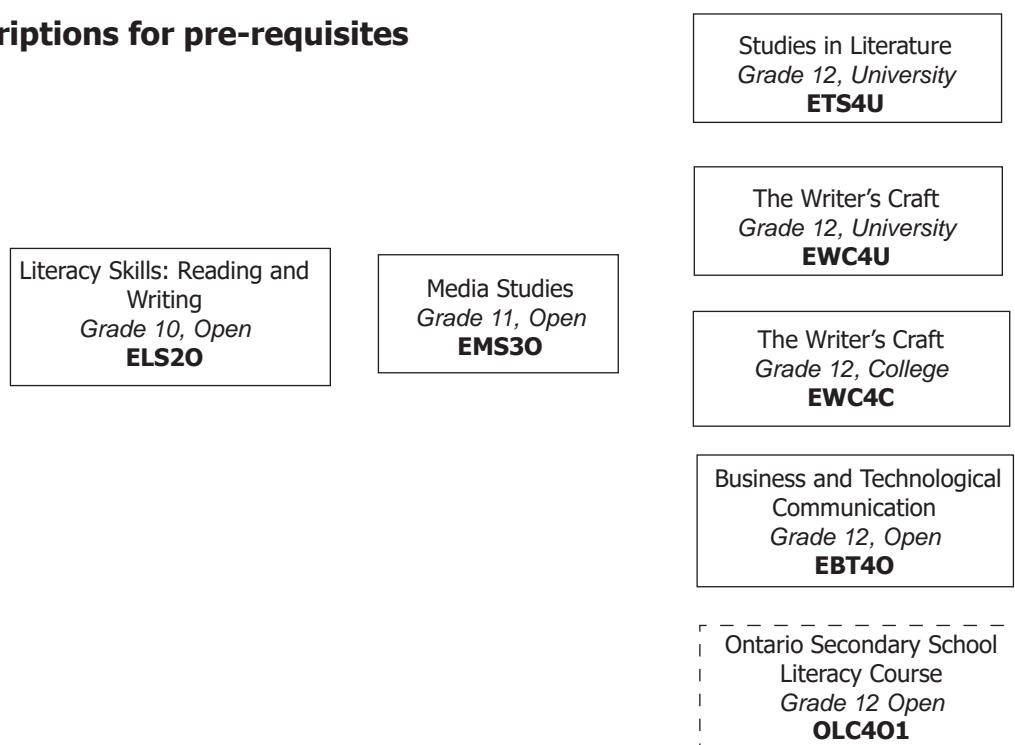
These charts map out all of the courses in the links between disciplines and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

### 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:

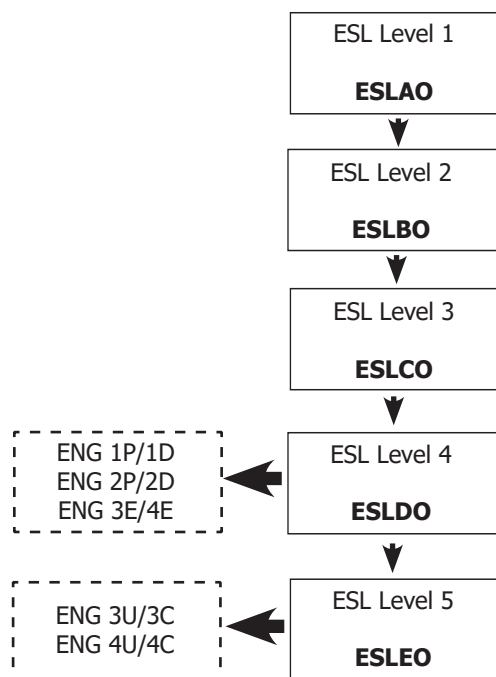
- The principal must approve the decision.
- The student must be in Grade 11; or
- The parent(s)/guardian(s) or adult student must have provided written agreement.



## 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



### 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..

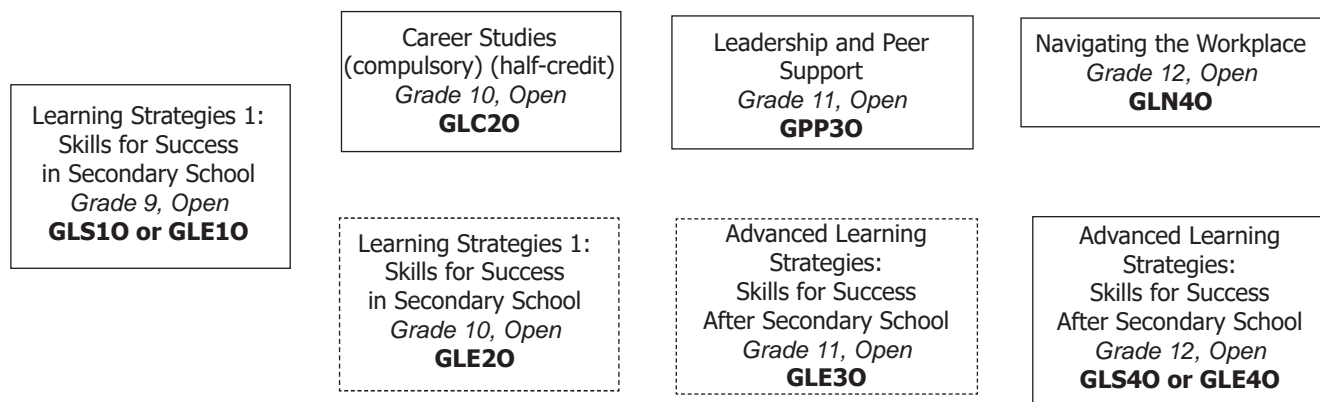
**Prerequisite:** English as a Second Language, Level 4, or equivalent\*

\* **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.



# Guidance and Career Education

## 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 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

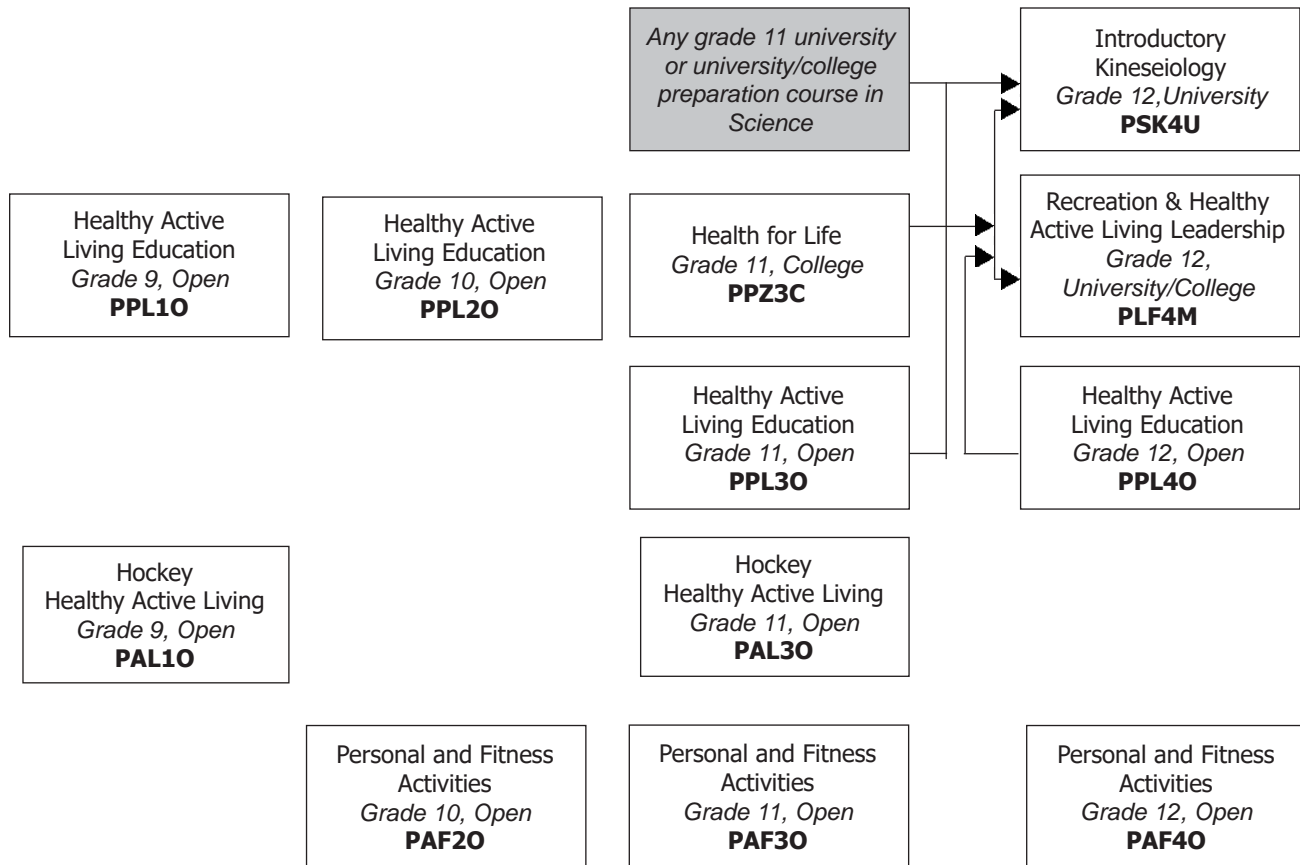
#### **GLN40**

##### **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

### PAL10

#### Healthy Active Living Education Large Group Activity Hockey Canada Skills Academy, Grade 9, Open

This course focuses on the development of a healthy lifestyle that is aimed to engage students' interest throughout their lives. With a focus on hockey, students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social and interpersonal skills. Students will engage in hockey specific skill development, training, goal setting, teamwork, nutrition, mental training, visualization, character building as well as a variety of life skills. Fully certified equipment and course fee of approximately \$80 is required. Candidates may be selected through an interview process.

**Prerequisite:** None

### 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

### 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

### 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

### 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



# Health and Physical Education

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

## **PAL301**

### **Healthy Active Living Education Large Group Activity Hockey Canada Skills Academy, 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 practice goal-setting, decision-making, social and interpersonal skills. The course emphasis is hockey-specific skill development training, goal setting, teamwork, nutrition, mental training, visualization, character building as well as a variety of life skills. Full certified equipment and course fee of approximately \$80 is required. Candidates will be selected through an interview process.

**Prerequisite:** None

## **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

## **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.

## **PAL40**

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

This course focuses on the development of personalized approach to healthy active living through participation in basketball focused activities. Student learning will include the application of movement principles to refine skills to enhance personal competence. Students will develop and implement personal fitness plans. Students will examine issues related to healthy relationships, reproductive health, mental health and personal safety. Students will also be given the opportunity to practice goal-setting, decision making, social and interpersonal skills. Expectations will be met through the focus of team sport related activities pertain to basketball.

**Prerequisite:** None



## 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

### 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

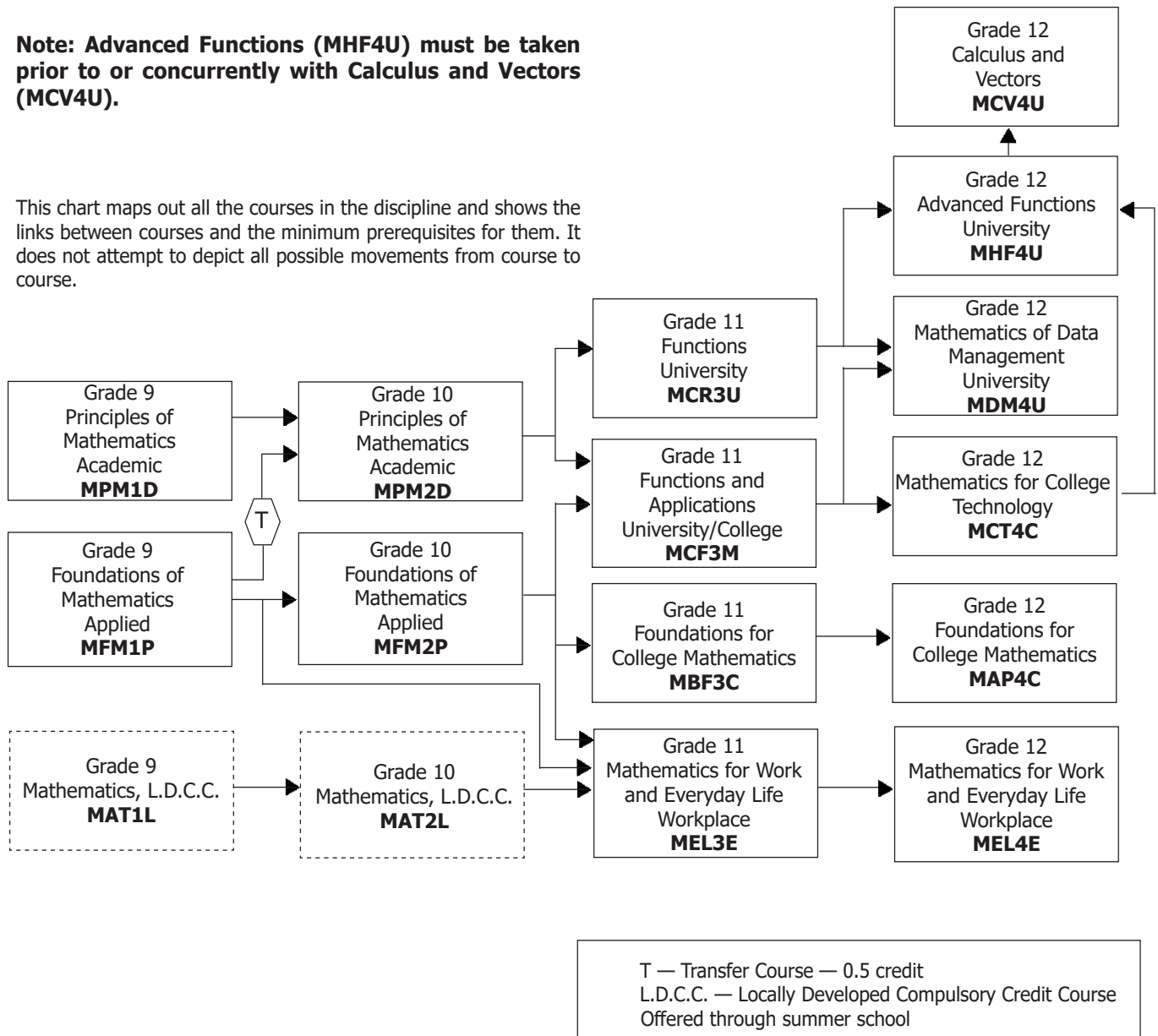
This course explores human relations, communication and behaviour; learning strategies and barriers; and personality and leadership styles that affect individuals in education, social and business settings. This course will help students develop and consolidate the skills required for and knowledge of 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.



## 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**

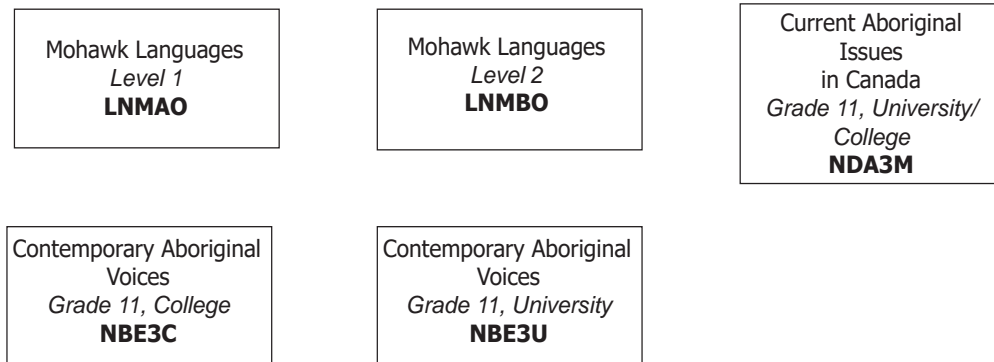
### **Mathematics Transfer Course, Grade 9, Applied to Academic**

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.

#### 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.

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

## **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**

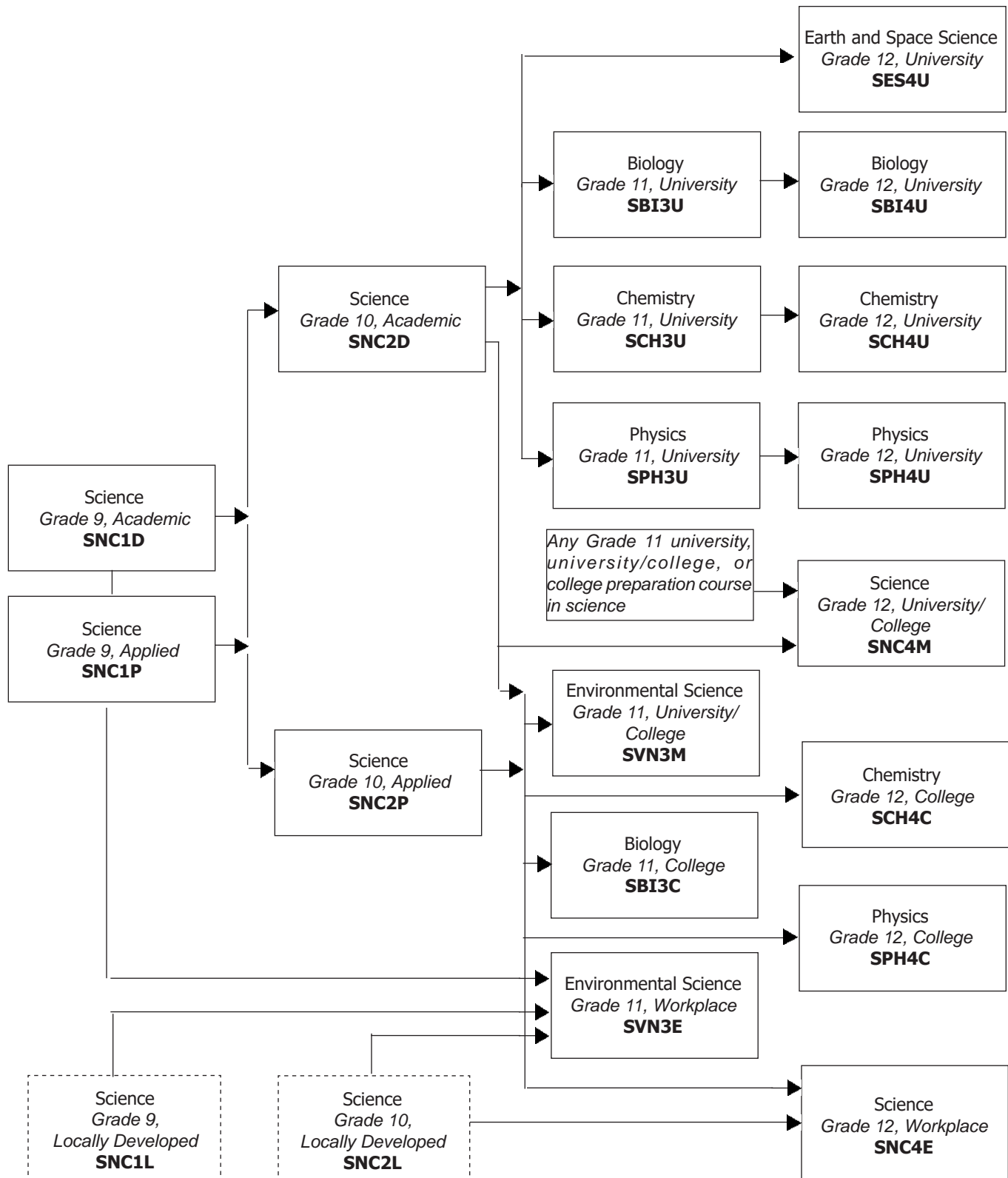
### **Philosophy: Questions and Theories, Grade 12, University Preparation**

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**

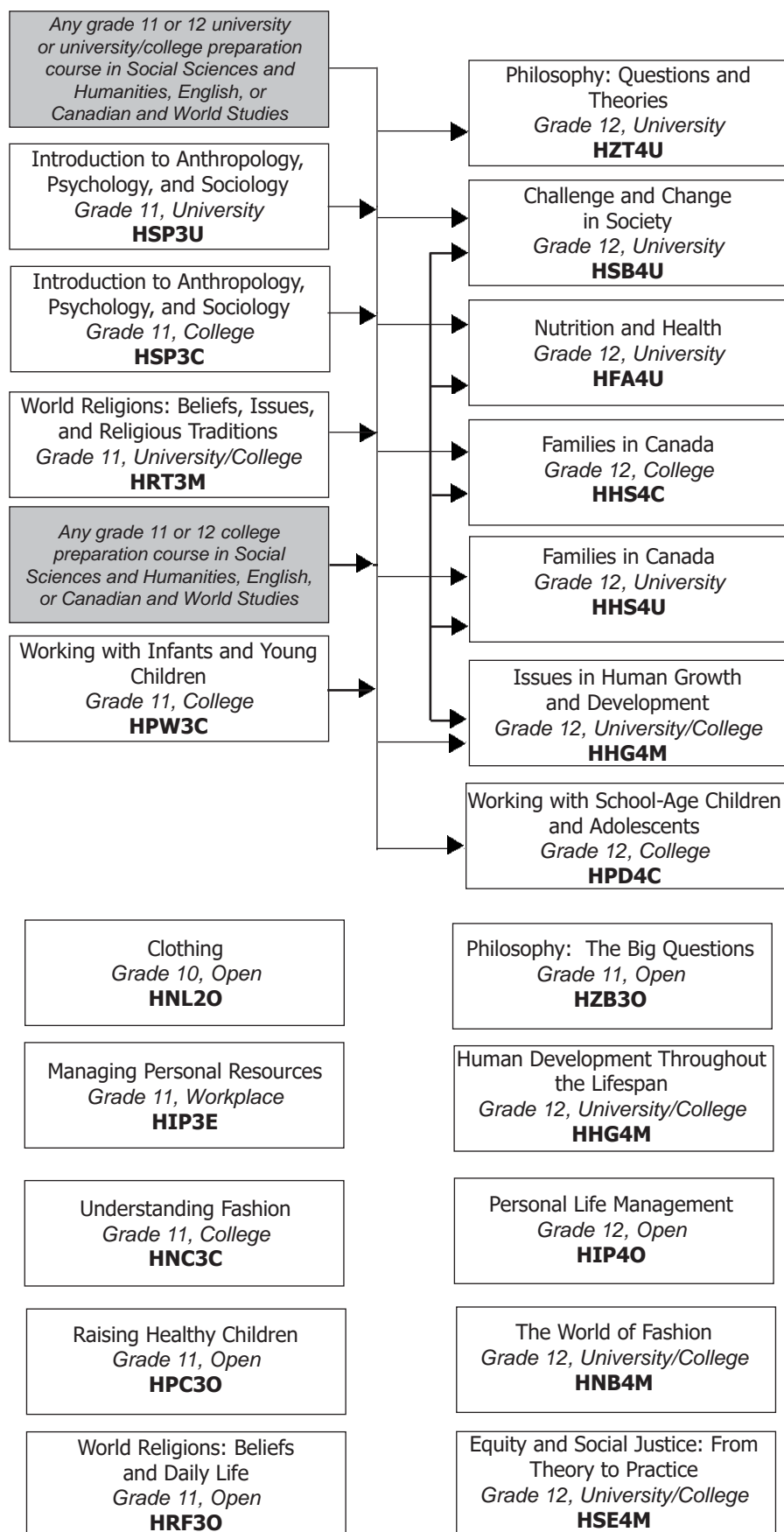
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will 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

# Social Sciences and Humanities

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.

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

### **HRF3O**

#### **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

The Special Education Department offers a variety of services to assist students in getting the maximum benefit from their secondary school experience and making the transition to post secondary life. Students in these programs will graduate with a Certificate of Accomplishment. The programs have been created for students who require intensive teacher and educational assistance support. They are designed to continue development in a combination of academic, social and life skills. These are non-credit, alternative programs that are personalized to meet the individual needs of each students in preparing them for their transition into living and working in our community as independently as possible. This program and its courses present values, support and content consistent with our mission of building a Catholic community. School boards must use the “K” course codes and titles found in the Ministry’s common course code to identify alternative courses.

### **KEN**

#### **Language and Communication Development**

This course is geared to the individual needs of the student and may include components from the following: reading, writing, oral and visual communications. Students will learn to communicate in a way that reflects Christ’s presence in each of us.

### **KMM**

#### **Numeracy and Numbers**

This course is to the individual needs of the student and may include components from the following: understanding numbers, computation (addition and subtraction), linear, measurement, time, money, mass/ volume, temperature, math in the home/ workplace. This course helps the student to become a reflective and creative thinker who evaluates situations and solves problems collaboratively.

### **KBB**

#### **Money Management and Personal Banking**

The IEP becomes the definition of the course and may include components from the following: setting and following a simple budget, understanding prices and taxes, depositing, withdrawing and maintaining a chequing and/or savings account, and using an Automated Banking Machine. This course will help students manage their money with some independence and responsibility.

### **KAL**

#### **Creative Arts for Enjoyment and Expression**

This course is geared to the individual needs of the student and may include components from the following: drawing, painting, print-making, sculpture, and the elements and principles of design. Students will recognize and appreciate their God-given creative talents.

### **KGL**

#### **Personal Life Skills**

This course is geared to the individual needs of the student and may include components from the following: awareness of good nutrition, Canada’s Food Guide, Safe food handling and preparation, basic housekeeping skills, household safety skills, meal planning, personal goals, problem solving, coping strategies and interpersonal relationships. Students will recognize and appreciate God’s gift of food and the role of nutrition in maintaining a healthy body, mind and spirit.

### **KAL**

#### **Creative Arts for Enjoyment and Expression: Drama**

This course is geared to the individual needs of the students. Students are given the opportunity to express themselves creatively within a dramatic framework. Students participate in a variety of activities (storytelling, monologues, role playing) to promote appropriate communication, social skills, self-esteem and independence.

### **KAL**

#### **Creative Arts for Enjoyment and Expression: Music**

This course is geared to the learner interested in general music appreciation. Various musical styles from past and present will be explored, including both instrumental and vocal genres. Students will learn the basics of musical notation, and further develop their ability to sing and/or perform in tune.

### **KPH**

#### **Choice Making for Healthy Living: Religion**

This course is geared to the individual needs of the students and offers the opportunity to explore their faith through music, crafts and storytelling. Students

learn respect for themselves and each other through these activities. God’s gifts to each person are recognized and appreciated.

### **KGW**

#### **Exploring the World of Work**

The IEP becomes the definition of the course and may include components from the following: employability skills, interpersonal relationships, communication skills, personal hygiene, job placement experience, job search techniques, resume writing, letter of application, job application forms, job interview, safety in the workplace, characteristics of a good employee. Students will grow in appreciation of their God-given talents and learn to share their strengths with others.

### **KHD**

#### **Social Skills Development**

This course is geared to the individual needs of each student. The school mission statement is the guiding philosophy of the course. The emphasis is for students to become responsible, respectable individuals who are ready to serve the world in the Spirit of Christ. Through role-play, in class activities, self –esteem workshops and life skill activities students will be given an opportunity to share their talents and gifts with staff and peers.

### **KHI**

#### **Culinary Skills**

This course is geared to the individual needs of each student. Students are given the opportunity to enhance their cooking and baking skills. An emphasis is placed on Healthy Choices. The Canadian Food Guide is one of the classroom resources. Students will also learn safety in the kitchen and general household safety skills. Cleanliness and proper food handling are also taught and practiced.



## **KGW**

### **Exploring the World of Work: Construction**

This course is geared to the individual needs of each student. Students are given the opportunity to use hand and power tools. Safety procedures are emphasized daily in the class. Students work closely with the teacher and educational assistants in the shop to enhance their construction skills.

## **KCW**

### **Exploring Our World: Geography**

This course is geared to the individual needs of the student and may include components from the following: Canadian identity, community, current events, world issues, travel, tourism, climate and the environment, media works, communication and mapping skills. Students will recognize and appreciate God's creation and their responsibility as His stewards.

## **KCW**

### **Exploring Our World: Science**

This course is geared to the individual needs of the student and may include components from the following: safety at home and in the work place including electrical and chemical safety, understanding temperature changes in relation to everyday events, understanding of bacteria and the relationship to expiry dates on consumable items. Students will recognize and appreciate God's creation and understand their responsibility for the preservation of the environment.

## **KNA**

### **First Canadians**

The course offers students the opportunity to understand our heritage and culture. This course provides the cultural history of the students local, provincial, and national areas. With this information, students have a better understanding of others and themselves.

## **KPF**

### **Personal Health and Fitness**

This course is geared to the individual needs of the student who will be involved in a variety of leisure activities to increase sportsmanship, cooperation and improve gross motor skills. Students will learn to respect and maintain their body as it was created in the likeness of God.

## **KPP**

### **Self Help and Self Care**

The IEP becomes the definition of the course and may include components from the following: understanding of the importance of personal grooming and hygiene, awareness of patterns in their daily lives, positive attitude toward themselves and others, an awareness of health and safety practices and advocacy skills, problem solving. Students will recognize and appreciate their role as stewards of their own body.

## **KTT**

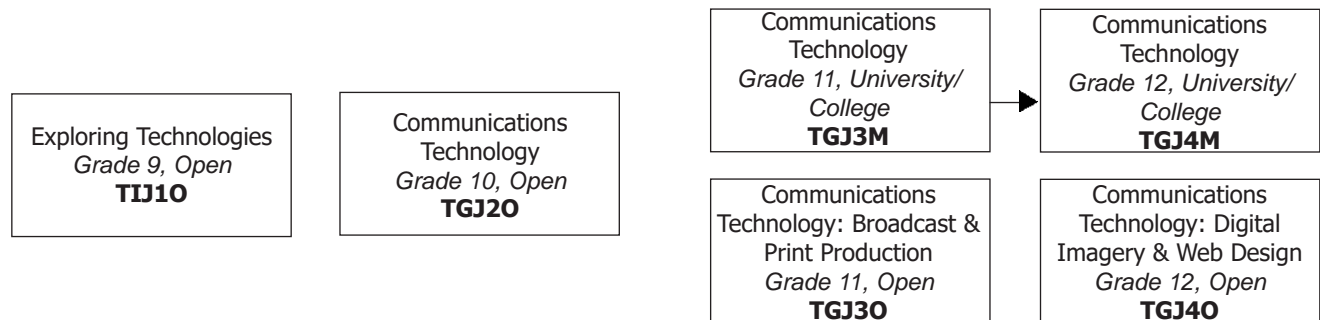
### **Computer Studies: Technology**

This course enables students to understand the technological and computer concepts they need in order to design, develop and build usable products and/or deliver services, and to pursue further technological education studies. Students will use the technological design process and a variety of tools and software to solve problems, complete projects, and strengthen their communication skills. Technological education encompasses both broad-based technology and computer studies, each of which is unique in its approach to curriculum content and

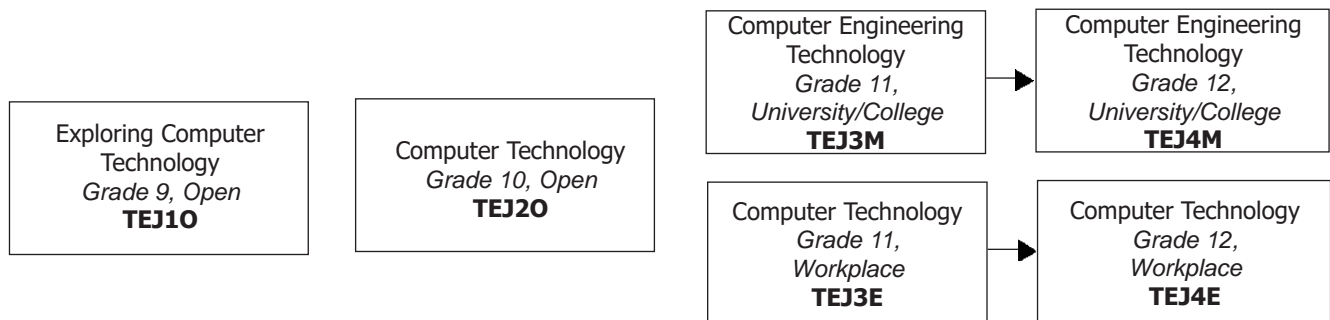
# Technological Education

## Prerequisite Charts for Technological Education, Grades 9 to 12

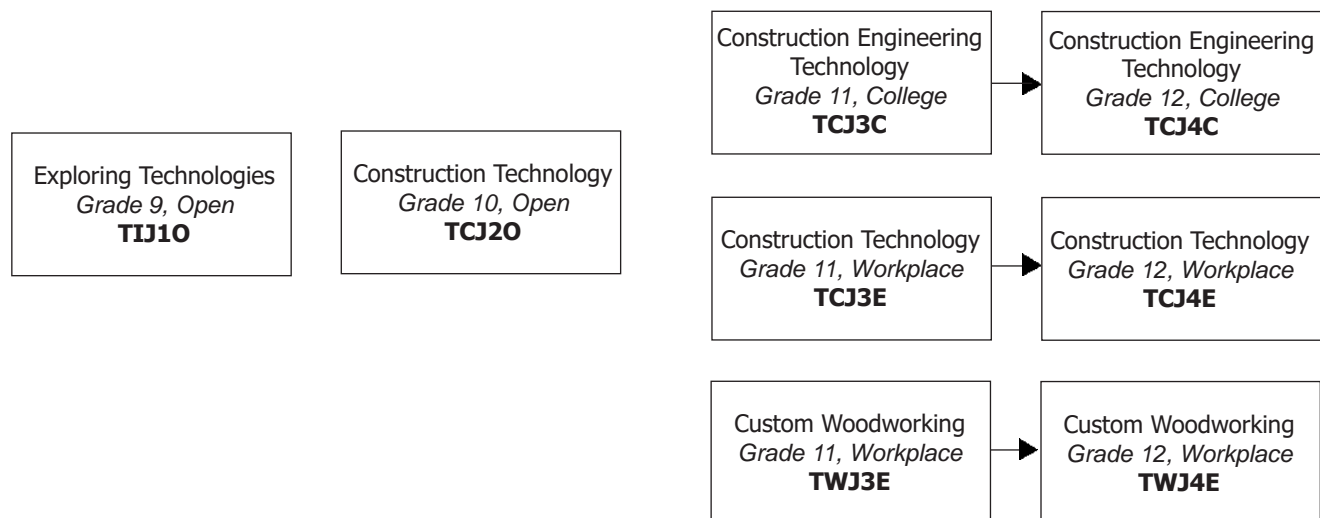
### Communications Technology



### Computer Technology

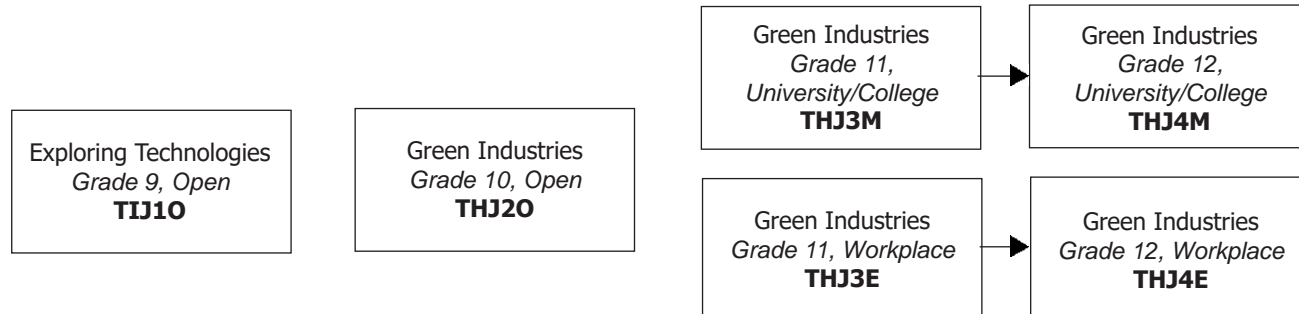


### Construction Technology



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

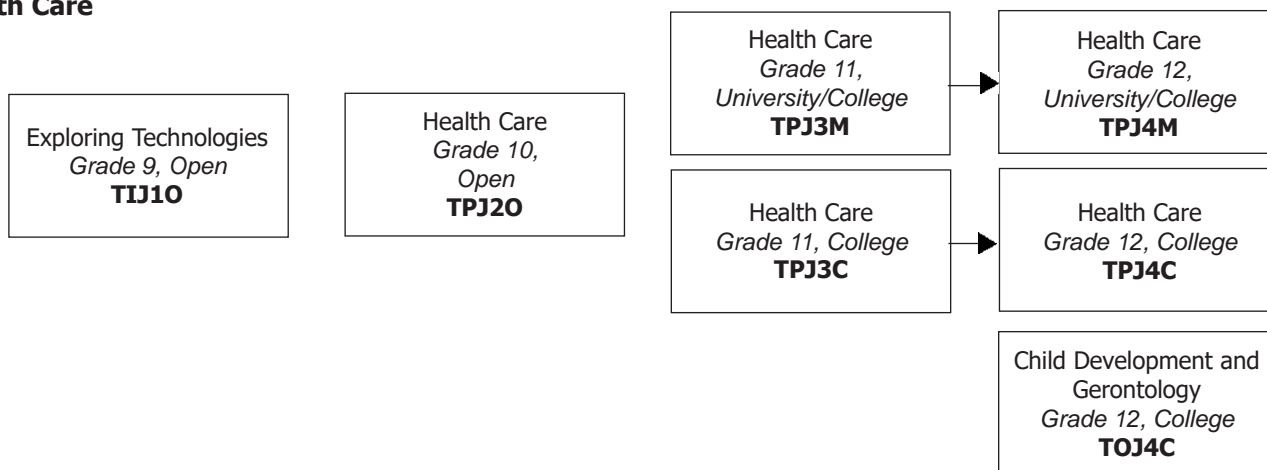
## Green Industries



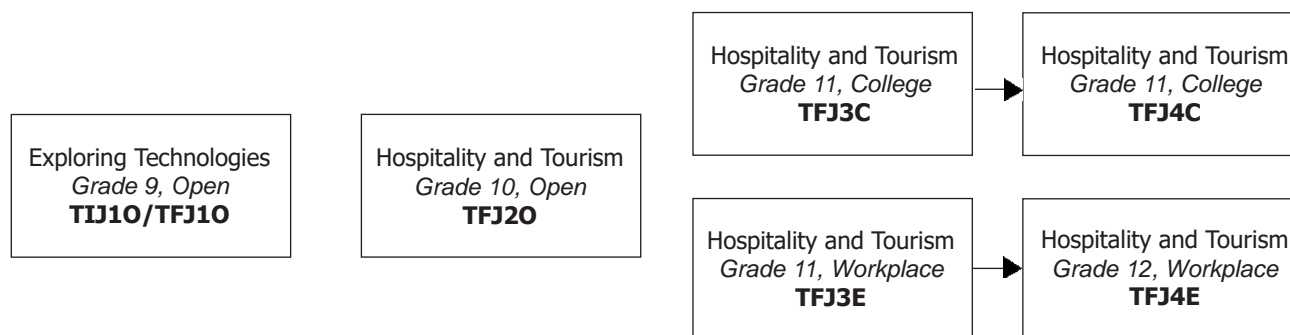
## Hairstyling and Aesthetics



## Health Care



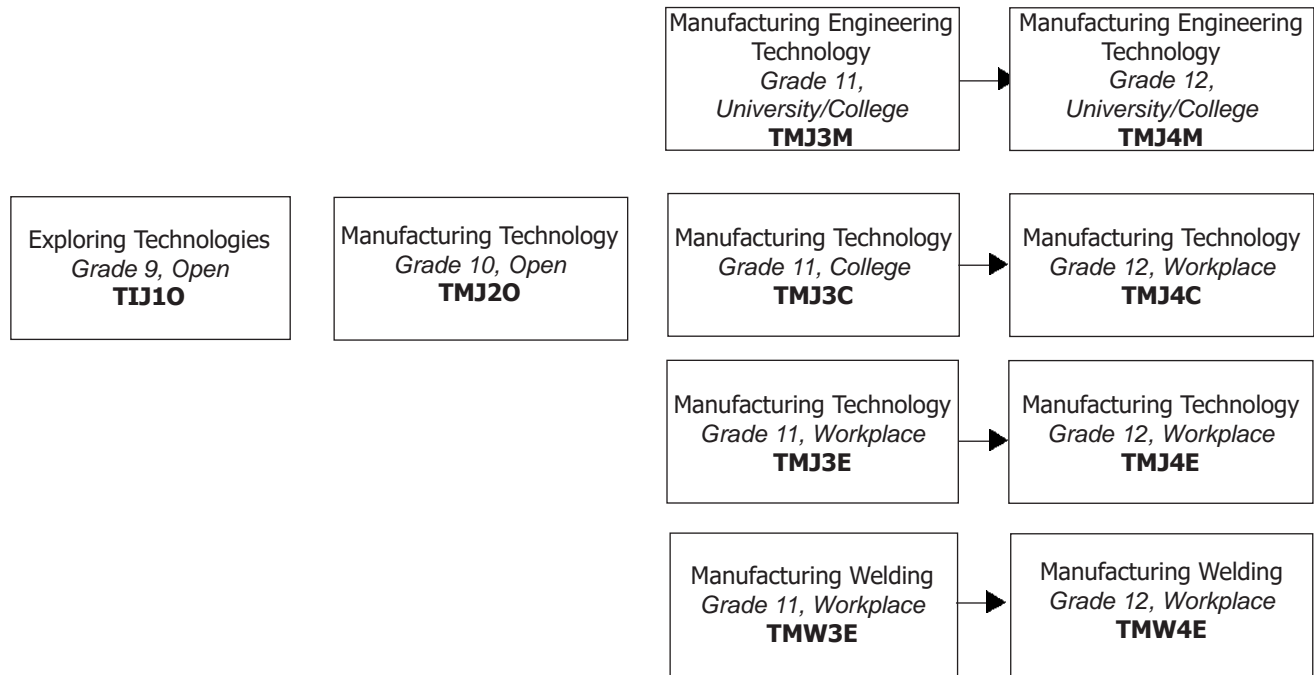
## Hospitality and Tourism



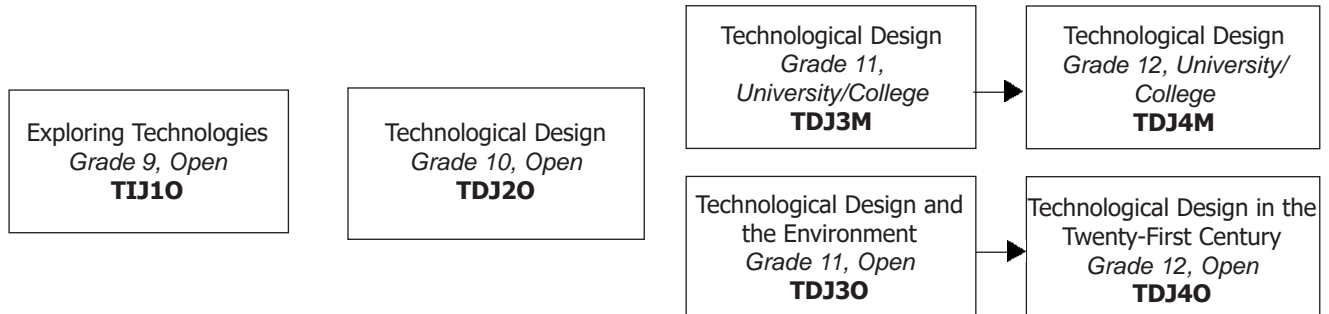
**\*EMPHASIS COURSES OFFERED. PLEASE CHECK COURSE DESCRIPTION SECTION .**

# Technological Education

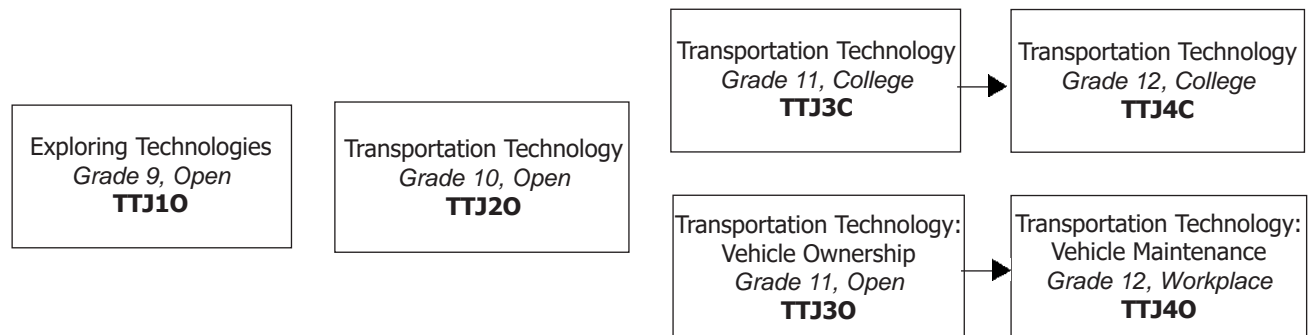
## Manufacturing Technology



## 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 draftsman  
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





delivery.

## 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

### 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.

# Technological Education

**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

## 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

# Technological Education

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

## TDJ40

### 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

## TTJ10

### 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

## TTJ20

### 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

## TTJ30

### 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

## EMPHASIS COURSES

These courses will cover the same Ministry expectations as TTJ3C. Students will also have the option of focusing their studies in:

- Transportation Technology, Vehicle Ownership - girls only option TTJ3OG

## 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 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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