



your
**FUTURE
is HERE!**

2013/2014
SECONDARY SCHOOL
PROGRAM AND
COURSE CALENDAR

**BECOME
THE PERSON
YOU WANT
TO BE.**



www.dsbn.org



our **MISSION:**

The DSBN is committed to student success by working together to inspire, empower and support all learners to achieve their full potential.

our **Vision:**

**Achieving
Success
Together**

our **CORE VALUES:**

RESPECT

WE WILL:

- Value everyone's contribution towards student success
- Acknowledge and celebrate the diversity, dignity, success and worth of all individuals
- Embrace environmental stewardship

RELATIONSHIPS

WE WILL:

- Build a culture of co-operation, collaboration, trust and respect
- Expand our educational community by fostering partnerships
- Implement a healthy, balanced lifestyle and foster wellness

RESPONSIBILITY

WE WILL:

- Provide a caring, inclusive, safe and healthy learning and working environment
- Model good citizenship and promote global awareness
- Utilize our resources wisely and efficiently
- Promote creative and critical thinking for life-long learners
- Share and implement best practices and innovative approaches that enhance student achievement



Message from The Director

Secondary schools at the District School Board of Niagara (DSBN) offer a wide variety of course options for you to choose. But deciding what courses are best for you can be somewhat overwhelming. What are your interests? Where do you want to go?

You may not yet fully know the answer to these questions. However, high school is a time for you to begin thinking about your future, to explore new opportunities and develop your skills and abilities. No matter which direction you ultimately choose, I am confident that, thanks to the excellent teachers and variety of program choices, DSBN secondary schools will provide an important foundation on which to build your future success.

One of the most exciting aspects of high school is your ability to choose courses to suit your interests. This course calendar offers a wide range of programs and activities to challenge you and stimulate new thoughts, ideas and dreams. As you think about where you want to go, we are pleased to highlight some of the supports and programs our schools have in place to help you get there.

Schools at the DSBN:

- Continue their strong focus on academics and offer courses that best fit your personal learning style.
- Offer new and innovative programs to help you reach your goals. For example, consider our Specialist High Skills Majors offerings.
- Integrate technology into the classroom, allowing you to learn 21st century skills using 21st century tools.
- Foster your creativity with a variety of enriching music, dance, drama and visual arts courses.
- Help you develop your outside interests with a variety of clubs, leadership opportunities and extra-curricular activities.
- Offer a wide range of athletic opportunities. As a student, you will have the opportunity to participate in a number of team and/or individual sports at both the competitive and recreational levels.

While this guide is an important starting point in your high school experience, I encourage you and your family to carefully consider the opportunities available in the following pages. Your teachers and guidance counselors are important sources of help, and they are pleased to meet with you and your family to discuss your high school plan and offer you the benefits of their expertise to help your decision making.

With hard work, and support from your family, friends and teachers, I am confident you will be successful in reaching your full potential.

Best Wishes



Warren Hoshizaki
Director of Education

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Find the Secondary School Program and
Course Calendar online at @
www.dsbn.org

Introduction



SPECIAL NOTE

The Ministry of Education is currently reviewing the curricula for Health and Physical Education (Grades 9-12), Social Science and Humanities (Grades 9-12) and Interdisciplinary Studies (Grades 11-12). At the time of print, none of the revisions resulting from this review were available. Please check the District School Board of Niagara's website (www.dsbn.org click on Students, then Secondary School Calendar and Course Offerings) for the online 2012/2013 Secondary School Program and Course Calendar for any updated information. In the Course Descriptions section of this Course Calendar starting on page 23, those courses which are under review in each Grade have been marked with an asterisk.

GENERAL INFORMATION

INTRODUCTION

The selection of courses and programs in secondary school depends on a partnership between students, parents and the school.

This Course Calendar will assist students and parents in making those important course and program selections. It is important to emphasize, however, that the Course Calendar is not the only source of information. The schools' teachers, guidance counsellors and administrators can provide valuable assistance in all matters related to course selection, program and career planning. Students and parents are encouraged to seek advice and assistance from these professionals.

School option/intention sheets and incidence charts describe what courses are offered at each school and each program area. Students and parents should note that course offerings are subject to enrolment.

This Course Calendar is laid out in three major sections. The first section contains General Information about District School Board of Niagara secondary schools and their services. More specific details may be obtained from each school in the board on these items. The next two sections are set out according to information and requirements for students who enter secondary school in or after September, 1999.

Students who are in Grade 9, 10, 11 or 12 as of September, 2008 will be subject to the updated diploma requirements of the Ministry of Education, as described in the section for these grades. More details can be found in *Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements 2011 (OS)*, copies of which are available from local secondary schools and on the Ministry website at:

www.edu.gov.on.ca

OVERALL GOALS AND PHILOSOPHY

Our secondary school programs are designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives. The programs are intended to prepare students for further education and work, and to assist them in becoming independent, productive, and responsible members of society. The school system of the District School Board of Niagara has been organized to provide as broad a scope of programs as possible to all students and, at the same time, to deal effectively with the special needs and interests of students. Thus, students in each program area have available to them a variety of programs.

In each geographic area (referred to as a program area), the schools and programs are organized to provide students with opportunities to pursue combinations of Academic, Business, and Technological Studies, as well as courses in the Arts, Family Studies, Physical and Health Education and Guidance and Career Education.

Continuing Education programs are available at several sites throughout the Board. These are described in this Calendar, and current information is published several times throughout the year regarding local offerings.

A number of other programs to serve the special needs of small groups of exceptional students are available throughout the Board.

Further details about any programs are available at each secondary school.

Introduction

SAFE SCHOOLS AND STUDENT RESPONSIBILITIES AND THE CODE OF CONDUCT

One of the Board's core values is "providing a caring, inclusive, safe and healthy learning environment." Safety is a primary responsibility of staff as well as students.

One of the basic aims of schools is to teach the importance of personal responsibility. An awareness of the value of personal responsibility will help students with their relationships with other people. This in turn will help the community and strengthen the country.

The secondary schools in the District Board offer many opportunities for students to gain more experience and an awareness of the value of personal responsibility.

In accordance with the requirements of the Ministry of Education and in order to provide students and parents with a clear understanding of students' rights and responsibilities within the schools of the District Board, the District School Board of Niagara has developed a policy entitled *School Discipline*. Each secondary school, in turn, has established a Student Code of Conduct in a consultative process with staff, School Council and students. The Code of Conduct outlines the rights and responsibilities of the student at the school he/she attends. It provides clear guidelines for acceptable and unacceptable behaviour for all members of the school community, and it is communicated to all members of the school community (students, teachers, staff and parents).

In addition, each school will have a specific set of procedures for dealing with matters of attendance and student behaviour.

At the beginning of each school year, the Student Code of Conduct, Student Evaluation and Promotion Policy and various other procedures will be discussed with students, and copies of the appropriate policies and procedures provided for parents/guardians.

The District School Board of Niagara's commitment to Student Success requires an equal commitment by students to regular attendance, as regular attendance is directly related to achievement.

STUDENT ATTENDANCE

Students are required to attend school until they reach the age of 18 or until they have obtained an Ontario Secondary School Diploma (OSSD).

EVALUATION OF STUDENT ACHIEVEMENT

Students will be evaluated in a variety of ways, in order to give an accurate picture of what they have learned, and how they have progressed. 70% of a final grade is representative of term work while 30% comes from final summative assessments conducted near the end of a course. Assessment and evaluation will be based on the achievement of the curriculum expectations, as outlined in all courses of study as well as the achievement chart categories and levels.

An evaluation outline for each course in which the student is enrolled is provided at the beginning of the course and copies of these are available to parents/guardians upon request.

Parents will continue to be informed of their child's progress through a regular schedule of report cards. For Grades 9 to 12, a Provincial Report Card will be used to provide information regarding academic progress and learning skills, separately reported in a consistent way throughout all schools. Parents are encouraged to call their school for information or advice on the progress of their child at any time during the school year.

DIPLOMA REQUIREMENTS

THE CREDIT SYSTEM

Students entering Grade 9 will proceed through school at a pace which is governed by their success in each subject. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Students accumulate credits each year towards the 30 credits they will require to obtain a diploma.

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

COMPULSORY CREDITS (TOTAL OF 18)

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

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in french as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education

Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

In addition to the compulsory credits, students must complete:

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

OPTIONAL OR ELECTIVE CREDITS

Students must complete a minimum of 12 elective credits selected from those available and those of specific interest to the student and their individual goals for career and future educational programs. These will be selected with the assistance of parents, guidance counsellors, teachers and administrators.

COMMUNITY INVOLVEMENT

All students entering Grade 9 must complete 40 hours of community involvement during their four years of secondary school in order to obtain an Ontario Secondary School Diploma (OSSD). This diploma requirement is designed to encourage civic responsibility, promote community values, support students' career explorations, develop their interests and skills, and reinforce the importance of volunteering. It will encourage students to develop an understanding of the various roles they can play in their communities, help them to develop a greater sense of belonging within those communities and recognize the positive effects they can have in their communities.

Community involvement must occur *outside* of scheduled instructional time that is part of the normal school day and may include a broad range of "unpaid" activities. Students must confirm the prior approval process for an activity with their school.

Students, in collaboration with their parent(s)/guardian(s), are responsible for selecting volunteer activities from the "Eligible Activity List". Students and their parent(s)/guardian(s) have the responsibility for completing the "Completion of Community Involvement Activities" form and handing it in to the school as required. They are also to ensure that the corresponding, total number of hours is recorded correctly on the report card. The safety of students is paramount. Students with special needs as well as other identified students may have Individual

Introduction

Education Plans (IEPs) that outline accommodations and/or modifications related to this component. Students must also avoid a list of activities that are declared ineligible by the Ministry of Education.

An *Information Manual* is available for students, parents and community members/organizations wishing to sponsor a “Community Involvement” activity. This manual may be obtained from the Principal or Vice Principal of your local community secondary school.

ONTARIO SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT

All students who entered Grade 9 in or after the 2000- 2001 school year, are required to obtain the literacy graduation requirement in order to earn the Ontario Secondary School Diploma. They may do so by one of the following means:

1. Ontario Secondary School Literacy Test:

Students who are working towards the OSSD will normally take the OSSLT when they are in Grade 10. This literacy test assesses the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. Students not taking this literacy test in Grade 10 will require a deferral granted on the basis of Ministry policy. Students who do not successfully complete the literacy test will have opportunities to retake the test in Grade 11 and Grade 12.

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC.

Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/ OACs): Program and Diploma Requirements, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.

For students with special education needs, accommodations specified in the student’s IEP must be available on the day of the test.

2. Ontario Secondary School Literacy Course:

Students qualify to enrol in the OSSLC when they have had two opportunities to take the OSSLT and have failed the OSSLT at least once, or if the principal determines that it is in the best educational interests of the student. This means that students are eligible to enrol in the OSSLC **before** they have had their second opportunity to take the test. The student also qualifies to enrol in the OSSLC if the accommodation required in a student’s IEP were not available on the day the OSSLT was administered. The reading and writing competencies required by the OSSLT form the instructional and assessment core of this course. Students who pass the course are considered to have met the literacy graduation requirement. The OSSLC can be used to fulfil the compulsory English requirement for either Grade 11 or Grade 12 although it may not be accepted as the Grade 12 English entrance requirement for university or college programs.

If used to meet the Grade 11 requirement, the course is coded OLC3O. If used to meet the Grade 12 requirement, the course is coded OLC4O. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma. Students may not challenge the OSSLC for credit.

3. Adjudication Process:

In rare cases, a student might have, through no fault of his/her own, 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. If such a student would otherwise be eligible to graduate in June, he/she would be granted this additional opportunity to meet the literacy graduation requirement. Similarly, students with an IEP who did not have access to the documented accommodations when taking the OSSLT are also eligible for the adjudication process. This process establishes a Board adjudication panel at the end of the school year to review samples of the student’s work to determine if they provide evidence that the student has met the literacy requirements for graduation.

ONTARIO SECONDARY SCHOOL CERTIFICATE REQUIREMENTS

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 Mathematics
- **1 credit** in Science
- **1 credit** in Canadian History

OR

- **1 credit** in Canadian Geography
- **1 credit** in Health and Physical Education
- **1 credit** in the Arts, Computer Studies or Technological Education

THE CERTIFICATE OF ACCOMPLISHMENT

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

Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new Certificate of Accomplishment.

SUBSTITUTION FOR COMPULSORY CREDITS

Substitution for compulsory credits may be possible. Information about substitution procedures may be obtained from the Guidance Department at the secondary school involved. Parental approval is required for students under the age of 18. Principals may substitute up to 3 compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. See Section 6.2 of *Ontario Schools (2011)* for more detail.

CREDIT FOR EXTERNAL CREDENTIALS

Students are given credit for selected learning that they pursue outside their secondary school program. Certification from specific, recognized institutions such as conservatories of music, can count as **optional credits** toward a high school diploma. Beginning January, 2004, the external music credits accepted for credits towards the OSSD are:

- 1. one non-Grade 12 university/college credit:**
Music-External (Conservatory) (AMX3M) for
 - Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto
 - Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
 - Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
 - Grade V Practical and Grade III Theory of Trinity College London, England
 - Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
- 2. one Grade 12 university/college credit:**
Music-External (Conservatory) (AMX4M) for
 - Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
 - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
 - Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
 - Grade VI Practical and Grade IV Theory of Trinity College London, England
 - Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

ONTARIO SCHOOL RECORDS (OSR)

An Ontario School Record (OSR) is maintained for each student. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and assessed, they are recorded in the OSR. Other data recorded are: date of birth, Social Insurance Number, Ministry of Education Number and/or the Ontario Education Number, schools attended, names of parents/guardians.

Introduction

A student and his/her parents may have access to the student's OSR. It is not available to other students, parents or individuals. For more information about this, please call the Guidance Department.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) is a record of courses successfully completed.

As students earn credits in Grades 9-12, their personal achievement for each course is recorded on this form as a percentage grade.

Transcripts for current students in day school programs are available through the Principals at each school. After the student leaves school, the Ontario Student Transcript will be kept on file in the ***last secondary school attended for 5 years*** and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case he/she ever needs an official report of marks, such as would be required by any college, university or employer. Marks will not be released by the school without the permission of the student or of the parent/guardian if the student is under 18.

Students not enrolled in day schools but enrolled in Community Education classes can contact the office at 905-641-2929 for report cards and transcripts. Former students whose records are inactive, and not at the former school site, can request transcripts and school records by calling 905-641-2929, extension 54157. Proof of identification and a nominal fee will be required to process requests.

FULL DISCLOSURE - ONTARIO STUDENT TRANSCRIPT

The following procedures will be used upon withdrawal from a course and repetition of a course.

Withdrawal from a course

Grades 9 and 10

Withdrawals from grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST (Ontario Student Transcript).

Grades 11 and 12

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional

days following the issue of the first report card in a semestered or a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering a "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 11 or 12 course that they have previously completed successfully, can earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) along with the lower percentage grade.

For more information regarding these policies, see the Guidance personnel in your school.

PLAR CHALLENGE PROCESS

The Prior Learning Assessment and Recognition (PLAR) challenge process allows students who have acquired knowledge and skills outside an Ontario secondary school to 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. Grade 9 courses may not be challenged. Students may earn up to four credits through the challenge process, with a maximum of two credits in any given discipline. All credits granted through the PLAR process represent the same standards of achievement as granted to students who have taken the course.

Students may not challenge for credit for the following:

- a course for which a credit has already been granted or for which there is significant overlap with a course for which credit has been granted;
- a course in any subject if a credit has already been granted for a course in that subject at a later grade;
- a course a student has previously taken and failed;
- a transfer course, a locally developed course or a cooperative education course;
- a course in English as a Second Language (ESL) or English Literacy Development (ELD) if the student has already earned a credit from a course included in the English curriculum policy document;

- a course in French as a Second Language if a student has already earned a credit from a course included in the Français curriculum policy document.

Students who are interested in initiating the challenge process will be required to submit their application along with appropriate supporting documentation prior to being accepted. (Students under the age of 18 must have parental approval.) If it is determined that the student has presented reasonable evidence for success, the challenge may proceed to the next step. Assessment and evaluation will include formal testing (balance between written work and practical demonstration) that will account for 70% of the final mark and a variety of other assessment strategies appropriate for the course that will account for 30% of the final mark. Specific details regarding the challenge process will be available through the guidance office or Principal.

PLAR EQUIVALENCY PROCESS

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine, as equitably as possible, the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Principals will use OSS, Appendix 8 as their guide in this process. The guiding principle of this process is that all credits must represent the same standards of achievement as credits granted to students who have taken the Ministry approved courses for Ontario.

STUDENT SUCCESS

OVERVIEW OF SUPPORTS FOR STUDENT SUCCESS

The Ministry of Education "Student Success" initiative ensures additional support to students in our schools. The focus of the support is to improve the literacy and numeracy skills of all students; to ensure a smooth transition from Grade 8 - 9 and then from secondary school to work place; and to develop programs within schools which prepare students for their selected destination in the workforce. The District School Board of Niagara's 19

secondary schools are dedicated to fulfilling the Board's Mission Statement:

"We are committed to student success by working together to inspire and empower all learners to reach their full potential".

Our secondary schools provide a range of innovative programs and supports that help students to earn the credits they need to graduate. These programs include:

- **Student Success Teams** - In each secondary school a Student Success Teacher and In-School Student Success Team work with school staff, parents and the wider community to ensure that together, they help more students earn the credits necessary to graduate.
- **Credit Recovery** - In each secondary school special classes have been created to give students who have not been successful the opportunity to gain the credits they have missed.
- **Specialist High Skills Major** - By making courses more relevant to students, they get a better understanding of a subject because they learn it in a real world environment. Each major is a bundle of 8 to 10 courses, part of the overall 30 credits needed for graduation. Secondary schools in the District School Board of Niagara are currently offering a Ministry-approved Specialist High Skills Major in Agriculture, Arts and Culture, Business, Construction, Energy, Environment, Health and Wellness, Hospitality and Tourism, Horticulture, Information and Communications Technology, Manufacturing, Sports and Transportation sectors. See page 10 for more detailed information.
- **Expanded Cooperative Education Credit** - Cooperative Education is a great way to learn skills and gain experience from the workplace. For more details, see Cooperative Education below.
- **Dual Credit Program** - With the new Dual Credit Program, high school students can earn up to 4 optional credits by participating in apprenticeship training and college preparation courses. These courses count towards both their high school diploma and their post secondary education or apprenticeship certification.
- **Grade 8 to 9 Transition** - Making the move from elementary to high school can be challenging for some students. Increased attention and programming

Introduction

tailored to fit the needs of the individual student will provide the support they need to make a smooth transition. See your Guidance Counsellor for more details.

COOPERATIVE EDUCATION

- Cooperative Education is a planned learning experience, for which credits are earned. It integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related course. Cooperative Education placements are arranged for students by their school and must follow Ministry of Education policy and guidelines.
- The Cooperative Education course consists of a classroom component and a workplace component. The classroom component includes 15 to 20 hours of pre-placement instruction on topics such as: self-assessment, résumé writing, interview skills, health and safety, etc. The workplace component requires students to be at a work site for approximately 3 hours per day (morning or afternoon) for a semester (i.e. September to January or February to June).
- Classroom sessions are held on a regular basis throughout the placement to provide opportunities for students to reflect on and reinforce their learning in the workplace.
- Cooperative Education credits may be used to meet up to two of the 18 compulsory credit requirements for the Ontario Secondary School Diploma (OSSD).
- Cooperative Education credits may be used in the calculation of a student's grade average but can't be applied towards the 6 U level credits required for entrance to a university.

For more information go to:

TechEd.dsbn.org/Co-op

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

“Apprenticeship IS Postsecondary Education!”

The Ontario Youth Apprenticeship Program (OYAP) is a component of the secondary school Cooperative Education program that enables students to earn co-op credits toward their Ontario Secondary School Diploma (OSSD) while completing work experience in a skilled trade. If you are a full-time high school student, have completed 16 credits and are at least 16 years old, OYAP can give you a head start on developing your skills and becoming qualified through apprenticeship to work in one of over 150 different skilled trades.

Apprenticeship is a first choice postsecondary education opportunity. On-the-job training comprises about 90% of an apprenticeship. Employers use industry training standards to ensure that an apprentice becomes competent in the trade. As part of their training, all apprentices also attend postsecondary in-school sessions, usually offered at colleges or other approved delivery agents. Apprentices are paid by employers during on-the-job training and may qualify for support during the in-school sessions (eg. Employment Insurance). This means it is possible to become fully qualified to work in a skilled trade without accumulating significant student loans. Apprentices may also qualify for incentives such as grants, tax credits and loans, through the Government of Canada.

Students interested in pursuing apprenticeship education should first explore Technological Education courses offered throughout the DSBN. To participate in OYAP, students must also take Cooperative Education. Through their co-op placement, OYAP students may be formally registered as an apprentice while still attending high school. This means OYAP students can begin earning work experience, competencies, and/or hours towards the completion of their apprenticeship training (depending on the trade) while earning the requirements for their high school diploma.

What are the Benefits of starting Apprenticeship Training while in Secondary School?

- Students can try out postsecondary training options while still in high school.
- Students have an opportunity to gain valuable work experience, training competencies and/or hours, which can be applied toward their postsecondary apprenticeship training.

- Students can explore an occupation that is of interest to them.
- Students can network with and learn from skilled professionals working in their trade.

Signing to OYAP while still in high school allows students to explore their postsecondary training options with the flexibility to switch trades or paths if the student wishes to explore other options. Once formally registered as an apprentice through OYAP, students who have explored other options can return to their apprenticeship training at any time, without losing the competencies and/or hours logged, provided that the requirements for the OSSD are met.

OYAP is open to all students who are at least 16 years of age, are enrolled as a full time student and have completed the credit requirements for Grade 10 (or equivalent). All forms of Cooperative Education and work experience will include the following:

- Pre-placement instruction;
- Provision of Workplace Safety and Insurance Board coverage, as described in the Policy/Program Memorandum No.76a, “Workers’ Compensation Coverage for Students in Work Education Programs”;
- A personalized placement safety plan (PPSP) to be completed with the placement employer outlining job-specific training and orientation to the work site and specific duties the student will perform;
- A personalized placement learning plan (PPLP) based on the curriculum expectations of courses in the provincial curriculum policy documents and on the expectations of participating employers;
- Assessment of students’ progress through regular monitoring of their learning in the workplace setting;
- Opportunities for students to analyze their out-of-school experiences and to integrate them with their in-school learning;
- Evaluation of students’ learning to determine whether course expectations have been met.

All OYAP placements must provide appropriate training, supervision, and evaluation. A certified journey person provides the placement component – apprenticeship on-the-job training – according to the regulations of the trade. Employers who hire an OYAP student to continue their apprenticeship training after graduation may be eligible for government wage subsidies.

After being hired, many apprentices will, because of their skills, be asked to train new apprentices, or will find opportunities to manage operations, start their own businesses, or use their experience as a base for technological or engineering studies at a college or university.

The schools of the District School Board of Niagara have established a wide variety of local partnerships, particularly with employers who can provide placements in apprenticeship occupations. Students enrolled in OYAP earn Cooperative Education credits in accordance with all prescribed policies and procedures outlined by the Ministry of Education and OYAP guidelines established by the Ministry of Training, Colleges and Universities (MTCU). Approved industry training standards serve as the basis for the student’s personalized placement learning plan.

Many of the trades offer excellent employment opportunities. Students are encouraged to explore their Skilled Trades and Technologies career options. Students can start by visiting www.dsbn.org/OYAP where they will find job descriptions, links to local labour market forecasts, news articles and more.

A variety of industry-recognized certifications and awareness training may also be available to OYAP students such as: Workplace Hazardous Materials Information Systems (WHMIS), Fall Arrest, Traffic Control, First Aid, Ontario Superhost, Service Excellence, Smart Serve. OYAP students are encouraged to explore the experiential learning opportunities available through the Specialist High Skills Major program.

For further information about DSBN Technology and Experiential Learning Programs, including a list of apprenticeship trades, please visit:

**OYAP.dsbn.org
TechEd.dsbn.org**

To discuss OYAP, Cooperative Education and SHSM options further, students are encouraged to contact their:

- Guidance Counsellor;
- Technological Education Teacher;
- Cooperative Education Teacher; or
- The DSBN Technology and Experiential Learning Team

Skills4Life@dsbn.org

Introduction

SPECIALIST HIGH SKILLS MAJOR (SHSM)

Specialist High Skills Major (SHSM) programs continue to experience tremendous growth within the DSBN. In just six years we have expanded from piloting the Ministry of Education's first Construction SHSM to offering the students at the District School Board of Niagara the choice of 46 SHSM programs at 20 different secondary schools. Our students participating in these programs are experiencing tremendous accomplishment with a 2010-2011 credit success rate of 98%. DSBN students can focus on a career path that matches their skills and interests in the following 13 sectors:

- Agriculture
- Arts and Culture
- Business
- Construction
- Energy
- Environment
- Health and Wellness
- Horticulture
- Hospitality and Tourism
- Information and Communications Technology
- Manufacturing
- Sports
- Transportation

Our Regional programs invite students from across the board to spend their days outside the traditional classroom setting. The students in the SHSM Regional Construction program spend a semester building a house from the ground up. Students then return to their individual schools to complete the remaining components of their SHSM.

What is a Specialist High Skills Major?

The Specialist High Skills Major (SHSM) is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists them in their transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.

Every SHSM must include the following five components:

1. A bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - 4 major credits that provide sector-specific knowledge and skills;
 - 2-4 other required credits from the Ontario curriculum;
 - 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills.
2. Sector-recognized certifications and/or training courses
3. Experiential learning and career exploration activities within the sector
4. “Reach Ahead” experiences connected with the student’s chosen postsecondary pathway
5. Development of Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

HOW WILL THE SPECIALIST HIGH SKILLS MAJOR BENEFIT STUDENTS?

- An SHSM allows a student to experience a range of customized, career-focused learning opportunities. It enables a student to take courses in an area of interest related to a particular sector while working towards a OSSD.
- The focused learning experiences of an SHSM program give students the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education, training, and next steps towards a career.
- The Experiential Learning opportunities provided in an SHSM enable students to refine their skills and improve their work habits, gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school and their future careers. Students are also able to begin to establish relationships and networks in their chosen fields.
- Students who graduate with an SHSM can look forward to improved prospects after secondary school; because of the recognition and support for the SHSM framework content from a variety of representatives from the economic sector, apprenticeship training programs, colleges and universities.

COMPONENTS OF A SPECIALIST HIGH SKILLS MAJOR (SHSM)

1. Bundled Credits

Each SHSM has a bundle of 8-10 required Grade 11 and Grade 12 credits depending on the sector and/or pathway for each of the four postsecondary destinations. Students take courses specific to their major while fulfilling the requirements of their Ontario Secondary School Diploma (OSSD). Courses can be selected to satisfy requirements for entry into the postsecondary education option of each student's choice (Apprenticeship, College, University, Workplace).

2. Sector-Recognized Certifications and Training Programs

Certifications and Awareness Training Programs, especially those addressing safety, are important for students. In addition to the Major courses and the Experiential Learning components of the Specialist High Skills Major (SHSM), sector-related certifications and training programs enable students to acquire the knowledge and skills related to safe work habits. In addition, sector-recognized certifications provide SHSM students with an advantage when entering the workplace.

Important Note: certifications and workplace-related health and safety courses taken as part of the SHSM program do not remove the obligation of the employer to provide workplace-, site-, and equipment-specific training. Ontario employers are obligated under the Occupational Health and Safety Act to provide workplace-specific health and safety training to every worker and to ensure that workers are aware of hazards, processes, procedures and rules related to safety in their workplace. SHSM certifications and training programs are a complement to – but not a replacement for – the health and safety training obligations of employers.

3. Experiential Learning Activities

Experiential learning consists of planned learning experiences that take place outside of the traditional classroom setting. Credits in the Specialist High Skills Major (SHSM) framework must include Experiential Learning opportunities for students so they can connect their learning in school to work in the sector. Experiential Learning can include job shadowing, job twinning and work experiences.

4. “Reach Ahead” Experiences

Students in the Specialist High Skills Major (SHSM) program have opportunities for learning experiences directly related to their desired postsecondary destination. Experiences can range from a few hours in length to the time necessary for a full course, and may include:

- job-shadowing someone for a day or more in a career the student is considering;
- attending a number of college or university classes in his/her area of interest and/or;
- attending a conference or workshop held by the economic sector in his/her SHSM.

5. Development of Essential Skills and Work Habits required in the Sector

The Ontario Skills Passport (OSP) Work Plan is used to identify and track students' demonstration of essential skills and work habits during their work experiences in their sector, and to plan further skills development.

Human Resources and Social Development Canada (HRSCD) has identified and validated the essential skills needed for life, learning and work. These skills are transferable from school to work, job to job and sector to sector. They enable people to perform tasks required in their jobs and to participate fully in the workplace and community.

For more information please visit TechEd.dsbn.org/SHSM or contact your Guidance teacher or SHSM Facilitator at 905-227-5551 and ask how you can qualify for a Specialist High Skills Major.

AMBASSADORS FOR CONSERVATION OF ENERGY (ACE) PROGRAM

The DSBN is one of only a few school boards in Ontario that is offering the newest SHSM sector – Energy. With the continued interest and growth in energy conservation many students are considering careers in this emerging sector. The Ontario Power Authority has added their support to our SHSM Energy by backing the ACE program (Ambassador for the Conservation of Energy). The DSBN's ACE and SHSM Energy programs work in tandem to help students experience the many facets of energy conservation. Students will learn about electricity with a focus on energy conservation and renewable energy

Introduction

technologies. Students will become “Ambassadors for Conservation of Energy” by delivering the message of conservation to younger students and the community as a whole.

For more information please visit www.TechEd.dsbn.org/SHSM or contact your technology teacher or the SHSM Facilitator at 905-227-5551.

THE SPECIALIZED SCHOOL-TO-WORK PROGRAM

This program has been designed for students who would benefit from:

- smaller class sizes;
- personalized instruction to assist with academic difficulties;
- working on English and Mathematics expectations that are more suited to the world of work;
- accommodations to the curriculum;
- a more hands-on learning experience.

For more information, please feel free to contact the Secondary Schools offering the Specialized-School-To-Work program:

- Beamsville District Secondary School
- Eastdale Secondary School
- Fort Erie Secondary School
- Port Colborne High School
- Stamford Collegiate

- eLearning
- English as a Second Language Programs
- Heritage Language Programs
- The Extended French Program
- Performing Arts
- Native Studies

SPECIALIZED PROGRAMS

eLEARNING

The District School Board of Niagara eLearning Program offers online education in a secure environment. Using resources developed by eLearning Ontario, online teachers engage students using a variety of web based tools, while giving the learner the flexibility needed to succeed.

Online learning provides a number of unique experiences for students, including:

- allowing students to learn in a more independent, flexible environment;

- supporting inquiry and project-based learning;
- developing skills required for learning in the 21st Century.

The District School Board of Niagara offers a number of eLearning courses each year. Additional eLearning courses are made available to students through the Ontario eLearning Consortium.

If you would like to take an online course, please see your Guidance Counsellor. Your Guidance Counsellor will work with you to ensure you have the necessary program prerequisites, access to the required hardware and software, a course mentor and in-school supports for you to succeed.

For more information, please go to the DSBN eLearning website:

www.dsbn.org/eLearning

The following eLearning courses may be offered by the District School Board of Niagara.

BAF3M - Financial Accounting Fundamentals
BAT4M - Financial Accounting Principles
CHV2O - Civics
CLN4U - Law
ENG4U - English 4U
ENG4C - English 4C
EWC4U - The Writer's Craft
HSB4M - Challenge and Change in Society
HZT4U - Philosophy: Questions and Theories
GLC2O - Career Studies
LNMAO - Native Language - Mohawk
SES4U - Earth and Space Science
SPH4U - Physics

Students may be able to access the following eLearning courses offered by the Ontario eLearning Consortium.

ASM2O - Media Arts
BBB4M - International Business Fundamentals
BDV4C - Entrepreneurial Studies: Venture Planning
BTA3O - Information Technology Applications in Business
CGF3M - Physical Geography: Patterns, Processes and Interactions
CGG3O - Travel and Tourism
CGR4M - Environmental Geography
CGW4U - Canadian and World Issues: A Geographic Analysis
CHA3U - American History
CHI4U - Canada: History, Identify, and Culture
CHY4U - World History: the West and the World
CLU3E - Understanding Canadian Law
CLU3M - Understanding Canadian Law

EMS3O - Media Studies
ENG3E - English
ENG3U - English
ENG4E - English
EWC4U - The Writer's Craft
FSF4U - Core French
GWL3O - Designing your Future
HHS4M - Individuals and Families in a Diverse Society
HRT3M - World Religions
HSB4M - Challenge and Change in Society
ICS3U - Computer Information Science
ICS4U - Computer Information Science
MAT1L - Mathematics
MAT2L - Mathematics
MCT4C - Mathematics for College Technology
MCV4U - Calculus and Vectors
MDM4U - Mathematics of Data Management
MEL3E - Mathematics for Everyday Life
MEL4E - Mathematics for Everyday Life
MFM1P - Foundations of Mathematics
MFM2P - Foundations of Mathematics
MHF4U - Advanced Functions
MPM1D - Principles of Mathematics
MPM2D - Principles of Mathematics
PPZ3O - Health for Life

Prior to involving a student in an eLearning course outside the DSBN, schools need to contact the Board's eLearning Co-ordinator.

ENGLISH AS A SECOND LANGUAGE

Two secondary schools in the District Board offer student access to English as a Second Language (ESL) and English Literacy Development (ELD) support. Courses in these areas are meant to support students whose first language is other than English or is a variety of English that is significantly different from the variety used in Ontario's schools, and who may require educational interventions to assist them in attaining English language proficiency. Students may substitute up to 3 ESL/ELD credits for compulsory English credits. They must earn the fourth compulsory credit in English at the Grade 12 level.

English as a Second Language credit courses are available for adolescents at St. Catharines Collegiate in St. Catharines and Westlane Secondary School in Niagara Falls.

Non-credit courses are available for adults in St. Catharines through the Niagara Folk Arts Multicultural Centre at 85 Church Street, St. Catharines, Tel: 905-685-6589. Individuals in Welland, Niagara Falls and Fort Erie can

request information from the Welland Heritage Council office at 26 East Main Street, Welland, Tel: 905-732-5337.

HERITAGE LANGUAGES

Heritage language non-credit courses are offered in cooperation with the St. Catharines Folk Arts Council and its affiliated ethnic groups. Many different languages are offered - Arabic, Armenian, Chinese, German, Greek, Hebrew, Hindi, Korean, Polish, Spanish, Ukrainian.

THE EXTENDED FRENCH PROGRAM

Four centres are provided for the Extended French Program: A.N. Myer Secondary School in Niagara Falls, Welland Centennial Secondary School in Welland, Sir Winston Churchill High School in St. Catharines and Grimsby Secondary School in Grimsby. Transportation is provided to these centres for eligible students. Students in Grades 9&10 study Mathematics, Science, Extended French Language Arts, History, Geography, Civics and Career Studies. Grades 11&12 Extended French Language Arts courses, along with additional courses, are also offered. Slight variations of the above may occur from school to school. In all these subjects, French is the language of instruction. Students study the remaining subjects in English.

PERFORMING ARTS

The District School Board of Niagara features special programs in the Performing Arts. The Academy for the Arts (DNA Arts), located at Laura Secord Secondary School, offers intensive programs for interested and talented arts students in the Niagara Region. These programs provide students with an opportunity to concentrate their studies in an arts discipline - Dance, Drama, Music, Visual Arts, Music Theatre for up to one third of the credits required for the Ontario Secondary School Diploma.

The Academy program is professionally and academically oriented, emphasizing the arts as a viable and rewarding career pursuit. Postsecondary plans at a College or University is the next step for most students.

Students enrolled in schools within the District School Board of Niagara may apply. Students are admitted by audition and interview, a process that places them in the right academy program and confirms their intention to study the arts. Essential components of the DNA Arts program are potential and commitment to perform.

Introduction

More information is available from each school's Guidance Department.

NATIVE STUDIES

The District School Board of Niagara offers both Intermediate and Senior courses in Native Studies. These courses provide students with a broad range of knowledge related to Aboriginal peoples to help them better understand Aboriginal issues of public interest discussed at the local, regional and national levels. Students will develop the skills necessary to discuss issues and participate in public affairs. Through their involvement in Native Studies, they will increase their awareness and understanding of the history, cultures, world views, and contributions of Aboriginal peoples in Canada.

SPECIAL EDUCATION

SPECIAL EDUCATION - PROGRAMS AND SERVICES

The District School Board of Niagara believes that all students can learn. The school system and its educational programs are organized to ensure optimal academic and social growth for all students. Schools hold regular In-School Student Success Team meetings to monitor progress and plan for exceptional and at-risk students. Some students because of behavioural, communicational, intellectual or physical needs may be identified as "exceptional" and are, provided with Special Education programs and/or services.

The Special Education programs and services of the Board are described in the board's Special Education Report.

www.dsbn.org/schools/supportservices/SE/report.html

The District School Board of Niagara has established Identification, Placement and Review Committees (IPRC). These committees have three purposes:

- to identify whether or not a student is exceptional, based on needs;
- to recommend an appropriate educational placement in which the student, with parental permission, will receive services;
- to review the educational progress of each exceptional student to ensure that the placement is appropriate.

All students identified as exceptional have an Individual Education Plan (IEP). The IEP is a document for parents, teachers and others involved with the student to plan to address the learning needs of the student. Exceptional students in secondary school (except those identified solely with giftedness) have a transition plan in place through the IEP Process.

Each secondary school has a Special Education Resource Teacher (SERT) available to support exceptional students with their programs. The Special Education Resource Teacher will collaborate with you/your family and the school team to provide an Individual Education Plan that supports your strengths and needs.

As well, to meet some of our secondary student needs, many sites offer Alternative Non-Credit courses focusing on necessary life skills which cater to the individual needs of each student. Expectations in these courses are developed by the school and family to help the student reach their individual potential with a variety of community and personal goals. All courses prepare students for the transition from school to community. Alternative Non-credit courses offered begin with the letter "K" and are non-credit bearing. Students participating in the Specialized School to Community Program will have access to the following courses:

| | | |
|--------|--------|--|
| KENAN1 | Gr. 9 | Language and Communication Development |
| KENBN1 | Gr. 10 | Language and Communication Development |
| KENCN1 | Gr. 11 | Language and Communication Development |
| KENDN1 | Gr. 12 | Language and Communication Development |
| KGLAN1 | Gr. 9 | Personal Life Skills |
| KGLBN1 | Gr. 10 | Personal Life Skills |
| KGLCN1 | Gr. 11 | Personal Life Skills |
| KGLDN1 | Gr. 12 | Personal Life Skills |
| KGWAN1 | Gr. 9 | Exploring the World of Work |
| KGWBN1 | Gr. 10 | Exploring the World of Work |
| KGWCN1 | Gr. 11 | Exploring the World of Work |
| KGWDN1 | Gr. 12 | Exploring the World of Work |
| KHDAN1 | Gr. 9 | Social Skills Development |
| KHDBN1 | Gr. 10 | Social Skills Development |
| KHDCN1 | Gr. 11 | Social Skills Development |

| | | |
|--------|--------|---------------------------------------|
| KHDDN1 | Gr. 12 | Social Skills Development |
| KMMAN1 | Gr. 9 | Numeracy and Numbers |
| KMMBN1 | Gr. 10 | Numeracy and Numbers |
| KMMCN1 | Gr. 11 | Numeracy and Numbers |
| KMMDN1 | Gr. 12 | Numeracy and Numbers |
| KPHAN1 | Gr. 9 | Choice Making for Healthy Living |
| KPHBN1 | Gr. 10 | Choice Making for Healthy Living |
| KPHCN1 | Gr. 11 | Choice Making for Healthy Living |
| KPHDN1 | Gr. 12 | Choice Making for Healthy Living |
| KAL | | Creative Arts for Enjoyment |
| KBB | | Money Management and Personal Banking |
| KCC | | Transit Training and Community |
| KCW | | Exploring Our World |
| KHI | | Culinary Skills |
| KNA | | First Canadians |
| KPF | | Personal Health and Fitness |
| KPP | | Self Help and Self Care |
| KSN | | Exploring Our Environment |
| KT | | Computer Skills |

A “Parents’ Guide to Special Education” outlining all Special Education programs and services within the Board is available through any school or on the DSBN website.

www.dsbn.org/schools/supportservices/SE/guide.html

ALTERNATIVE EDUCATION

School Support Services
1875 Niagara Stone Road
Niagara-on-the-Lake, Ontario L0S1J0
Tel: 905-227-5551 • Fax: 905-468-5651

ALTERNATIVE EDUCATION PROGRAMS (GR. 7-12+)

- BRIDGE
- ENGAGE
- CONNECT
- Niagara Link
- Connecting to College (C2) Dual Credit Programs
- College Link
- NI-AGARA On-Line COOP
- Militia COOP
- Courage to Soar (Fort Erie S.S.)
- Young Mom’s Outreach

Full or part-time programs enable students:

- to earn credits towards a diploma;
- to develop employability skills;
- to obtain prerequisites for post-secondary programs;
- to build personal capacity and motivation to learn.

Alternative Education programs are for students who have become disengaged from school, are experiencing some barriers to success at school, or perhaps have been out of school for a period of time. Alternative programs provide learning support, encouragement, and develop a student’s capacity and motivation to learn. Programs focus on both academic and non-academic needs of students including social skills and employment skills. Referrals must be made by the home school Principal. Alternative programs are “transitional” in design supporting the return of the student to his/her home school/whenever possible. Programs are in place in Beamsville, Fort Erie, Grimsby, Niagara Falls, Port Colborne, Sherkston, St. Catharines, Thorold, and Welland.

The BRIDGE Program - For students who are not experiencing success at school due to any combination of attendance, motivation, social, emotional or behavioural concerns; typically Grade 7 or 8.

The ENGAGE Program - A regional program providing opportunities for Gr. 9 and 10 students not experiencing success in the mainstream school environment. The student may be significantly at risk for earning secondary school credits and/or has become disengaged from school.

Introduction

The CONNECT Program - A regional program providing opportunities for Gr. 11 & 12 students not experiencing success at school and who are significantly at risk for completion of secondary school credits and/or have disengaged from school.

Niagara Link - A program for students from ages 18-21 who need 8 or fewer credits to graduate from high school. It is designed for youth who are not currently attending high school or who are at risk of leaving school before graduating. This program is delivered in partnership with Niagara College at the Glendale campus. For more information contact 905-414-7133.

Connecting to College (C2) Dual Credit Programs - In a Dual Credit program, students participate in college courses and earn both a college credit and one high school elective credit (dual credits) which count towards both their high school diploma and their post-secondary diploma. Dual Credit programs have been designed for students who are looking for opportunities to enhance their education through a college experience or for students in need of learning opportunities outside of a high school setting. Participation in these programs is at no cost to the student (tuition, books and transportation to and from the college are covered by the program for students). The two credit C2 program is for students with a minimum of 24 credits and an interest in attending college. For the SHSM C2 Arts, Business, Hospitality, or Technology programs, students in Grade 11 or 12 with 16+ credits are eligible. For more information contact 905-414-7133.

College Link - This program is designed for students 17-20 years of age who need to complete the last few credits of their OSSD and are interested in attending college. The “link to your future” is on-site at Niagara College in Welland.

NI-AGARA On-Line COOP - An online full time Coop Program for students who require credits to graduate are employed, and are otherwise at risk for completing required credits for graduation.

Militia COOP - This is a full day, one semester program, offered in partnership with the Canadian Armed Forces which operates from the Lake Street Armoury in St. Catharines. Two academic credits are earned in a combination of senior Canadian and World Studies along with Health and Physical Education. Two Cooperative Education credits are earned based on instruction/training/employment at a Canadian Armed Forces Base in one or more military trades. Applicants must be 17 years of age and have earned at least 15 credits towards their Ontario

Secondary School Diploma. Students must also hold Canadian citizenship and be physically fit for acceptance into the program. Two additional Cooperative Education credits (for a total of 6 credits with this program) can also be earned for interested students who are selected to participate in the summer training during the month of July. Check with your school's Guidance Department for program availability and start dates as this program rotates through a number of Ontario Boards of Education.

Courage to Soar - A program for students aged 16+ who need an alternative to the high school setting. Aboriginal and non-aboriginal students are welcome. Cooperative education credits may be available.

Young Mom's Outreach Program - This program in partnership with Adolescent Family Support Services of Niagara (A.F.S.S.N.), provides opportunities for young mothers to continue their academic education. Their children are provided with appropriate child-care and young mom's are supported in the development of parenting skills. Programs are currently available in Niagara Falls, St. Catharines and Welland.

ADULT AND COMMUNITY EDUCATION

Lifetime Learning Centre
535 Lake Street
St. Catharines, Ontario L2N 4H7
Tel: 905-687-7000 • Fax: 905-646-9377

www.dsbn.org/community

ADULT CREDIT PROGRAMS

- eLearning
- Night School
- Self Study
- Adult Day School: Academic, Business, EdVance
- EdVance Outreach
- Personal Support Worker
- Computer Business Programs
- Summer School
- P.L.A.R. (Prior Learning Assessment and Recognition)
- After Hours Literacy and Numeracy Instruction

ADULT NON-CREDIT PROGRAMS

- General Interest Programs
- Adult Literacy Basic Skills
- International Language
- Adult ESL and Citizenship
- Transition to Employment

ADULT AND COMMUNITY EDUCATION DAY CREDIT PROGRAMS

Computer Business Credit Programs

These courses are for those individuals who want daytime Adult Computer & Business Credit courses. In the mornings only, and Co-op may be available. For further information contact, 905-687-7000.

Centennial Campus

240 Thorold Rd. W., Welland - 905-735-0700

Fort Erie Campus

7 Tait Ave., Fort Erie - 905-871-4610

Grimsby Campus

5 Bolton Ave., Grimsby - 905-945-5416

Lifetime Learning Centre Campus

535 Lake Street, St. Catharines - 905-646-3737

Port Colborne Campus

211 Elgin Street, Port Colborne - 905-835-1186

Westlane Campus

5960 Pitton Road, Niagara Falls - 905-356-2401

eLearning (Adult Credit Education)

On-line credit program is available for adults and part-time students (with their Principal's approval).

Night School for Credit

Credit courses are offered at St. Catharines Collegiate. Registration information and specific dates will be published in August and January in the Learn Explore Discover Guide. Day school students wishing to enrol in a night school course must have approval from the day school Principal.

Self-Study Credit Program

This program is available for adults and part-time students (with Principal approval and must be 18 or older). Applicants require a current transcript and a \$100 cash deposit for materials. This program allows students to earn high school credits by studying independently. Staff are available at Stamford Collegiate on Wednesday evenings from 6:30 - 8:30 p.m. and at the Fort Erie Secondary School on Wednesday evenings from 6:00 - 8:00 p.m.

EdVance Outreach

An alternative program for students 18 – 21 years of age who have left school prior to completion of the OSSD. This Program centres around senior compulsory credits and employability skills. Applicants should call the Lifetime Learning Centre at 905-646-3737.

Personal Support Worker Certificate Program

There is a growth trend in the demand for Personal Support workers in long term care facilities, in community (home) care environments, and in hospitals. Program is accredited through the PSW Education Program Standards. All PSW programs run from September through June. Persons enrolled may earn up to 6 credits toward their OSSD. Recruitment begins annually in March. All persons interested must attend an information session, listed in the Learn Explore Discover Guide available in January.

Summer School

A wide range of credit and remedial courses are offered if there are sufficient applicants. Students must be recommended by their Principal. Application forms are available at each secondary school. A program in Language and Mathematics has been prepared for Grade 7 and 8 students who are likely to experience difficulty in achieving the curricular expectations of Grade 8 or 9. Students must be recommended for summer school by their elementary school Principal. Cooperative Education programs are also available in a wide variety of work placements.

P.L.A.R.

Prior Learning Assessment and Recognition opportunities are provided by Community Education personnel.

Independent Learning Centre (ILC)

Secondary school credits are available through the Independent Learning Centre (ILC). ILC courses follow a blended learning model, combining print and online components with support from secondary school teachers. Information about eligibility, enrolment procedures and course offerings may be found at the ILC website: www.ilc.org/index-main.php.

After Hours Literacy and Numeracy Instruction

Program is offered to Gr. 7-12 students in need of enhanced literacy & numeracy instruction. Offered through Community Education, home-school principals may apply to run the program at their schools.

NON-CREDIT PROGRAMS

General Interest Courses

Special interest courses and Saturday workshops are made available in our schools throughout the year at modest costs. The Learn Explore Discover Guide is published in January and August.

Introduction

Adult Literacy Basic Skills

Basic literacy and numeracy classes are available to individuals who are learning disabled, deaf, or developmentally delayed. Classes are held at various locations throughout Niagara. Assistance with costs associated with the program is available for eligible applicants. For further information, contact 905-641-2929 ext. 54172.

International Languages

For elementary aged students, in co-operation with the St. Catharines Folk Arts Council and affiliated groups. These programs are non-credit, tuition free or for a nominal fee, and are offered after school and on weekends. For further information refer to the Learn Explore Discover Guide.

Adult ESL and Citizenship

For New Canadians, 18 years of age and over. Offered at various levels of proficiency, for individuals who wish to improve English language skills.

Transition to Employment

The TTE is a program that assists individuals 18+ years of age who have a disability to gain access to employment opportunities. It prepares applicants for employment during one-on-one sessions with an employment counsellor followed by a 1-5 week on-site trial period with an employer. For further information, contact 905-682-0756.

OTHER BOARD SUPPORTS

GUIDANCE AND CAREER EDUCATION

The guidance and career education program is a vital and integral part of the secondary school program. The goals of the guidance and career education program are outlined in the policy document entitled *Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. The content of the program is organized into three areas of learning - **student development** (i.e. the development of habits and skills necessary for learning), **interpersonal development** (i.e. the development of knowledge and skills needed in getting along with others), and **career development** (i.e. the development of knowledge and skills needed for setting short and long term goals and for planning the future).

Each school in the District School Board of Niagara will have a Guidance and Career Education Program Plan on file. All students in the District School Board of Niagara participate in self-awareness, educational planning and career research activities through their guidance departments. These activities are consistent throughout the District School Board of Niagara. Resources are available in the guidance areas of each school.

STUDENT COUNSELLING

An important service offered is that of individual counselling. Students are encouraged to request an appointment with a counsellor whenever they feel it would be helpful. Counselling services includes advice and counselling regarding program choice, career and/or postsecondary educational planning, as well as personal issues.

Other services provided by guidance counsellors are directed toward providing clearer communication to all those involved in the student's education.

All possible program planning will be explored so that the student has the option to pursue postsecondary avenues appropriate to his/her academic ability, interests and values. The value of all destinations is the basis of all counselling and of all career education programs. Through direct contact, interview nights, and other special programs, guidance counsellors are also available to parents/guardians for consultation throughout the year.

INDIVIDUAL PATHWAYS PLAN (IPP)

Each student, Grade 7 through to Grade 12 in the District School Board of Niagara has an Individual Pathways Plan (formerly called the Annual Education Plan) which includes the student's goals for academic achievement and for learning both inside and outside of school. Schools in the District School Board of Niagara have put in place a process to support students in Grades 7 through 12 in establishing, reviewing, and revising their IPP on a bi-yearly basis.

ORIENTATION AND EXIT PROGRAMS

As part of their guidance and career education program, Schools in the District School Board of Niagara provide orientation and exit programs to help students make smooth transitions.

Orientation programs help students adjust to school at key transition points, such as entry or re-entry into school and the move from elementary to secondary school.

The goal of an exit program is to help students who leave secondary school on or before graduation to make a successful transition to the next stage of their lives.

COMPUTERS IN OUR SCHOOLS

In all schools, there are computers available to students in labs, classrooms and the Library for completion of classroom assignments and research. These computers provide students with access to the Internet, on-line encyclopedias, curriculum-based software titles and FirstClass (the DSBN communication and collaboration tool).

THE LIBRARY/RESOURCE COMMONS

Strong information and critical literacy skills are essential for our 21st century students. Information literacy is defined as “the ability to acquire, critically evaluate, select, use, create and communicate information in ways which lead to knowledge and wisdom” (Information Literacy and Equitable Access: Ministry of Education and Training, 1995.) School library resources, both digital and print, are selected to support and enrich the curriculum and are used by school staff to develop students’ information and critical literacy skills.

Students are given the opportunity to access a wide range of resources through the library/learning commons and they are supported by library staff in developing the skills and knowledge of information technologies. The library/learning commons, therefore, serves a vital role in supporting student achievement.

COURSE SELECTION INFORMATION

INTRODUCTION

The following information applies to all courses offered in the secondary schools of the District School Board of Niagara:

- students under the age of eighteen (18) require parental approval for all decisions on course choices. Students who are eighteen years of age or older **MAY** accept responsibility for their own course choices;
- all courses offered in District Board schools, except for some Health and Physical Education courses, are open to both male and female students;

- courses of study for each course offered in a school are maintained in the Principal's office and are available for examination by parents/guardians upon request;
- the courses offered by the secondary schools of the District School Board of Niagara have been developed according to the requirements of the Ontario Ministry of Education;
- a clear description of learning expectations is provided to students prior to instruction in each unit of study.

SEMESTERED ORGANIZATION

The school year in the District Board's Secondary Schools is organized into semesters for most courses. In this organization, students study half their subjects in the first semester (September to January) and the other half in the second semester (February to June).

COURSE TRANSFER INFORMATION

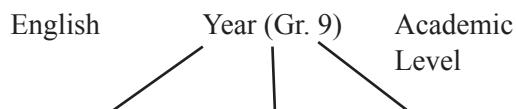
Students should select courses appropriate to their abilities and career plans. If students are having difficulties, they may discuss a change of course with their guidance counsellor. A change may be approved after consultation with parents/guardians if the following conditions are met:

- there is room in the class to which the student has requested a transfer;
- not more than half the time scheduled for the course has passed for level to level transfers in the same course;
- the course requested is appropriate for the student's educational and career plans.

THE COURSE CODING SYSTEM

Courses are identified by 3 letters followed by a number and a letter.

For example: ENG 1 D



The first three characters indicate the subject course code as prescribed by the Ministry of Education Common Course Codes.

Introduction

The fourth character in the code indicates the level of the course:

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

For International Languages A,B, C, D, is used to represent the level. For ESL (English As A Second Language) A,B,C,D,E is used.

The fifth character indicates the nature of the course type or level of difficulty:

- D = Academic
- P = Applied
- O = Open

- C = College Destination
- M = College or University Destination
- U = University Destination
- E = Workplace Destination

A sixth character is sometimes added for school use.

THE DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. It is possible that $\frac{1}{2}$ credit courses will be available in selected areas of the curriculum to allow students to explore a wider variety of programs.

CHOOSING COURSES FOR GRADES 9 AND 10

Students in Grades 8 and 9 will choose courses from one or more of three types: academic, applied, and open. They will make their choices primarily on the basis of their interests, needs, and achievement. Course types chosen in Grade 9 **DO NOT LIMIT** courses that may be chosen in Grade 10. (See Cross-Over Materials)

The following is a brief description of the types of courses that are available in the different subjects.

■ ACADEMIC COURSES

These courses will focus on essential concepts and include additional related materials and greater emphasis will be placed on theory and abstract thinking than on practical applications. Students in Grade 9 who successfully complete these courses may choose either the academic or the applied course in the same subject in Grade 10. Students in Grade 10 will choose

courses in Grade 11 depending on their planned destination. (See Cross-over Materials on next page and Prerequisite Charts at the end of this document)

■ APPLIED COURSES

These courses will focus on essential concepts, but greater emphasis will be placed on practical hands-on applications of the concepts. Students in Grade 9 who successfully complete these courses may choose either the applied or the academic course in the same subject in Grade 10. To change from Grade 9 Applied Mathematics to Grade 10 Academic Mathematics students must take a transfer course. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination. (See Cross-over Materials on this page and Prerequisite Charts at the end of this document)

■ OPEN COURSES

In disciplines such as the Arts, Health and Physical Education, Business Studies and Guidance and Career Education, all students will take the same type of course, called an Open Course. These are appropriate for all students and are designed to prepare students for further study in certain subjects and to enrich their education generally.

The following additional course types are designed for specific purposes.

■ LOCALLY DEVELOPED COMPULSORY COURSES

Students may be placed in these courses specially designed for students who have been working on expectations that are well below the course grade level. These are available only in English, Mathematics and Science, and in selected schools within the Board. More information is available through each school's Special Education or Guidance department.

■ ALTERNATIVE (NON-CREDIT BEARING) COURSES

Sometimes referred to as K-Courses, these programs offer students an opportunity to develop independence and fundamental life skills. Course Content is developed based on the students' strengths and needs, and is outlined on an Individual Education Plan. Students in the Specialized School To Community Program (SSTC) will take part in some of these courses.

■ CROSS-OVER MATERIALS

These materials consist of learning activities for Grade 9 students in Science or French as a Second Language who are changing course types from Grade 9 to Grade 10. The Principal may recommend that students complete these courses in order to be better prepared to make a change in course type.

These materials can be found on the Internet at www.ilc.org

* click on Welcome

* enter search phrase **crossover**

Alternatively, a CD is available for loan from each secondary school. More information is available at each secondary school.

■ TRANSFER COURSES

There is one transfer course that will provide students who have successfully completed Foundations of Mathematics, Grade 9, Applied (MFM 1P) 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 (MPM 2D) or students will earn a .5 credit upon completion of this course.

■ COURSES BEYOND GRADE 10

In Grades 11 and 12, courses offered to prepare students for their post-secondary destinations include: *university preparation courses*, developed in close collaboration with universities; *university/college preparation courses*, developed in close collaboration with both universities and colleges; *college preparation courses*, developed in close collaboration with colleges; and *workplace preparation courses*, developed in close collaboration with representatives from a variety of workplaces. *Open courses* are also offered in Grades 11 and 12.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers.

University/College Preparation Courses

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers.

Open Courses

In disciplines such as the Arts, Health and Physical Education, Business Studies and Guidance and Career Education, all students will take the same type of course, called an Open Course. These are appropriate for all students and are designed to prepare students for further study in certain subjects and to enrich their education generally.

■ MAGNET CONCEPT

In order to offer a broader range of courses, some of which require specialized equipment and facilities, some schools will co-ordinate their timetables to enable students to access “magnet courses”. Students can travel to a nearby school for part of their program, usually a half-day, while still remaining a student at their home school. Magnet courses include offerings such as Hospitality Services, Culinary Arts, Auto Body, Horticulture, Hairstyling and Aesthetics, Health Care and Welding. This concept allows students to specialize in an area of interest to them. For more information contact your local school’s Guidance Department.

Course Descriptions



ARTS

DRAMA

ADA 1O **Drama - Open** **1 credit**

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.

INTEGRATED ARTS

ALC 1O **Integrated Arts - Open** **1 credit**

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

MUSIC

AMU 1O **Music - Open** **1 credit**

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.

Music Focus Courses:

- AMI 1O - Instrumental Music - Band
- AMM 1O - Music and Computers
- AMR 1O - Repertoire
- AMS 1O - Instrumental Music - Strings
- AMV 1O - Music - Vocal/Choral

ARTS

DANCE

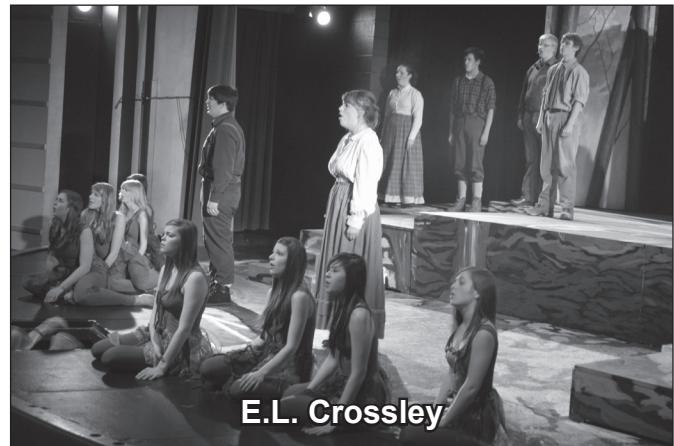
ATC 1O **Dance - Open** **1 credit**

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.

VISUAL ARTS

AVI 1O **Visual Arts - Open** **1 credit**

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.



BUSINESS STUDIES

BBI 1O **Introduction to Business - Open 1 credit**

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

BTT 1O **Information and 1 credit Communication Technology in Business - Open**

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

CANADIAN AND WORLD STUDIES

CGC 1D **Issues in Canadian Geography 1 credit - Academic**

Revised

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

This course may be offered in French as part of the Extended French program. See page 13 for more details.

CANADIAN AND WORLD STUDIES

CGC 1P **Issues in Canadian Geography 1 credit - Applied**

Revised

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

ENGLISH

ENG 1L **English 1 credit Locally Developed Compulsory Course**

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter the Grade 11 course in English-Workplace Preparation and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practise the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

ENG 1D **English - Academic 1 credit**

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.

ENGLISH

ENG 1P English - Applied 1 credit

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.

**For English as a Second Language
Course Descriptions, please see page 66.**

FRENCH

FEF 1D Extended French - Academic 1 credit
Revised

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

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

For more information regarding the Extended French program see page 14.

FSF 1D Core French - Academic 1 credit
Revised

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*

FRENCH

FSF 1P Core French - Applied 1 credit
Revised

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*

GUIDANCE AND CAREER EDUCATION

GLS 1O/ Learning Strategies 1: 1 credit
GLE 1O* Skills for Success in
Secondary School - 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.

* This version of the Learning Strategies course (GLE 1O) is only available to students who have an IEP, with Principal recommendation only.



Stamford Collegiate

HEALTH AND PHYSICAL EDUCATION

| | | |
|----------------|---|-----------------|
| PPL 1O* | Healthy Active Living Education - Open | 1 credit |
|----------------|---|-----------------|

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.

Area of Focus:

The learning expectations of Healthy Active Living Education (PPL 1O) course outline the knowledge, skills and health areas that students are expected to demonstrate by the end of each course. Schools may offer focus-courses options for a particular group of physical activities as the vehicle through which students will attain the expectations. Possible focus options are listed below. **Students may select any number of Focus Options at the same grade level each year.**

| | | |
|----------------|--|-----------------|
| PAF 1O* | Personal and Fitness Activities | 1 credit |
|----------------|--|-----------------|

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities (e.g. aerobics, weight training, jazzercise, self-defense etc) that enhance personal competence and health, and examination of issues related to healthy living. Reference should be made to the Healthy Active Living Education open course description for Grade 9 health curriculum expectations.

| | | |
|----------------|-------------------------------|-----------------|
| PAL 1O* | Large Group Activities | 1 credit |
|----------------|-------------------------------|-----------------|

This course emphasizes regular participation in a variety of enjoyable large group activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of large group/team sport activities (e.g. soccer, field-lacrosse, rugby, ultimate Frisbee) that enhance personal competence, fitness and health and the examination of issues related to healthy living. Reference should be made to the course description for Grade 9 for health areas of study.

*These courses are currently under review. Check the District School Board of Niagara's website (www.dsbn.org/schools/supportservices/Curriculum/Guidance/programs.html) for updated course codes, course description, and any cancelled or new courses.

MATHEMATICS

| | | |
|--|--------------------|-----------------|
| MAT 1L | Mathematics | 1 credit |
| Locally Developed Compulsory Course | | |

This course provides students an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

| | | |
|---------------|---|-----------------|
| MFM 1P | Foundations of Mathematics - Applied | 1 credit |
|---------------|---|-----------------|

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.)



A.N. Myer

MATHEMATICS

| | | |
|---------------|---|-----------------|
| MPM 1D | Principles of Mathematics - Academic | 1 credit |
|---------------|---|-----------------|

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 multistep problems.

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P).

This course may be offered in French as part of the Extended French program. See page 13 for more details.

NATIVE LANGUAGES

| | | |
|--------------|--|-----------------|
| LNMAO | Native Languages, Level 1 - Open - Mohawk | 1 credit |
|--------------|--|-----------------|

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 practise basic vocabulary and phrases. Students will also use information technology during course-related activities.

NATIVE STUDIES

| | | |
|---------------|--|-----------------|
| NAC 10 | Expressions of Aboriginal Cultures - Open | 1 credit |
|---------------|--|-----------------|

Revised

This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles.

SCIENCE

| | | |
|--|----------------|-----------------|
| SNC 1L | Science | 1 credit |
| Locally Developed Compulsory 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 Grade 11 Science 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.

| | | |
|---------------|---------------------------|-----------------|
| SNC 1D | Science - Academic | 1 credit |
|---------------|---------------------------|-----------------|

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.

This course may be offered in French as part of the Extended French program. See page 13 for more details.

| | | |
|---------------|--------------------------|-----------------|
| SNC 1P | Science - Applied | 1 credit |
|---------------|--------------------------|-----------------|

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.

SOCIAL SCIENCE AND THE HUMANITIES

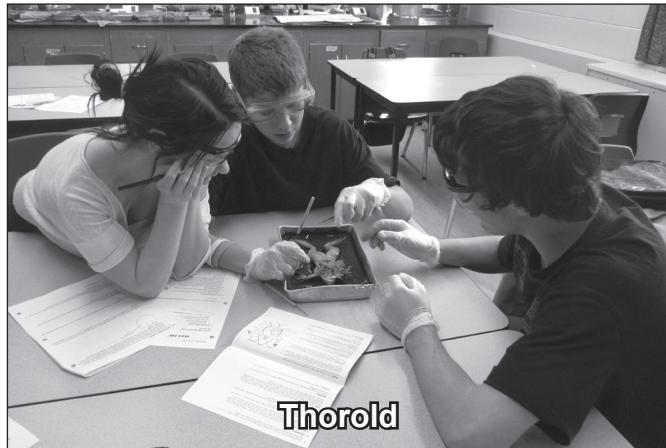
HFN 1O Food and Nutrition - Open 1 credit **Revised**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level.

HIF 1O Exploring Family Studies 1 credit - Open

Revised

Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. Using research skills, student will explore topics related to individual and family needs and resources.



TECHNOLOGICAL EDUCATION

TIJ 1O Exploring Technologies - Open 1 credit

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 post-secondary education and training pathways leading to careers in technology-related fields.

Emphasis Course:

- TGJ1O - Exploring Communications Technology
- TEJ1O - Exploring Computer Technology
- TCJ1O - Exploring Construction Technology
- THJ1O - Exploring Green Industries
- TXJ1O - Exploring Hairstyling and Aesthetics
- TPJ1O - Exploring Health Care
- TFJ1O - Exploring Hospitality and Tourism
- TMJ1O - Exploring Manufacturing Technology
- TDJ1O - Exploring Technological Design
- TTJ1O - Exploring Transportation Technology



ARTS

DRAMA

ADA 2O **Drama - Open** **1 credit**

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.

Drama Focus Course:

ADD 2O - Drama - Production

INTEGRATED ARTS

ALC 2O **Integrated Arts - Open** **1 credit**

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

MUSIC

AMU 2O **Music - Open** **1 credit**

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

Music Focus Courses:

- AMG 2O - Guitar Music
- AMH 2O - Stage - Band Music
- AMI 2O - Instrumental Music - Band
- AMK 2O - Keyboard Music
- AMM 2O - Music and Computers
- AMP 2O - Instrumental Music - Percussion
- AMQ 2O - Steel Drum - Music
- AMR 2O - Repertoire
- AMS 2O - Instrumental Music - Strings
- AMT 2O - Music Theatre
- AMV 2O - Music - Vocal/Choral

ARTS

MEDIA ARTS

ASM 2O **Media Arts - Open** **1 credit**

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.

DANCE

ATC 2O **Dance - Open** **1 credit**

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.

Dance Focus Course:

ATD 2O - Dance - Composition

VISUAL ARTS

AVI 2O **Visual Arts - Open** **1 credit**

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

Visual Arts Focus Courses:

- AWM 2O - Visual Arts - Drawing and Painting
- AWR 2O - Visual Arts - Film/Video

BUSINESS STUDIES

BBI 2O Introduction to Business - Open 1 credit

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

* This course is not available to students who have completed BBI 1O.

BTT 2O Information and Communication Technology in Business - Open 1 credit

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

* This course is not available to students who have completed BTT 1O.

CANADIAN AND WORLD STUDIES

CHC 2D Canadian History Since World War I - Academic 1 credit**Revised**

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.

CHC 2P Canadian History Since World War I - Applied 1 credit**Revised**

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.

CHV 2O Civics and Citizenship - Open .5 credit**Revised**

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.

This course may be offered in French as part of the Extended French program. See page 13 for more details.

This course may be available "on-line" as an eLearning course. See your Guidance Counsellor.

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

Classical (only at Sir Winston Churchill S.S.)

LVL AD **Latin** **1 credit**

This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. Students will learn vocabulary and grammar essential for reading and translating classical texts. English is the language of instruction. Through a variety of enrichment activities, such as presentations, debates, and dialogues, students will explore such aspects of life in the ancient world as trade, commerce, education, entertainment, and social customs while improving their language skills.

International

| | | | | |
|----------------------|-----------------|------------|-------------|-----------------|
| LWG BD/LWGBO | German | - Academic | Open | 1 credit |
| LWI BD/LWI BO | Italian | - Academic | Open | 1 credit |
| LKJ BD | Japanese | - Academic | | 1 credit |
| LWS BD | Spanish | - Academic | | 1 credit |
| LYA AO | Arabic | - Academic | | 1 credit |

These courses are designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age and language-appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

COMPUTER STUDIES

ICS 2O **Introduction to Computer Studies** **1 credit**
 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.

ENGLISH

ENG 2L **English** **1 credit**
Locally Developed Compulsory Course

This course emphasizes key skills in reading, writing, oral communication, and thinking that these students need for continuing success in their secondary school subjects, and to communicate with others in their lives outside of school. The units suggest instructional strategies and a developmental approach to teaching the expectations that are essential for these students' success. This course gives students a solid literacy skills foundation to enter Grade 11 English, Workplace and to prepare them for successful completion of the Grade 10 Literacy Test. Students read key information and literacy text forms, including novels, editorials, magazine feature articles and poetry, for personal and academic purposes. They use their knowledge of media to create media works. Students will produce clear, complete writing in a variety of narrative and non-narrative forms for real-life purposes (including world of work), using appropriate and correct language. In particular, the course encourages students to develop and reflect upon the strategies that will improve their literacy competence and confidence.

Prerequisite: A Grade 9 English Credit

ENG 2D **English - Academic** **1 credit**

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

Prerequisite: English, Grade 9, Academic or Applied

ENG 2P **English - Applied** **1 credit**

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

ENGLISH (OPTIONAL CREDITS)

ELS 2O **Literacy Skills - Open** **1 credit**

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.

**For English as a Second Language
Course Descriptions, please see page 66.**

FRENCH

FEF 2D **Extended French - Academic** **1 credit**
Revised

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: Grade 9 Extended French, Academic

For more information regarding the Extended French program see page 14.

FSF 2D **Core French - Academic** **1 credit**
Revised

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: Grade 9 Core French, Academic or Applied

FRENCH

FSF 2P **Core French - Applied** **1 credit**
Revised

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: Grade 9 Core French, Academic or Applied

GUIDANCE AND CAREER EDUCATION

GLC 2O **Career Studies - Open** **.5 credit**

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 postsecondary 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.

This course may be offered in French as part of the Extended French program. See page 14 for more details.

This course may be available “on-line” as an eLearning course. See your Guidance Counsellor.

GLE 2O **Learning Strategies*** **1 credit**

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.

* This course is only available to students who have an IEP, with Principal recommendation only.

GUIDANCE AND CAREER EDUCATION

| | | |
|---------------|----------------------------------|-----------------|
| GLD 2O | Discovering the Workplace | 1 credit |
| | 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.

HEALTH AND PHYSICAL EDUCATION

| | | |
|----------------|------------------------------|-----------------|
| PPL 2O* | Healthy Active Living | 1 credit |
| | Education - 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.

Area of Focus:

The learning expectations of Healthy Active Living Education (PPL 2O) course outline the knowledge, skills and health areas that students are expected to demonstrate by the end of each course. Schools may offer focus-courses options for a particular group of physical activities as the vehicle through which students will attain the expectations. Possible focus options are listed below. **Students may select any number of Focus Options at the same grade level each year.**

| | | |
|----------------|--|-----------------|
| PAF 2O* | Personal and Fitness Activities | 1 credit |
|----------------|--|-----------------|

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities (e.g. aerobics, fitness training, self-defense etc) that enhance personal competence and health, and examination of issues related to healthy living. Reference should be made to the Healthy Active Living Education open course description for Grade 10 health curriculum expectations.

HEALTH AND PHYSICAL EDUCATION

| | | |
|----------------|-----------------------------|-----------------|
| PAL 2O* | Large Group Activity | 1 credit |
|----------------|-----------------------------|-----------------|

This course emphasizes regular participation in a variety of enjoyable large group activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of large group/team sport activities (e.g. soccer, field-lacrosse, rugby, ultimate Frisbee) that enhance personal competence, fitness and health and the examination of issues related to healthy living. Reference should be made to the course description for Grade 10 for health areas of study.

*These courses are currently under review. Check the District School Board of Niagara's website (www.dsbn.org/schools/supportservices/Curriculum/Guidance/programs.html) for updated course codes, course description, and any cancelled or new courses.

MATHEMATICS

| | | |
|---------------|--|-----------------|
| MAT 2L | Mathematics | 1 credit |
| | Locally Developed Compulsory Course | |

This course provides students an opportunity to extend their background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

Prerequisite: A Grade 9 Mathematics credit

| | | |
|---------------|---|-----------------|
| MFM 2P | Foundations of Mathematics - Applied | 1 credit |
|---------------|---|-----------------|

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

Prerequisite: Grade 9 Mathematics, Academic or Applied

MATHEMATICS

| | | |
|--------|--------------------------------------|----------|
| MPM 2D | Principles of Mathematics - Academic | 1 credit |
|--------|--------------------------------------|----------|

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

Prerequisite: *Grade 9 Mathematics, Academic*

This course may be offered in French as part of the Extended French program. See page 13 for more details.

NATIVE STUDIES

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|--------|--|----------|
| NAC 2O | First Nations, Métis, and Inuit Peoples in Canada - Open | 1 credit |
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Revised

This course explores First Nations, Métis, and Inuit peoples' relationships with Canada from pre-contact to the 21st century. Students will examine social, economic, political and military interactions that impact the contemporary realities of Aboriginal people in Canada in relation to identity, culture, community, land, and governance. Students will explore their own and others' ideas using the historical inquiry process to think critically and respond responsibly about civic questions raised today as a result of the changing relationships.

SCIENCE

| | | |
|--|---------|----------|
| SNC 2L | Science | 1 credit |
| Locally Developed Compulsory Course | | |

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics including science in media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. 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: *A Grade 9 Science Credit*

SCIENCE

| | | |
|--------|--------------------|----------|
| SNC 2D | Science - Academic | 1 credit |
|--------|--------------------|----------|

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

Prerequisite: *Grade 9 Science, Academic or Applied*

This course may be offered in French as part of the Extended French program. See page 13 for more details.

| | | |
|---------|-------------------|----------|
| SNC 2P* | Science - Applied | 1 credit |
|---------|-------------------|----------|

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

Prerequisite: *Grade 9 Science, Academic or Applied*

SOCIAL SCIENCE AND THE HUMANITIES

These courses are not available to students who have completed HFN 1O and/or HIF 1O.

| | | |
|----------------|---------------------------|----------|
| HFN 2O | Food and Nutrition - Open | 1 credit |
| Revised | | |

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level.

SOCIAL SCIENCE AND THE HUMANITIES

HIF 2O Exploring Family Studies 1 credit
- Open

Revised

Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. Using research skills, student will explore topics related to individual and family needs and resources.

TECHNOLOGICAL EDUCATION

In broad-based technology, courses in Grades 10, 11 and 12 that lead to apprenticeship or certification programs, or that are part of school-work transition programs, may be planned for up to 330 hours of scheduled instructional time. This additional instructional time allows for the practice and refinement of skills needed to raise the quality of students' performance to the levels required for certification, entry into apprenticeship programs, or participation in school-work transition programs. (It may also support articulation agreements for advanced standing or preferred entrance into specialized programs.) Instructional time may be increased by increments of 55 hours; for each additional 55 hours, students earn an additional half-credit. **A maximum of three credits may be earned for the successful completion of a 330-hour course.** The number of additional credits and the nature of the assignments to be completed must be established before the start of the course.

COMMUNICATIONS TECHNOLOGY

TGJ 2O Communications Technology - Open 1 credit

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.

TECHNOLOGICAL EDUCATION

COMPUTER TECHNOLOGY

TEJ 2O Computer Technology - Open 1 credit

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.

CONSTRUCTION TECHNOLOGY

TCJ 2O Construction Technology - Open 1 credit

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.

Emphasis Courses

TCJ 2OE - Construction Technology - Electrical/Network Cabling

TCJ 2OH - Construction Technology - Heating and Cooling

HAIRSTYLING AND AESTHETICS

TXJ 2O Hairstyling & Aesthetics 1 credit
Open

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, giving manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

TECHNOLOGICAL EDUCATION

HEALTH CARE

TPJ 2O **Health Care - Open** **1 credit**

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.

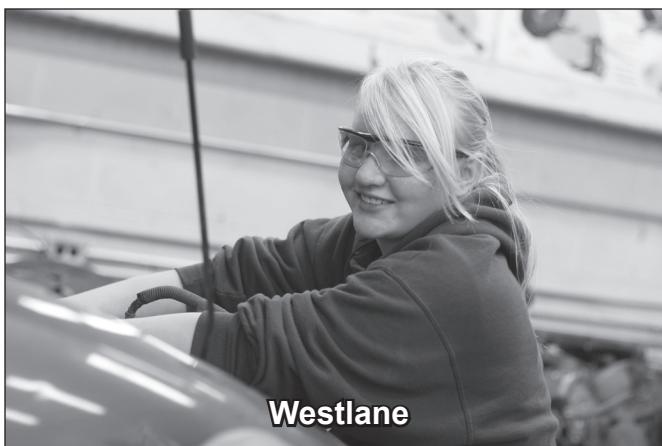
THJ 2O **Green Industries**
 Open **1 credit**

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

Locally Developed Course:

THJ 2OH - Green Industries - Horticulture

THJ 2OL - Green Industries - Landscaping Construction and Maintenance



TECHNOLOGICAL EDUCATION

HOSPITALITY AND TOURISM

TFJ 2O **Hospitality and Tourism**
 Technology - Open **1 credit**

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.

Emphasis Course:

TFJ 2OB - Hospitality and Tourism - Baking

MANUFACTURING TECHNOLOGY

TMJ 2O **Manufacturing Technology - Open** **1 credit**

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.

Emphasis Course:

TMJ2OW - Manufacturing Technology - Welding

TECHNOLOGICAL DESIGN

TDJ 2O **Technological Design - Open** **1 credit**

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.

TECHNOLOGICAL EDUCATION

TRANSPORTATION TECHNOLOGY

TTJ 2O Transportation Technology - Open 1 credit

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.

Emphasis Courses:

TTJ2OA - Transportation Technology - Autobody

TTJ2OS - Transportation Technology - Small Engine



Eden



Fort Erie



Eastdale

ARTS

DRAMA

| | | |
|---------------|---|-----------------|
| ADA 3M | Drama - University/College Preparation | 1 credit |
|---------------|---|-----------------|

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: Grade 9 or 10 Drama, Open

Drama Focus Courses:

- ADB 3M - Drama - Music Theatre
- ADC 3M - Drama in the Community
- ADD 3M - Drama - Production

| | | |
|---------------|---------------------|-----------------|
| ADA 3O | Drama - Open | 1 credit |
|---------------|---------------------|-----------------|

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

Drama Focus Courses:

- ADC 3O - Drama in the Community
- ADD 3O - Drama - Production



ARTS

EXPLORING AND CREATING THE ARTS

| | | |
|---------------|---|-----------------|
| AEA 3O | Exploring and Creating the Arts - Open | 1 credit |
|---------------|---|-----------------|

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 collaboratively 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.

MUSIC

| | | |
|---------------|---|-----------------|
| AMU 3M | Music - University/College Preparation | 1 credit |
|---------------|---|-----------------|

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: Grade 9 or 10 Music, Open

Music Focus Courses:

- AMG 3M - Guitar Music
- AMH 3M - Stage - Band Music
- AMI 3M - Instrumental Music - Band
- AMK 3M - Keyboard Music
- AMM 3M - Music and Computers
- AMR 3M - Repertoire
- AMS 3M - Instrumental Music - Strings
- AMT 3M - Music Theatre
- AMV 3M - Music - Vocal/Choral

ARTS

AMU 3O **Music - Open** **1 credit**

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.

Music Focus Courses:

- AMG 3O - Guitar Music
- AMI 3O - Instrumental Music - Band
- AMK 3O - Keyboard Music
- AMM 3O - Music and Computers
- AMP 3O - Instrumental Music - Percussion
- AMQ 3O - Steel Drum - Music
- AMR 3O - Repertoire
- AMV 3O - Music - Vocal/Choral

MEDIA ARTS

ASM3O **Media Arts - Open** **1 credit**

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, 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.

ASM3M **Media Arts - University/College Preparation** **1 credit**

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 community values.

Prerequisite: Grade 10, Media Arts, Open or any Grade 9 or 10 course in the arts

ARTS

DANCE

ATC 3M **Dance - University/College Preparation** **1 credit**

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

Prerequisite: Grade 9 or 10 Dance, Open

Dance Focus Courses:

- ATD 3M - Dance - Composition
- ATP 3M - Dance - Performance Practice

ATC 3O **Dance - Open** **1 credit**

This course emphasizes the development of students' movement vocabulary relating to global dance genres, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers. They will apply technologies and techniques throughout the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity.

Dance Focus Courses:

- ATD 3O - Dance - Composition
- ATP 3O - Dance - Performance Practice



Laura Secord

ARTS

VISUAL ARTS

| | | |
|---------------|---|-----------------|
| AVI 3M | Visual Arts - University/College Preparation | 1 credit |
|---------------|---|-----------------|

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: Grade 9 or 10 Visual Arts, Open

Visual Arts focus courses:

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|---|
| AWD 3M - Visual Arts - Visual Design |
| AWJ 3M - Visual Arts - Stage Design |
| AWM 3M - Visual Arts - Drawing and Painting |
| AWP 3M - Visual Arts - Sculpture |
| AWQ 3M - Visual Arts - Photography |

| | | |
|---------------|---------------------------|-----------------|
| AVI 3O | Visual Arts - Open | 1 credit |
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This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Visual Arts Focus Courses:

| |
|---|
| AWA 3O - Visual Arts - Crafts |
| AWC 3O - Visual Arts - Ceramics |
| AWD 3O - Visual Arts - Visual Design |
| AWJ 3O - Visual Arts - Stage Design |
| AWM 3O - Visual Arts - Drawing and Painting |
| AWP 3O - Visual Arts - Sculpture |
| AWQ 3O - Visual Arts - Photography |

BUSINESS STUDIES

| | | |
|---------------|---|-----------------|
| BAF 3M | Financial Accounting Fundamentals - University/College Preparation | 1 credit |
|---------------|---|-----------------|

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.

This course may be available “on-line” as an eLearning course. See your Guidance Counsellor.

| | | |
|---------------|--|-----------------|
| BAI 3E | Accounting Essentials - Workplace Preparation | 1 credit |
|---------------|--|-----------------|

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.

| | | |
|---------------|--|-----------------|
| BDI 3C | Entrepreneurship: The Venture - College Preparation | 1 credit |
|---------------|--|-----------------|

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

| | | |
|---------------|---|-----------------|
| BDP 3O | Entrepreneurship: The Enterprising Person - Open | 1 credit |
|---------------|---|-----------------|

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.

BUSINESS STUDIES

| | | |
|---------------|---|-----------------|
| BMI 3C | Marketing: Goods, Services, Events - College Preparation | 1 credit |
|---------------|---|-----------------|

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.

| | | |
|---------------|--|-----------------|
| BMX 3E | Marketing: Retail and Service - Workplace Preparation | 1 credit |
|---------------|--|-----------------|

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

| | | |
|---------------|---|-----------------|
| BTA 3O | Information and Communication Technology: The Digital Environment - Open | 1 credit |
|---------------|---|-----------------|

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 postsecondary studies.

Business Studies Cooperative Education Program

All business courses can be used in the Cooperative Education Program for students considering careers in a variety of fields such as accounting, human resources, marketing and advertising, law and security, tourism and travel, entrepreneurship and business administration.

CANADIAN AND WORLD STUDIES

| | | |
|---------------|--|-----------------|
| CGF 3M | Forces of Nature: Physical Processes and Disasters - University/College Preparation | 1 credit |
|---------------|--|-----------------|

Revised

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: Grade 9 Canadian Geographic Issues, Academic or Applied

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|---------------|--|-----------------|
| CGG 3O | Travel and Tourism: A Geographic Perspective - Open | 1 credit |
|---------------|--|-----------------|

Revised

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: Grade 9 Canadian Geographic Issues, Academic or Applied

| | | |
|---------------|---|-----------------|
| CGT 3O | Geographies: The Geographer's Toolkit - Open | 1 credit |
|---------------|---|-----------------|

This course focuses on giving students practical experiences with geotechnologies and related skills. Students will engage in image interpretation, desktop mapping, analysis using geographic information systems (GIS), use of the global positioning system (GPS), and data collection and management. Students will conduct fieldwork and explore applications and career opportunities in environmental, economic, and political contexts. Students will use a variety of communication tools and methods to present the results of their investigations.

Prerequisite: Grade 9 Geography of Canada, Academic or Applied

CANADIAN AND WORLD STUDIES

CHA 3U American History - 1 credit
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: Grade 10 Canadian History Since World War I, Academic or Applied

CHT 3O World History Since 1900: 1 credit
Global and Regional Interactions - Open

Revised

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts as well as responses to social, economic, and political developments in various countries and regions. 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 historical developments and events, including those that continue to affect people in various parts of the world.

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

CHW 3M World History to the End of the Fifteenth Century - 1 credit
University/College Preparation

Revised

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

This course may be offered in French as part of the Extended French program. See page 13 for more details.

CANADIAN AND WORLD STUDIES

CLU 3E Understanding Canadian Law - 1 credit
in Everyday - Workplace Preparation

Revised

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and the processing of criminal offences. Students will apply the concepts of legal thinking and the legal inquiry process, and will begin to develop legal reasoning skills and an understanding of Canadian law.

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

CLU 3M Understanding Canadian Law - 1 credit
University/College Preparation

Revised

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. These analysis, legal research projects, mock trials, and debates.

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

Canadian and World Studies Cooperative Education Program

All Canadian and World Studies courses can be used in the Cooperative Education Program for students considering careers in a variety of fields such as archeology, art history, politics, travel and tourism, environmental studies, journalism, urban and regional planning, teaching, law and historical research.

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

LVL BU (Latin) University **1 credit**

This course provides students with opportunities to continue their exploration of the achievements of the ancient world through the study of Latin. Students will read and translate more complex passages in the classical language and will learn the vocabulary and grammar essential for these activities. English is the language of instruction. Through a variety of methods, such as dramatizations, presentations, and hands-on activities, students will investigate aspects of the culture and beliefs of the ancient world, including science, religion, and customs.

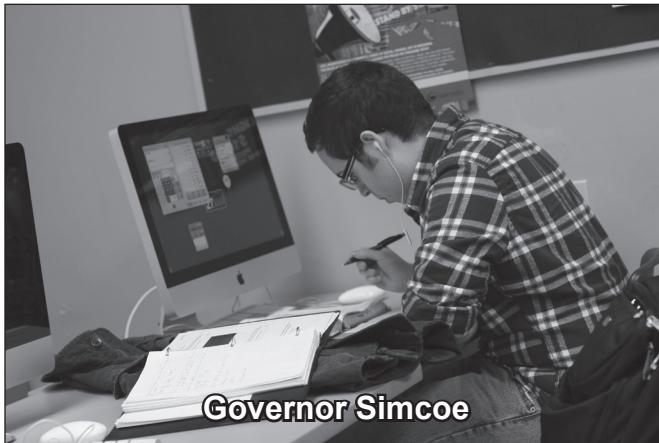
Prerequisite: *Classical Languages, Level 1, Academic*

LBA CU/ LYX CU International Languages, **1 credit**
Level 3 - University Preparation

Revised

This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

| | | | | |
|---------------|---|----------|---|----------|
| LWG CU | - | German | - | 1 credit |
| LWI CU/LWI CO | - | Italian | - | 1 credit |
| LKJ CU | - | Japanese | - | 1 credit |
| LWS CU | - | Spanish | - | 1 credit |



COMPUTER STUDIES

ICS 3C Introduction to Computer Programming - College Preparation **1 credit**

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.

ICS 3U Introduction to Computer Science - University Preparation **1 credit**

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.

Computer Studies Cooperative Education Program

Computer courses will be of interest to students considering careers in engineering, computer programming, business, computer design and service, animation, information technology, software applications, system analyst, and telecommunications technology.

ENGLISH (COMPULSORY CREDITS)

| | | |
|---------------|--|-----------------|
| ENG 3C | English - College Preparation | 1 credit |
|---------------|--|-----------------|

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

Prerequisite: English, Grade 10, Applied

| | | |
|---------------|--|-----------------|
| ENG 3E | English - Workplace Preparation | 1 credit |
|---------------|--|-----------------|

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

Prerequisite: English, Grade 10, Applied or Essential English, Grade 10, Locally Developed

| | | |
|---------------|---|-----------------|
| ENG 3U | English - University Preparation | 1 credit |
|---------------|---|-----------------|

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

English Cooperative Education Program

English courses will be of interest to students considering careers in journalism, research, teaching, library studies, publishing, theatre and communications - radio and television broadcasting.

ENGLISH (COMPULSORY CREDITS)

| | | |
|---------------|--|-----------------|
| OLC 3O | Ontario Secondary School Literacy Course - Open | 1 credit |
|---------------|--|-----------------|

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement: Students who have been eligible to write the OSSLT at least once and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Note: This course may be taken in either Grade 11 or Grade 12.

ENGLISH (OPTIONAL CREDITS)

| | | |
|---------------|-----------------------------|-----------------|
| EMS 3O | Media Studies - Open | 1 credit |
|---------------|-----------------------------|-----------------|

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

| | | |
|---------------|---|-----------------|
| ETC 3M | Canadian Literature - University/College Preparation | 1 credit |
|---------------|---|-----------------|

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

Prerequisite: English, Grade 10, Academic or Applied

ENGLISH AS A SECOND LANGUAGE

For English as a Second Language Course Descriptions, please see page 66.

FRENCH AS A SECOND LANGUAGE

FEF 3U **Extended French - University Preparation** **1 credit**

Revised

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: *Grade 10 Extended French, Academic*

For more information regarding the Extended French program see page 13.

FSF 3U **Core French - University Preparation** **1 credit**

Revised

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: *Grade 10 Core French, Academic*

FSF 3O **Core French - Open** **1 credit**

Revised

This course provides opportunities for students to speak and interact in French in real-life situations. Students will continue to develop their communication skills, making connections to previous experiences and using newly acquired language knowledge and skills. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

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

GUIDANCE AND CAREER EDUCATION

GLE 3O* **Advanced Learning Strategies: Skills for Success After Secondary School - Open** **1 credit**

This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary 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 postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

*This course is only available to students who have an IEP, with Principal recommendation only.

GPP 3O **Leadership and Peer Support - Open** **1 credit**

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.

GWL 3O **Designing Your Future - Open** **1 credit**

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Guidance and Career Education Cooperative Education Program

Guidance and Career Education is an excellent link with the Cooperative Education Program for students considering careers in any area.

HEALTH AND PHYSICAL EDUCATION

PPL 3O* Healthy Active Living Education - 1 credit 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' interests throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal setting, decision making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Area of Focus:

The learning expectations of Healthy Active Living Education (PPL 3O) course outline the knowledge, skills and health areas that students are expected to demonstrate by the end of each course. Schools may offer focus-courses options for a particular group of physical activities as the vehicle through which students will attain the expectations. Possible focus options are listed below. **Students may select any number of Focus Options at the same grade level each year.**

PAD 3O* Outdoor Activities 1 credit

This course emphasizes regular participation in a variety of enjoyable outdoor activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine outdoor skills (e.g. camping, canoeing, hiking etc), participation in a variety of activities that enhance personal competence, fitness and health and the examination of issues related to healthy living. Reference should be made to the Healthy Active Living Education open course descriptions for Grade 12 for health areas of study.

PAF 3O* Personal and Fitness Activities 1 credit

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities (e.g. aerobics, fitness training, self-defense etc) that enhance personal competence and health, and examination of issues related to healthy living. Reference should be made to the Healthy Active Living Education open course description for Grade 11 health curriculum expectations.

HEALTH AND PHYSICAL EDUCATION

PAI 3O* Individual and Small Group 1 credit

This course emphasizes regular participation in a variety of enjoyable individual and small group activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine individual and small group skills (e.g. racquet sports, cross country skiing, orienteering, etc), participation in a variety of activities that enhance personal competence, fitness and health and the examination of issues related to healthy living. Reference should be made to the course description for Grade 11 for health areas of study.

PAL 3O* Large Group Activities 1 credit

This course emphasizes regular participation in a variety of enjoyable large group activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of large group/team sport activities (e.g. soccer, field-lacrosse, rugby, ultimate Frisbee) that enhance personal competence, fitness and health and the examination of issues related to healthy living. Reference should be made to the course description for Grade 11 for health areas of study.

PAR 3O* Rhythm and Movement 1 credit

This course emphasizes regular participation in a variety of rhythm and movement activities that promote life-long healthy active living. Students will experience the health-related values of fitness through dance, and explore the elements of technique, composition and performance of movement related to dance. creative, folk, rhythmic and popular dance will be experienced. Reference should be made to the Healthy Active Living Education open course description for Grade 11 for health areas of study.

*These courses are currently under review. Check the District School Board of Niagara's website (www.dsbn.org/schools/supportservices/Curriculum/Guidance/programs.html) for updated course codes, course description, and any cancelled or new courses.

Health and Physical Education Cooperative Education Program

Health and Physical Education courses will be of interest to students considering careers in education, personal fitness training, sports management, kinesiology, nursing, and recreation therapy.

HEALTH AND PHYSICAL EDUCATION

PPZ 3O* **Health for Life - Open** 1 credit

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the VITALITY approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

INTERDISCIPLINARY STUDIES

IDC 3O **History of Sport - Open** 1 credit

This course will help students combine the skills required or 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 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.

MATHEMATICS

MBF 3C **Foundations for College Mathematics - College Preparation** 1 credit

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

MATHEMATICS

MCF 3M **Functions and Applications - University/College Preparation** 1 credit

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

MCR 3U **Functions - University Preparation** 1 credit

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: Grade 10 Principles of Mathematics, Academic

MEL 3E **Mathematics for Work and Everyday Life - Workplace Preparation** 1 credit

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: Grade 9 Foundations of Mathematics, Applied, or Essential Mathematics, Grade 10, Locally Developed

Mathematics Cooperative Education Program

Mathematics courses can be used in the Cooperative Education Program for students considering careers in business management, accounting, financial planning, teaching, and engineering.

NATIVE STUDIES

NBE 3C English: Contemporary Aboriginal 1 credit Voices - College Preparation

Revised

This course focuses on themes, forms, and styles of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will study changes in use of text forms by Aboriginal authors over time 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 practical and academic life. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: Grade 10 English, Academic or Applied

NBE 3U English: Contemporary Aboriginal 1 credit Voices - University Preparation

Revised

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: Grade 10 English, Academic or Applied

NBE 3E English: Contemporary Aboriginal 1 credit Voices - Workplace Preparation

Revised

This course focuses on content, forms, and style of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will investigate the connections between text forms and audiences on themes such as identity, culture, community, relationships, and sovereignty in the 21st century. Students will create oral, written, and media focusing on using language for practical and workplace purposes. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

Prerequisite: Grade 10 English, Academic or Applied

NATIVE STUDIES

NBV 3E Beliefs, Values and Aspirations of 1 credit Aboriginal Peoples in Contemporary Society - Workplace Preparation

Revised

This course focuses on the diverse beliefs, values, and aspirations between First Nations, Métis, and Inuit peoples of Canada. Students will examine issues of identity facing Aboriginal individuals and communities in connection to changing relationships with the land, nature, one another and Canada. By examining their own worldview and investigating factors that influence perspectives over time, students will develop their understanding of how traditional and contemporary beliefs and values influence present and future aspirations of Aboriginal peoples.

Prerequisite: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Canadian History Since World War 1, Academic or Applied

NBV 3C Beliefs, Values and Aspirations of 1 credit Aboriginal Peoples in Contemporary Society - College Preparation

Revised

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

Prerequisite: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Canadian History Since World War 1, Academic or Applied

NDA 3M Current Aboriginal Issues in Canada - 1 credit University/College Preparation

Revised

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: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Canadian History Since World War 1, Academic or Applied

SCIENCE

| | | |
|---------------|--------------------------------------|-----------------|
| SBI 3C | Biology - College Preparation | 1 credit |
|---------------|--------------------------------------|-----------------|

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: Grade 10 Science, Academic or Applied

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|---------------|---|-----------------|
| SBI 3U | Biology - University Preparation | 1 credit |
|---------------|---|-----------------|

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: Grade 10 Science, Academic

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|---------------|---|-----------------|
| SCH 3U | Chemistry - University Preparation | 1 credit |
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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: Grade 10 Science, Academic

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| SHX 33 | Horticulture Open-Locally Developed | 1 credit |
|---------------|--|-----------------|

This course provides students with the opportunity to understand the role of agriculture in the Niagara Region and beyond. Students will learn concepts and theories as they conduct investigations in the areas of land management, plant science, safe use of agricultural equipment and supplies, crop propagation and experimentation, research, critical thinking and analysis.

SCIENCE

| | | |
|---------------|---|-----------------|
| SPH 3U | Physics - University Preparation | 1 credit |
|---------------|---|-----------------|

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: Grade 10 Science, Academic

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| SVN 3E | Environmental Science - Workplace Preparation | 1 credit |
|---------------|--|-----------------|

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

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|---------------|---|-----------------|
| SVN 3M | Environmental Science - University/College Preparation | 1 credit |
|---------------|---|-----------------|

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: Grade 10 Science, Academic or Applied

SCIENCE

| | | |
|---------------------------------|-----------------------|-----------------|
| SAN 33 | Animal Science | 1 credit |
| Locally Developed - Open | | |

This course focuses on the processes involved in the biological systems of animals, both domestic and wild. Students will learn concepts and theories related to animal anatomy and physiology, adaptations, nutrition, the immune system and defenses against disease. Career opportunities related to biology and working with animals will be explored. Throughout the course, emphasis will be placed on the practical application of concepts related directly to students' experiences in their daily lives and in the workplace.

Science Cooperative Education Program

Science courses will be of interest to students considering careers in such areas as human and veterinary medicine, chemistry, biology, physics, engineering and other related fields.

SOCIAL SCIENCES AND THE HUMANITIES

| | | |
|------------------------------|---|-----------------|
| HIR 3C | Managing Personal and Family Resources | 1 credit |
| - College Preparation | | |

This course explores how to use human, material, and community resources effectively, and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction; how to make responsible choices in their transition to postsecondary education and careers; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management.

Social Sciences/ Humanities Cooperative Education Program

Social Science & Humanities courses will be of interest to students considering careers in teaching, social work, politics, law enforcement, journalism, and anthropology.

SOCIAL SCIENCES AND THE HUMANITIES

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|---------------|--------------------------------|-----------------|
| HLS 3O | Housing and Home Design | 1 credit |
| - Open | | |

Revised

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfills; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

| | | |
|------------------------------|------------------------------|-----------------|
| HNC 3C | Understanding Fashion | 1 credit |
| - College Preparation | | |

Revised

Introduction to the world of fashion. Students will gain 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.

| | | |
|----------------|--|-----------------|
| HPC 3O | Raising Healthy Children - Open | 1 credit |
| Revised | | |

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.

SOCIAL SCIENCES AND THE HUMANITIES**HPW 3C Working with Infants and Young Children - College Preparation****Revised**

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.

HRF 3O World Religions and Belief Traditions in Daily Life - Open**Revised**

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.

HRT 3M World Religions and Belief Traditions: Perspectives, Issues, and Challenges - University/College Preparation**Revised**

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.

SOCIAL SCIENCES AND THE HUMANITIES**HSP 3U Introduction to Anthropology, Psychology, and Sociology - University Preparation****Revised**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. 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.

HZB 3M Philosophy: The Big Questions - University/College Preparation**Revised**

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.

TECHNOLOGICAL EDUCATION

In broad-based technology, courses in Grades 10, 11 and 12 that lead to apprenticeship or certification programs, or that are part of school-work transition programs, may be planned for up to 330 hours of scheduled instructional time. This additional instructional time allows for the practice and refinement of skills needed to raise the quality of students' performance to the levels required for certification, entry into apprenticeship programs, or participation in school-work transition programs. (It may also support articulation agreements for advanced standing or preferred entrance into specialized programs.) Instructional time may be increased by increments of 55 hours; for each additional 55 hours, students earn an additional half-credit. **A maximum of three credits may be earned for the successful completion of a 330-hour course.** The number of additional credits and the nature of the assignments to be completed must be established before the start of the course. **Emphasis courses and their course codes are listed for each broad-based technology.**

COMMUNICATIONS TECHNOLOGY

TGJ 3M Communications Technology - 1 credit
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.

Emphasis Courses:

TGG3M - Print and Graphic Communications
TGI3M - Interactive New Media and Animation
TGP3M - Photography and Digital Imaging
TGV3M - TV, Video and Movie Production
TGR3M - Radio, Audio and Sound Production

TECHNOLOGICAL EDUCATION

TGJ 3O Communications Technology: 1 credit
Broadcast and Print Production - 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.

COMPUTER TECHNOLOGY

TEJ 3E Computer Technology - 1 credit
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.

Emphasis Courses:

TET3E - Information Technology Support
TEC3E - Computer Repair
TEW3E - Network Support



TECHNOLOGICAL EDUCATION

TEJ 3M Computer Engineering Technology - 1 credit 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.

Emphasis Courses:

TEL3M - Electronics
TER3M - Robotics and Control Systems
TEN3M - Networking
TEI3M - Interfacing

CONSTRUCTION TECHNOLOGY

TCJ 3C Construction Engineering Technology - College Preparation 1 credit

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.

Emphasis Courses:

TCS3C - Construction Management and Science
TCY3C - Civil Engineering

TECHNOLOGICAL EDUCATION

TCJ 3E Construction Technology - 1 credit 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, lay out, 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.

Emphasis Courses:

TCP3E - Plumbing
TCE3E - Electrical/Network Cabling
TCM3E - Masonry
TCH3E - Heating and Cooling
TCC3E - Carpentry

TWJ 3E Custom Woodworking - 1 credit 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.



Ridgeway Crystal Beach

TECHNOLOGICAL EDUCATION

GREEN INDUSTRIES

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|---------------|---|-----------------|
| THJ 3E | Green Industries - Workplace Preparation | 1 credit |
|---------------|---|-----------------|

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.

Emphasis Courses:

THG3E - Agriculture
THF3E - Floristry
THH3E - Horticulture
THL3E - Landscape Construction and Maintenance

HAIRSTYLING AND AESTHETICS

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|---------------|---|-----------------|
| TXJ 3E | Hairstyling & Aesthetics - Workplace Preparation | 1 credit |
|---------------|---|-----------------|

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct entry work positions.

Emphasis Courses:

TXH3E - Hairstyling
TXA3E - Aesthetics

TECHNOLOGICAL EDUCATION

HEALTH CARE

| | | |
|---------------|--|-----------------|
| TPJ 3C | Health Care - College Preparation | 1 credit |
|---------------|--|-----------------|

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.

| | | |
|---------------|---|-----------------|
| TPJ 3M | Health Care - University/College Preparation | 1 credit |
|---------------|---|-----------------|

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.

HOSPITALITY AND TOURISM

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|---------------|--|-----------------|
| TFJ 3C | Hospitality & Tourism - College Preparation | 1 credit |
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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.

Emphasis Courses:

TFR3C - Culinary Arts/Management
TFN3C - Applied Nutrition
TFT3C - Tourism and Travel Planning

TECHNOLOGICAL EDUCATION

| | | |
|---------------|--|-----------------|
| TFJ 3E | Hospitality & Tourism - Workplace Preparation | 1 credit |
|---------------|--|-----------------|

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.

Emphasis Courses:

- TFB3E - Baking
- TFC3E - Cooking
- TFE3E - Event Planning

MANUFACTURING TECHNOLOGY

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|---------------|---|-----------------|
| TMJ 3C | Manufacturing Technology - College Preparation | 1 credit |
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This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

Emphasis Courses:

- TMC3C - Computer Aided Manufacturing
- TMI3C - Industrial Maintenance
- TMP3C - Precision Machining
- TMT3C - Robotics and Control Technician
- TMY3C - Welding Technician

TECHNOLOGICAL EDUCATION

| | | |
|---------------|---|-----------------|
| TMJ 3E | Manufacturing Technology - Workplace Preparation | 1 credit |
|---------------|---|-----------------|

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.

Emphasis Courses:

- TMO3E - Machine Operator
- TMW3E - Welding

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|---------------|--|-----------------|
| TMJ 3M | Manufacturing Engineering Technology - University/College Preparation | 1 credit |
|---------------|--|-----------------|

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.

Emphasis Courses:

- TMM3M - Mechanical Engineering
- TMR3M - Robotics and Control Systems



TECHNOLOGICAL EDUCATION

TECHNOLOGICAL DESIGN

TDJ 3M **Technological Design - University/College Preparation** **1 credit**

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.

Emphasis Courses:

TDP3M - Apparel and Textile Design
TDA3M - Architectural Design
TDR3M - Robotic and Control System Design
TDV3M - Interior Design
TDM3M - Mechanical and Industrial Design

TDJ 3O **Technological Design and the Environment - Open** **1 credit**

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.



TECHNOLOGICAL EDUCATION

TRANSPORTATION TECHNOLOGY

TTJ 3C **Transportation Technology - College Preparation** **1 credit**

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.

Emphasis Courses:

TTB3C - Auto Body
TTA3C - Auto Service
TTS3C - Small Engine/Recreational Equipment

TTJ 3O **Transportation Technology: Vehicle Ownership - Open** **1 credit**

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.

Technological Cooperative Education Program

All technological courses can be used in the Cooperative Education Program for students considering careers in a variety of fields such as electricity, tourism, plumbing, manufacturing and automotive technology.

OYAP Students may have the opportunity to begin an apprenticeship while earning these high school credits. For more information see page 8.

ARTS

DRAMA

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|---------------|---|-----------------|
| ADA 4M | Drama - University/College Preparation | 1 credit |
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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: Grade 11 Drama, University/College

Drama Focus Courses:

- ADB 4M - Drama - Music Theatre
- ADD 4M - Drama - Production

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|---------------|--------------------------------------|-----------------|
| ADA 4E | Drama - Workplace Preparation | 1 credit |
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This course requires students to create and present a variety of dramatic works relevant to the workplace. Students will develop character both through hands-on experience and project-based learning to build trust and collaborative skills and develop self-confidence. Students will also explore skills related to the study of drama that can be applied in the workplace.

Prerequisite: Grade 11 Drama, Open

Drama Focus Courses:

- ADD 4E - Drama - Production

EXPLORING AND CREATING THE ARTS

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|---------------|---|-----------------|
| AEA 4O | Exploring and Creating the Arts - Open | 1 credit |
|---------------|---|-----------------|

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 collaboratively 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.

ARTS

MUSIC

| | | |
|---------------|---|-----------------|
| AMU 4M | Music - University/College Preparation | 1 credit |
|---------------|---|-----------------|

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: Grade 11 Music, University/College

Music Focus Courses:

- AMG 4M - Guitar Music
- AMH 4M - Stage - Band Music
- AMI 4M - Instrumental Music - Band
- AMK 4M - Keyboard Music
- AMM 4M - Music and Computers
- AMR 4M - Repertoire
- AMS 4M - Instrumental Music - Strings
- AMT 4M - Music Theatre
- AMV 4M - Music - Vocal/Choral

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|---------------|--------------------------------------|-----------------|
| AMU 4E | Music - Workplace Preparation | 1 credit |
|---------------|--------------------------------------|-----------------|

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music.

Prerequisite: Grade 11 Music, Open

ARTS

MEDIA ARTS

ASM 4E Media Arts - Workplace 1 credit

This course focuses on a practical approach to a variety of media arts challenges specific to the interests of the student and provides students with opportunities to examine media arts in relationship to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in postsecondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.

Prerequisite: Grade 11 Media Arts, Open

ASM 4M Media Arts - University/College Preparation 1 credit

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: Grade 11 Media Arts, University/College

DANCE

ATC 4M Dance - University/College Preparation 1 credit

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

Prerequisite: Grade 11 Dance, University/College

Dance Focus Courses:

ATP 4M - Dance - Performance Practice

ARTS

ATC 4E Dance - Workplace Preparation 1 credit

This course enables students to develop performance and interpersonal skills through the study of dance. Students will apply the elements of dance and the tools of composition to develop a physical vocabulary that can be used to create and communicate through dance. Students will research and explain how physical, intellectual, and artistic skills developed in the dance arts are transferable to a wide range of careers and workplace environments. They will develop an understanding of practices associated with healthy living, the benefits of self-discipline, and the importance of continuing engagement in the arts.

Prerequisite: Grade 11 Dance, Open

VISUAL ARTS

AVI 4M Visual Arts - University/College Preparation 1 credit

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: Grade 11 Visual Arts, University/College

Visual Arts Focus Courses:

AWD 4M - Visual Arts - Visual Design
 AWM 4M - Visual Arts - Drawing and Painting
 AWQ 4M - Visual Arts - Photography
 AWU 4M - Visual Arts - Cultural/Historical Studies

ARTS

| | | |
|--------|-------------------------------------|----------|
| AVI 4E | Visual Arts - Workplace Preparation | 1 credit |
|--------|-------------------------------------|----------|

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.

Prerequisite: Grade 11 Visual Arts, Open

Arts Cooperative Education Program

The Arts courses can be used in the Cooperative Education Program for students considering careers in teaching, music, photography, graphic arts, advertising and animation.



BUSINESS STUDIES

| | | |
|--------|---|----------|
| BAN 4E | Accounting for a Small Business - Workplace Preparation | 1 credit |
|--------|---|----------|

This course further develops students' understanding of the fundamentals of accounting by having them examine each component of the accounting cycle, with an emphasis on the merchandising business. Students will use computer applications software to learn how accounting is practised in the workplace. Students will acquire an understanding of payroll systems, inventory, specialized journals, subsidiary ledgers, income tax reporting, and budgeting.

Prerequisite: Grade 11 Accounting Essentials, Workplace Preparation

| | | |
|--------|--|----------|
| BAT 4M | Financial Accounting Principles - University/College Preparation | 1 credit |
|--------|--|----------|

This course introduces students to advanced accounting principles that will prepare them for postsecondary 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: Grade 11 Financial Accounting Fundamentals, University/College preparation

This course may be available "on-line" as an eLearning course. See your Guidance Counsellor.

| | | |
|--------|---|----------|
| BBB 4E | International Business Essentials - Workplace Preparation | 1 credit |
|--------|---|----------|

This course provides an introduction to international business. Students will explore the economic relationships that Canada has developed with other nations, and the impact of these relationships on productivity, prices, and variety of goods. This course also introduces students to a variety of career opportunities in international business.

BUSINESS STUDIES

BBB 4M **International Business** **1 credit**
Fundamentals - 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. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

BDV 4C **Entrepreneurship: Venture Planning in an Electronic Age- College Preparation** **1 credit**

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

BOG 4E **Business Leadership: Becoming a Manager - Workplace Preparation** **1 credit**

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.

BOH 4M **Business Leadership: Management Fundamentals - Workplace Preparation** **1 credit**

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 are also emphasized.

BUSINESS STUDIES

BTX 4C **Information and Communication Technology: Multimedia Solutions - College Preparation** **1 credit**

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers.

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

BTX 4E **Information and Communication Technology in the Workplace - Workplace Preparation** **1 credit**

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 e-business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

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

Business Studies Cooperative Education Program

All business courses can be used in the Cooperative Education Program for students considering careers in a variety of fields such as accounting, human resources, marketing and advertising, travel and tourism, entrepreneurship and business administration.

CANADIAN AND WORLD STUDIES

CGO 4M **Spatial Technologies in Action - University/College Preparation** **1 credit**

Revised

This course provides a foundation for students who wish to pursue a career that requires the ability to use computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, the most appropriate location for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.

Prerequisite: Any University, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

CGR 4E **Living in a Suitable World - Workplace Preparation** **1 credit**

Revised

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and how planning decisions and consumer choices affect natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home and in the workplace.

Prerequisite: Grade 9 Canadian Geographic Issues, Academic or Applied

CANADIAN AND WORLD STUDIES

CGR 4M **The Environmental and Resource Management - University/College Preparation** **1 credit**

Revised

This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

Prerequisite: Any University, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

CGU 4C **World Geography: Urban Patterns and Interactions - College Preparation** **1 credit**

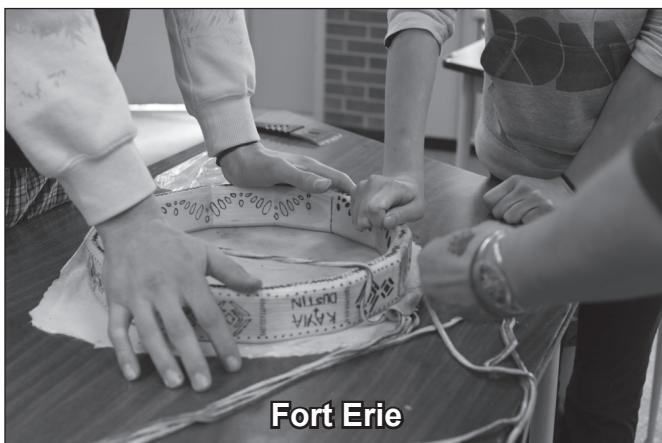
This course examines cities around the world and the social, political, cultural, environmental, and economic factors that shape them. Students will study urban structures and systems, the impact of migrations on cities, and the impact of cities on the environment. Students will use geotechnologies and apply geographic concepts and inquiry methods to analyse issues and problems related to urban development and to formulate potential solutions.

Prerequisite: Any University, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

CGU 4U **World Geography: Human Patterns and Interactions - University Preparation** **1 credit**

This course examines how humans interact with their natural environments and with each other. Students will study the influence of spatial, political, economic, and social factors on settlement patterns, human migration, cultural change, globalization, and environmental trends. Students will use geotechnologies and skills of geographic inquiry and analysis to extend their knowledge of human geography, identify and explain current trends and patterns, and predict future ones.

Prerequisite: Any University, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities



CANADIAN AND WORLD STUDIES

CGW 4U World Issues: A Geographic Analysis - University Preparation 1 credit

Revised

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, University/College, preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

CHI 4U Canada: History, Identity, and Culture - University Preparation 1 credit

Revised

This course traces the history of Canada, with a focus on the evolution of our national identity and culture. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to the development of Canadian identity and heritage. Students will develop their sense of Canada's national identity and how and why it has changed throughout the country's history. 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 the people, events, and forces that have shaped Canada.

Prerequisite: Any University, University/College, preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

CHM 4E Adventures in World History - Workplace Preparation 1 credit

Revised

This course examines significant developments and events in world history from earliest times to the present. Students will explore social, economic, and political forces in different times and places, and how technology, art, and religion have helped shape people's lives and identities. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.

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

CANADIAN AND WORLD STUDIES

CHY 4C World History since the Fifteenth Century - College Preparation 1 credit

Revised

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

CHY 4U World History since the Fifteenth Century - University Preparation 1 credit

Revised

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, University/College, preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

CIA 4U Analysing Current Economic Issues - University Preparation 1 credit

Revised

This course examines current 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.

Prerequisite: Any University, University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

This course may be available "on-line" as an eLearning course. See your Guidance Counsellor.

CANADIAN AND WORLD STUDIES

| | | |
|--------|---|----------|
| CLN 4U | Canadian and International Law - University Preparation | 1 credit |
|--------|---|----------|

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, University/College, or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

| | | |
|--------|--|----------|
| CPW 4U | Canadian and World Politics - University Preparation | 1 credit |
|--------|--|----------|

Revised

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, University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

Canadian and World Studies Cooperative Education Program

All Canadian and World Studies courses can be used in the Cooperative Education Program for students considering careers in a variety of fields such as archeology, art history, politics, travel and tourism, environmental studies, journalism, urban and regional planning, teaching, law and historical research.

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

| | | |
|--------|---|----------|
| LVV 4U | Classical Civilization University Preparation | 1 credit |
|--------|---|----------|

Revised

This course introduces students to the rich cultural legacy of the Classical world and encourages them to make connections between antiquity and other societies and to their own personal experiences. Students will investigate such aspects of Classical culture as its mythology and literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. By reading Classical authors in English translation and examining material culture brought to light through archaeology, students will enhance both their communication skills and their ability to think critically and creatively. In addition, they will be encouraged to be culturally sensitive, independent learners who appreciate the interconnectedness of ancient and modern societies and who will be able to apply this understanding to their future endeavours.

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

| | | |
|----------|--|----------|
| LBA DU – | International Languages - University Preparation | 1 credit |
|----------|--|----------|

Revised

This course prepares students for postsecondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

| | | |
|---------------|------------|------------|
| LWG DU | - German | - 1 credit |
| LWI DU/LWI DO | - Italian | - 1 credit |
| LKJ DU | - Japanese | - 1 credit |
| LWS DU | - Spanish | - 1 credit |

International Languages Cooperative Education Program

International Languages can be the perfect link in the Cooperative Education Program for students considering careers in travel & tourism, international law & business, teaching and politics.

COMPUTER STUDIES

| | | |
|--------|---|----------|
| ICS 4C | Computer Programming - College Preparation | 1 credit |
|--------|---|----------|

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

| | | |
|--------|--|----------|
| ICS 4U | Computer Science - University Preparation | 1 credit |
|--------|--|----------|

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

Computer Studies Cooperative Education Program

Computer Studies courses will be of interest to students considering careers in engineering, computer programming, business, computer design and service, animation, information technology, software applications, system analyst, telecommunications technology and architectural technology.

ENGLISH - COMPULSORY CREDITS

| | | |
|--------|--------------------------------------|----------|
| ENG 4C | English - College Preparation | 1 credit |
|--------|--------------------------------------|----------|

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.

This course may be available "on-line" as an eLearning course. See your Guidance Counsellor.

Prerequisite: *English, Grade 11, College Preparation*

| | | |
|--------|--|----------|
| ENG 4E | English - Workplace Preparation | 1 credit |
|--------|--|----------|

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*

| | | |
|--------|---|----------|
| ENG 4U | English - University Preparation | 1 credit |
|--------|---|----------|

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.

This course may be available "on-line" as an eLearning course. See your Guidance Counsellor.

Prerequisite: *English, Grade 11, University Preparation*

ENGLISH - COMPULSORY CREDITS

| | | |
|---------------|---|-----------------|
| OLC 4O | Ontario Secondary School Literacy Course | 1 credit |
|---------------|---|-----------------|

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. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement: Students who have been unsuccessful at least once on the Ontario Secondary School Literacy Test are eligible to take the course.

ENGLISH - OPTIONAL CREDITS

| | | |
|---------------|---|-----------------|
| EBT 4O | Communication in the World of Business and Technology - Open | 1 credit |
|---------------|---|-----------------|

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*

| | | |
|---------------|--|-----------------|
| ETS 4C | Studies in Literature - College Preparation | 1 credit |
|---------------|--|-----------------|

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

Prerequisite: *English, Grade 11, College Preparation*

ENGLISH - OPTIONAL CREDITS

| | | |
|---------------|---|-----------------|
| ETS 4U | Studies in Literature - University Preparation | 1 credit |
|---------------|---|-----------------|

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

Prerequisite: *English, Grade 11, University Preparation*

| | | |
|---------------|---|-----------------|
| EWC 4C | The Writer's Craft - College Preparation | 1 credit |
|---------------|---|-----------------|

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*

| | | |
|---------------|--|-----------------|
| EWC 4U | The Writer's Craft - University Preparation | 1 credit |
|---------------|--|-----------------|

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*

ENGLISH AS A SECOND LANGUAGE

The following descriptions apply to English as a Second Language courses offered to students in both OSS and OSIS diploma programs.

ESL AO Beginning Communication 1 credit
in English, ESL Level 1 - Open

This course builds on students' previous education and language knowledge to introduce the English language and help 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.

ESL BO English in Daily Life, 1 credit
ESL Level 2 - Open

This course expands 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

ESL CO English for School and Work, 1 credit
ESL Level 3 - Open

This course 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 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

ENGLISH AS A SECOND LANGUAGE

ESL DO Study Skills in English, 1 credit
ESL 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

ESL EO Bridge to English, 1 credit
ESL 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

English Cooperative Education Program

English courses along with the optional English courses will be of interest to students considering careers in journalism, research, teaching, library, publishing, theatre communications, radio and television broadcasting.

ENGLISH LITERACY DEVELOPMENT

ELD AO English Literacy Development, 1 credit
Level 1 - Open

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

ELD BO English Literacy Development, 1 credit
Level 2 - Open

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school community resources and to build their knowledge of Canada and diversity.

Prerequisite: English Literacy Development, Level 1, or equivalent

ELD CO English Literacy Development, 1 credit
Level 3 - Open

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; make brief oral presentations; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

Prerequisite: English Literacy Development, Level 2, or equivalent

ENGLISH LITERACY DEVELOPMENT

ELD DO English Literacy Development, 1 credit
Level 4 - Open

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

Prerequisite: English Literacy Development, Level 3, or equivalent

ELD EO English Literacy Development, 1 credit
Level 5 - Open

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

Prerequisite: English Literacy Development, Level 4, or equivalent



Governor Simcoe

FRENCH AS A SECOND LANGUAGE

FEF 4U **Extended French - University Preparation** **1 credit**

Revised

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

Prerequisite: *Grade 11 Extended French, University*

For more information regarding the Extended French program see page 13.

FSF 4U **Core French - University Preparation** **1 credit**

Revised

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: *Grade 11 Core French, University*

French Cooperative Education Program

French as a Second Language can be used in the Cooperative Education Program for students considering careers in teaching, international business, travel & tourism and politics.

GUIDANCE AND CAREER EDUCATION

GLE 4O* **Advanced Learning Strategies: Skills for Success After Secondary School - Open** **1 credit**

This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary 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 postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

* This version of the Learning Strategies course (GLE 4O) is only available to students who have an IEP, with Principal recommendation only.

GLN 4O **Navigating the Workplace - Open** **1 credit**

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 postsecondary destination.

Guidance and Career Education Cooperative Education Program

Guidance and Career Education can be used in the Cooperative Education Program for students considering a career in any area.



Laura Secord

HEALTH AND PHYSICAL EDUCATION

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| PPL 4O* | Healthy Active Living - Education - Open | 1 credit |
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This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interests throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Area of Focus:

The learning expectations of Healthy Active Living Education (PPL 4O) course outline the knowledge, skills and health areas that students are expected to demonstrate by the end of each course. Schools may offer focus-courses options for a particular group of physical activities as the vehicle through which students will attain the expectations. Possible focus options are listed below. **Students may select any number of Focus Options at the same grade level each year.**

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| PAD 4O* | Outdoor Activities | 1 credit |
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This course emphasizes regular participation in a variety of enjoyable outdoor activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine outdoor skills (e.g. camping, canoeing, hiking etc), participation in a variety of activities that enhance personal competence, fitness and health and the examination of issues related to healthy living. Reference should be made to the Healthy Active Living Education open course descriptions for Grade 12 for health areas of study.

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| PAF 4O* | Personal and Fitness Activities | 1 credit |
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This course emphasizes regular participation in a variety of enjoyable fitness activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities (e.g. aerobics, fitness training, self-defense etc.) that enhance personal competence and health, and examination of issues related to healthy living. Reference should be made to the Healthy Active Living Education open course description for Grade 12 health curriculum expectations.

*These courses are currently under review. Check the District School Board of Niagara's website (www.dsbn.org/schools/supportservices/Curriculum/Guidance/programs.html) for updated course codes, course description, and any cancelled or new courses.

HEALTH AND PHYSICAL EDUCATION

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| PAI 4O* | Individual and Small Group | 1 credit |
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This course emphasizes regular participation in a variety of enjoyable individual and small group activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine individual and small group skills (e.g. racquet sports, cross country skiing, orienteering, etc), participation in a variety of activities that enhance personal competence, fitness and health and the examination of issues related to healthy living. Reference should be made to the course description for Grade 12 for health areas of study.

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| PAQ 4O* | Aquatics | 1 credit |
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This course emphasizes regular participation in a variety of enjoyable aquatics activities that promote life-long healthy active living. Student teaming will include the application of movement principles to refine aquatics skills (e.g. speed swimming, water polo, life saving awards, CPR), participation in a variety of aquatic activities that enhance personal competence, fitness and health and the examination of issues related to healthy living. Reference should be made to the Healthy Active Living Education open course description for Grade 12 for health areas of study.

| | | |
|----------------|--|-----------------|
| PSE 4U* | Exercise Science - University Preparation | 1 credit |
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This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

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

HEALTH AND PHYSICAL EDUCATION

PLF 4C* Recreation and Fitness Leadership - 1 credit College Preparation

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

Prerequisite: Any Grade 11 or 12 open course in Health and Physical Education

Health and Physical Education Cooperative Education Program

Health and Physical Education courses will be of interest to students considering careers in education, personal fitness training, sports management, kinesiology, nursing, physiotherapy, teaching, social work and recreation therapy.

INTERDISCIPLINARY STUDIES

IDC 4U* Partners in Literacy Studies - 1 credit 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.

*These courses are currently under review. Check the District School Board of Niagara's website (www.dsbn.org/schools/supportservices/Curriculum/Guidance/programs.html) for updated course codes, course description, and any cancelled or new courses.

INTERDISCIPLINARY STUDIES

IDC 4O* Sports & Entertainment Marketing - 1 credit Open

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning and present findings to the growing Sports and Entertainment Marketing industry. Students will develop skills in the areas of ethics, consumer research, advertising, public relations/publicity, event marketing, endorsement, sponsorship, product distribution, and career opportunities in Sports and Entertainment Marketing. Students will apply the principles and skills derived from the study of Physical Education, Media Studies, Business Marketing and the Social Sciences.

IDU 4US* Health and Leadership Through Sport - University Preparation 1 credit

This course combines the expectations for Interdisciplinary Studies, Grade 12 University Preparation with selected expectations from two or more courses (e.g., Exercise Science, Grade 12, University Preparation; Mathematics of Data Management, Grade 12, University Preparation; Recreation and Fitness Leadership, Grade 12, College Preparation).

This course develops information-based knowledge and skills that prepare students for leadership in society. Students will focus on the use of technological resources and applications to plan, implement, communicate, and assess appropriate activities and programs in the local community, such as recreational and fitness events, health exhibitions and promotion. They will also explore the importance of personal fitness and healthy living, the relationship between amateur and professional sports, and local and provincial opportunities and careers in sports, outdoor education, and physical activity.

MATHEMATICS

MAP 4C Foundations for College Mathematics - College Preparation 1 credit

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

MATHEMATICS

| | | |
|---------------|--|-----------------|
| MHF 4U | Advanced Functions - University Preparation | 1 credit |
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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*

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| MCT 4C | Mathematics for College Technology - College Preparation | 1 credit |
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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, or Functions, Grade 11, University Preparation*

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|---------------|--|-----------------|
| MDM 4U | Mathematics of Data Management - University Preparation | 1 credit |
|---------------|--|-----------------|

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*

MATHEMATICS

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|---------------|---|-----------------|
| MEL 4E | Mathematics for Work and Everyday Life - Workplace Preparation | 1 credit |
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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*

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|---------------|--|-----------------|
| MCV 4U | Calculus and Vectors - University Preparation | 1 credit |
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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.

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

Mathematics Cooperative Education Program

Mathematics courses can be used in the Cooperative Education Program for students considering careers in all areas of business management, accounting, financial planning, teaching and engineering.

SCIENCE

SBI 4U Biology - University Preparation 1 credit

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: Grade 11 Biology, University

SCH 4C Chemistry - College Preparation 1 credit

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

Prerequisite: Grade 10 Science, Academic or Applied

SCH 4U Chemistry - University Preparation 1 credit

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: Grade 11 Chemistry, University

Science Cooperative Education Program

Science courses will be of interest to students considering careers in such areas as human and veterinary medicine, chemistry, biology, massage therapy, pharmacy, engineering and other related fields.

SCIENCE

SES 4U Earth and Space Science - University Preparation 1 credit

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and 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: Grade 10 Science, Academic

This course may be available "on-line" as an eLearning course. See your Guidance Counsellor.

SNC 4E Science - Workplace Preparation 1 credit

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

SNC 4M Science - University/College Preparation 1 credit

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: Grade 10 Science, Academic, or any Grade 11 university, university/college, or college preparation course in science

SCIENCE

SPH 4C Physics - College Preparation 1 credit

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: Grade 10 Science, Academic or Applied

SPH 4U Physics - University Preparation 1 credit

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: Grade 11 Physics, University



SOCIAL SCIENCE AND THE HUMANITIES

HFA 4U Nutrition and Health University Preparation 1 credit

Revised

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.

Prerequisite: Any University, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

HFA 4C Nutrition and Health College Preparation 1 credit

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

Prerequisite: Any University, University/College or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

HHG 4M Human Development Throughout the Lifespan 1 credit
University/College Preparation**Revised**

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, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

SOCIAL SCIENCE AND THE HUMANITIES

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| HHS 4U | Families in Canada University Preparation | 1 credit |
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Revised

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

Prerequisite: Any University, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

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| HHS 4C | Families in Canada College Preparation | 1 credit |
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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, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

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| HIP 4O | Managing Personal Resources - Open | 1 credit |
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Revised

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.

SOCIAL SCIENCE AND THE HUMANITIES

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| HNB 4M | The World of Fashion - University/College Preparation | 1 credit |
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Revised

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.

Prerequisite: Any University, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

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| HPD 4C | Working with School-Age Children and Adolescents - College Preparation | 1 credit |
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Revised

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.

Prerequisite: Any University, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

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| HSB 4U | Challenge and Change in Society - University Preparation | 1 credit |
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Revised

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, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

SOCIAL SCIENCE AND THE HUMANITIES

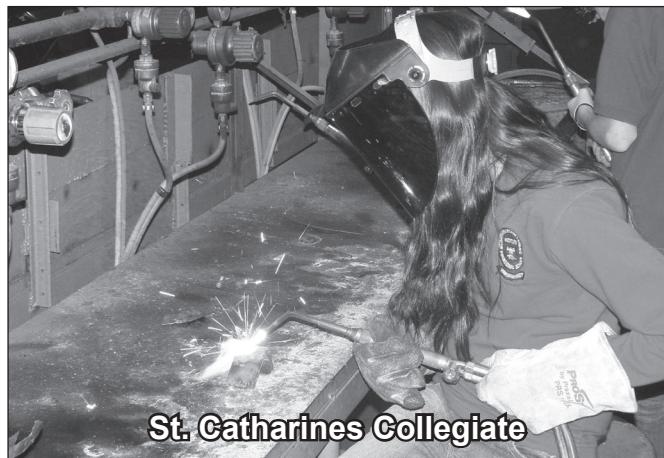
HZT 4U Philosophy: Questions and Theories 1 credit
- University Preparation**Revised**

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, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Social Science Cooperative Education Program

Social Science and Humanities courses will be of interest to students considering careers in teaching, social work, politics, law enforcement, journalism, gerontology and anthropology.



TECHNOLOGICAL EDUCATION

In broad-based technology, courses in Grades 10, 11 and 12 that lead to apprenticeship or certification programs, or that are part of school-work transition programs, may be planned for up to 330 hours of scheduled instructional time. This additional instructional time allows for the practice and refinement of skills needed to raise the quality of students' performance to the levels required for certification, entry into apprenticeship programs, or participation in school-work transition programs. (It may also support articulation agreements for advanced standing or preferred entrance into specialized programs.) Instructional time may be increased by increments of 55 hours; for each additional 55 hours, students earn an additional half-credit. A **maximum of three credits may be earned for the successful completion of a 330-hour course**. The number of additional credits and the nature of the assignments to be completed must be established before the start of the course. **Emphasis courses and their course codes are listed for each broad-based technology.**

COMMUNICATIONS TECHNOLOGY**TGJ 4M Communications Technology 1 credit**
- 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: Grade 11 Communications Technology, College/University

Emphasis Courses:

TGG4M - Print and Graphic Communications
TGI4M - Interactive New Media and Animation
TGP4M - Photography and Digital Imaging
TGV4M - TV, Video and Movie Production
TGR4M - Radio, Audio and Sound Production

TECHNOLOGICAL EDUCATION

TGJ 4O **Communications Technology:** **1 credit**
 Digital Imagery and Web Design
 - 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.

COMPUTER TECHNOLOGY

TEJ 4E **Computer Technology** **1 credit**
 - 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: Grade 11 Computer Technology, Workplace

Emphasis Courses:

TET4E - Information Technology Support
TEC4E - Computer Repair
TEW4E - Network Support

TECHNOLOGICAL EDUCATION

TEJ 4M **Computer Engineering Technology -** **1 credit**
 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: Grade 11 Computer Engineering Technology, University/College

Emphasis Courses:

TEL4M - Electronics
TER4M - Robotics and Control Systems
TEN4M - Networking
TEI4M - Interfacing

CONSTRUCTION TECHNOLOGY

TCJ 4C **Construction Engineering Technology -** **1 credit**
 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: Grade 11 Construction Engineering Technology, College

Emphasis Courses:

TCS4C - Construction, Management and Science
TCY4C - Civil Engineering

TECHNOLOGICAL EDUCATION

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| TCJ 4E | Construction Technology - Workplace Preparation | 1 credit |
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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: Grade 11 Construction Technology, Workplace

Emphasis Courses:

TCP4E - Plumbing
TCE4E - Electrical/Network Cabling
TCM4E - Masonry
TCH4E - Heating and Cooling
TCC4E - Carpentry

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| TWJ 4E | Custom Woodworking - Workplace Preparation | 1 credit |
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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: Grade 11 Custom Woodworking, Workplace

TECHNOLOGICAL EDUCATION

GREEN INDUSTRIES

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|--------|---|----------|
| THJ 4E | Green Industries - Workplace Preparation | 1 credit |
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This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore 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 in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.

Prerequisite: Green Industries Grade 11, Workplace

Emphasis Courses:

THG4E - Agriculture
THF4E - Floristry
THH4E - Horticulture
THL4E - Landscape Construction and Maintenance

HAIRSTYLING AND AESTHETICS

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|--------|---|----------|
| TXJ 4E | Hairstyling and Aesthetics - Workplace Preparation | 1 credit |
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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: Grade 11 Hairstyling and Aesthetics, Workplace

Emphasis Courses:

TXH4E - Hairstyling
TXA4E - Aesthetics

TECHNOLOGICAL EDUCATION

HEALTH CARE

| | | |
|--------|-----------------------------------|----------|
| TPJ 4C | Health Care - College Preparation | 1 credit |
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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: Grade 11 Health Care, College

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|--------|---|----------|
| TPJ 4E | Health Care: Support Services - Workplace Preparation | 1 credit |
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This course enables students to develop the basic skills needed for careers in a range of health care support services. Students will practice and apply a variety of clinical procedures and infection control skills as they learn about principles of infection control, service excellence, and the nature of the health care industry. Students will also investigate workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

| | | |
|--------|--|----------|
| TPJ 4M | Health Care - University/College Preparation | 1 credit |
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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: Grade 11 Health Care, University/College

TECHNOLOGICAL EDUCATION

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|--------|---|----------|
| TOJ 4C | Child Development and Gerontology - College Preparation | 1 credit |
|--------|---|----------|

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.

HOSPITALITY AND TOURISM

| | | |
|--------|---|----------|
| TFJ 4C | Hospitality and Tourism - College Preparation | 1 credit |
|--------|---|----------|

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: Grade 11 Hospitality and Tourism, College

Emphasis Courses:

TFR4C - Culinary Arts and Management

TFN4C - Applied Nutrition

TFT4C - Tourism and Travel Planning



TECHNOLOGICAL EDUCATION

| | | |
|--------|---|----------|
| TFJ 4E | Hospitality and Tourism - Workplace Preparation | 1 credit |
|--------|---|----------|

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: Grade 11 Hospitality and Tourism, Workplace

Emphasis Courses:

TFB4E - Baking
TFC4E - Cooking
TFE4E - Event Planning

MANUFACTURING TECHNOLOGY

| | | |
|--------|--|----------|
| TMJ 4C | Manufacturing Technology - College Preparation | 1 credit |
|--------|--|----------|

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: Grade 11 Manufacturing Technology, College

Emphasis Courses:

TMC4C - Computer Aided Manufacturing
TMI4C - Industrial Maintenance
TMP4C - Precision Machining
TMT4C - Robotics and Control Technician
TMY4C - Welding Technician

TECHNOLOGICAL EDUCATION

| | | |
|--------|--|----------|
| TMJ 4E | Manufacturing Technology - Workplace Preparation | 1 credit |
|--------|--|----------|

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: Grade 11 Manufacturing Technology, Workplace

Emphasis Courses:

TMO4E - Machine Operator
TMW4E - Welding

| | | |
|--------|---|----------|
| TMJ 4M | Manufacturing Engineering Technology - University/College Preparation | 1 credit |
|--------|---|----------|

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: Grade 11 Manufacturing Engineering Technology, University/College

Emphasis Courses:

TMM4M – Mechanical Engineering
TMR4M – Robotics and Control Systems

TECHNOLOGICAL EDUCATION

TECHNOLOGICAL DESIGN

| | | |
|---------------|--|-----------------|
| TDJ 4M | Technological Design - University/College Preparation | 1 credit |
|---------------|--|-----------------|

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: *Grade 11 Technological Design, University/College*

Emphasis Courses:

TDP4M - Apparel and Textile Design
 TDA4M - Architectural Design
 TDR4M - Robotic and Control Systems
 TDV4M - Interior Design
 TDM4M - Mechanical and Industrial Design

| | | |
|---------------|--|-----------------|
| TDJ 4O | Technological Design in the Twenty-first Century - Open | 1 credit |
|---------------|--|-----------------|

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.

TECHNOLOGICAL EDUCATION

TRANSPORTATION TECHNOLOGY

| | | |
|---------------|--|-----------------|
| TTJ 4C | Transportation Technology - College Preparation | 1 credit |
|---------------|--|-----------------|

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: *Grade 11 Transportation Technology, College*

Emphasis Courses:

TTB4C - Auto Body
 TTA4C - Auto Service
 TTS4C - Small Engine and Recreational Equipment

| | | |
|---------------|---|-----------------|
| TTJ 4E | Transportation Technology: Vehicle Maintenance - Workplace Preparation | 1 credit |
|---------------|---|-----------------|

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.

Technological Cooperative Education Program

All technological courses can be used in the Cooperative Education Program for students considering careers in a variety of fields such as electricity, tourism, plumbing, manufacturing and automotive manufacturing.

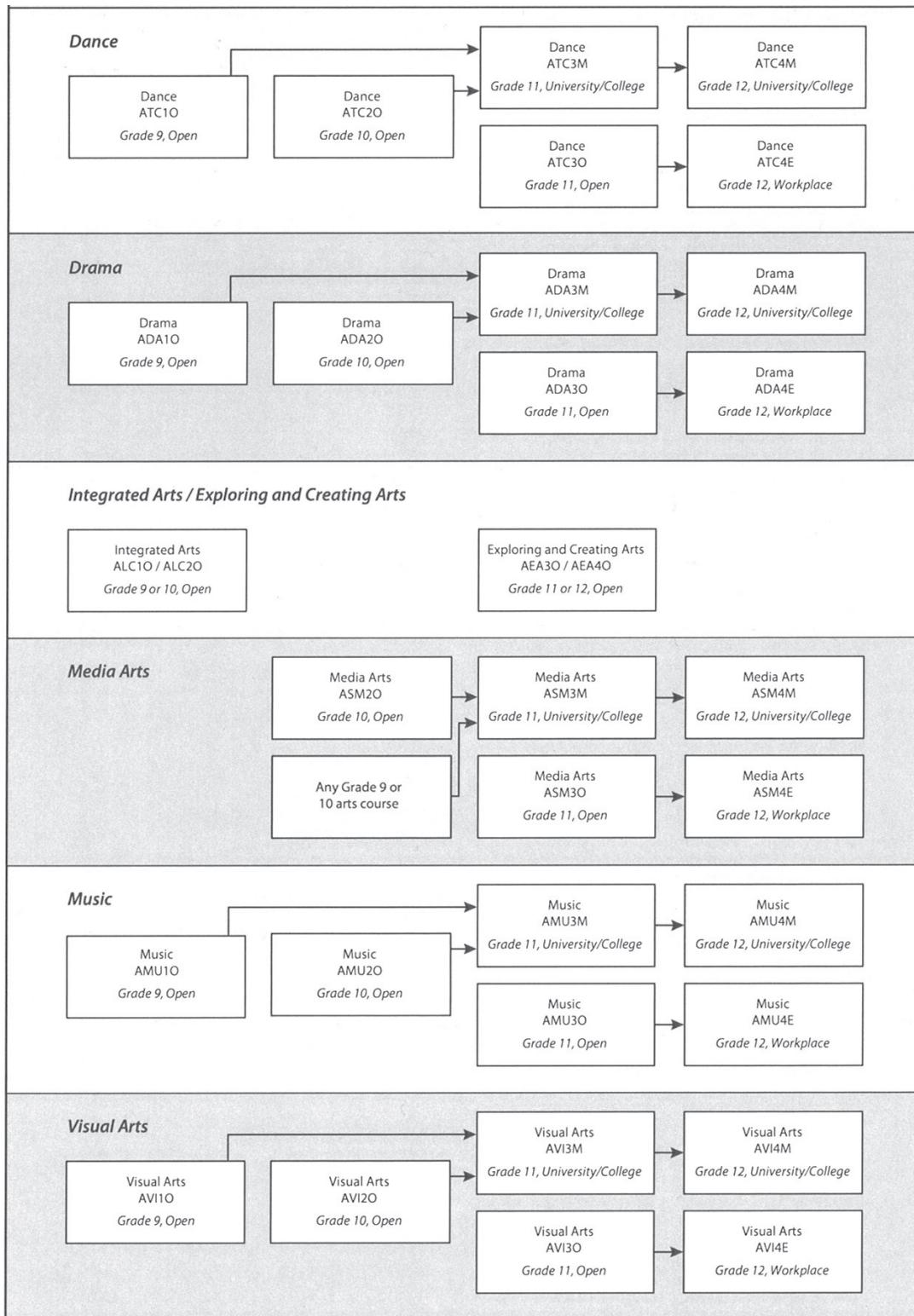
OYAP Students may have the opportunity to begin an apprenticeship while earning these high school credits. For more information see page 8.

Prerequisite Charts

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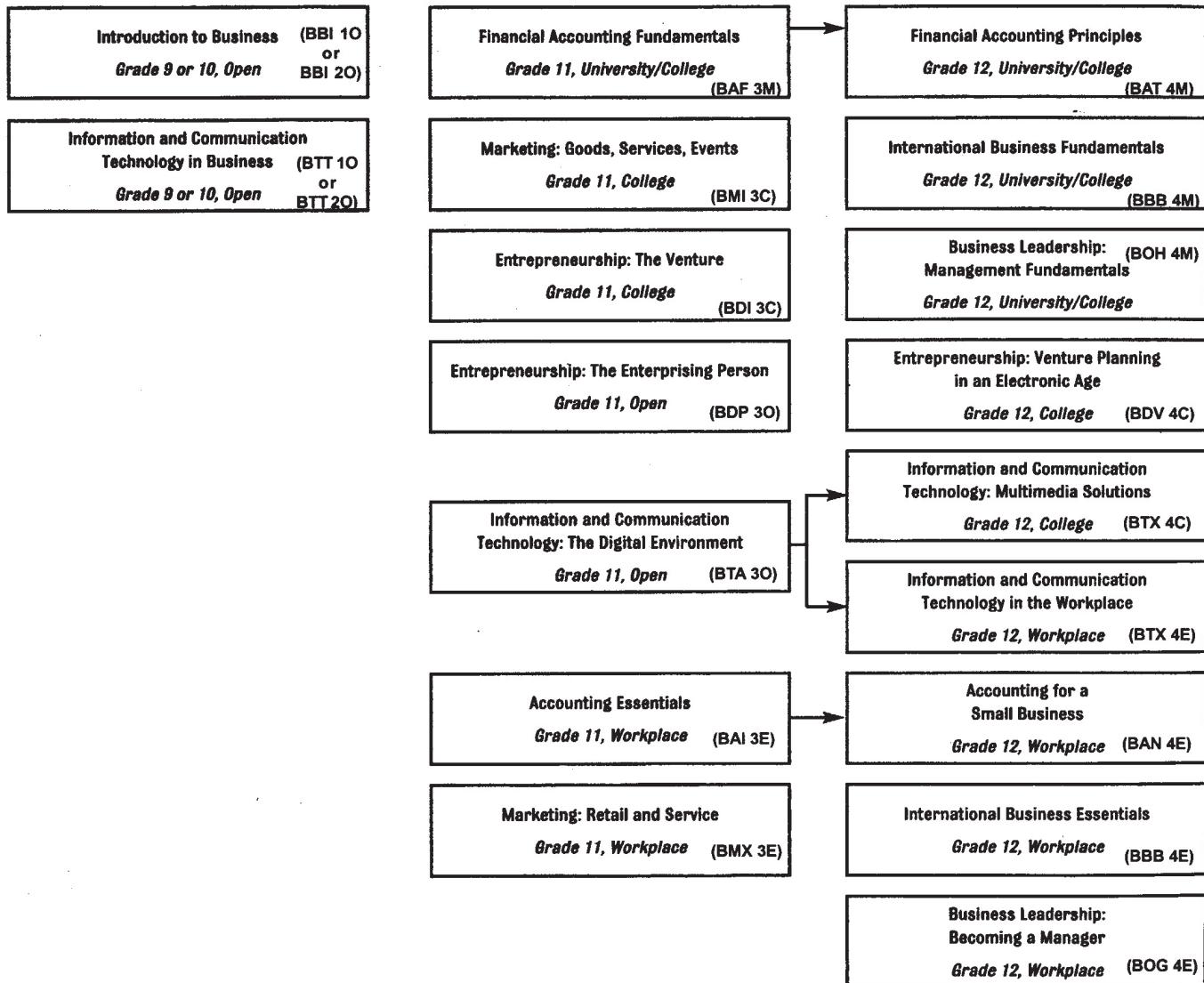
Prerequisite Chart for the Arts

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



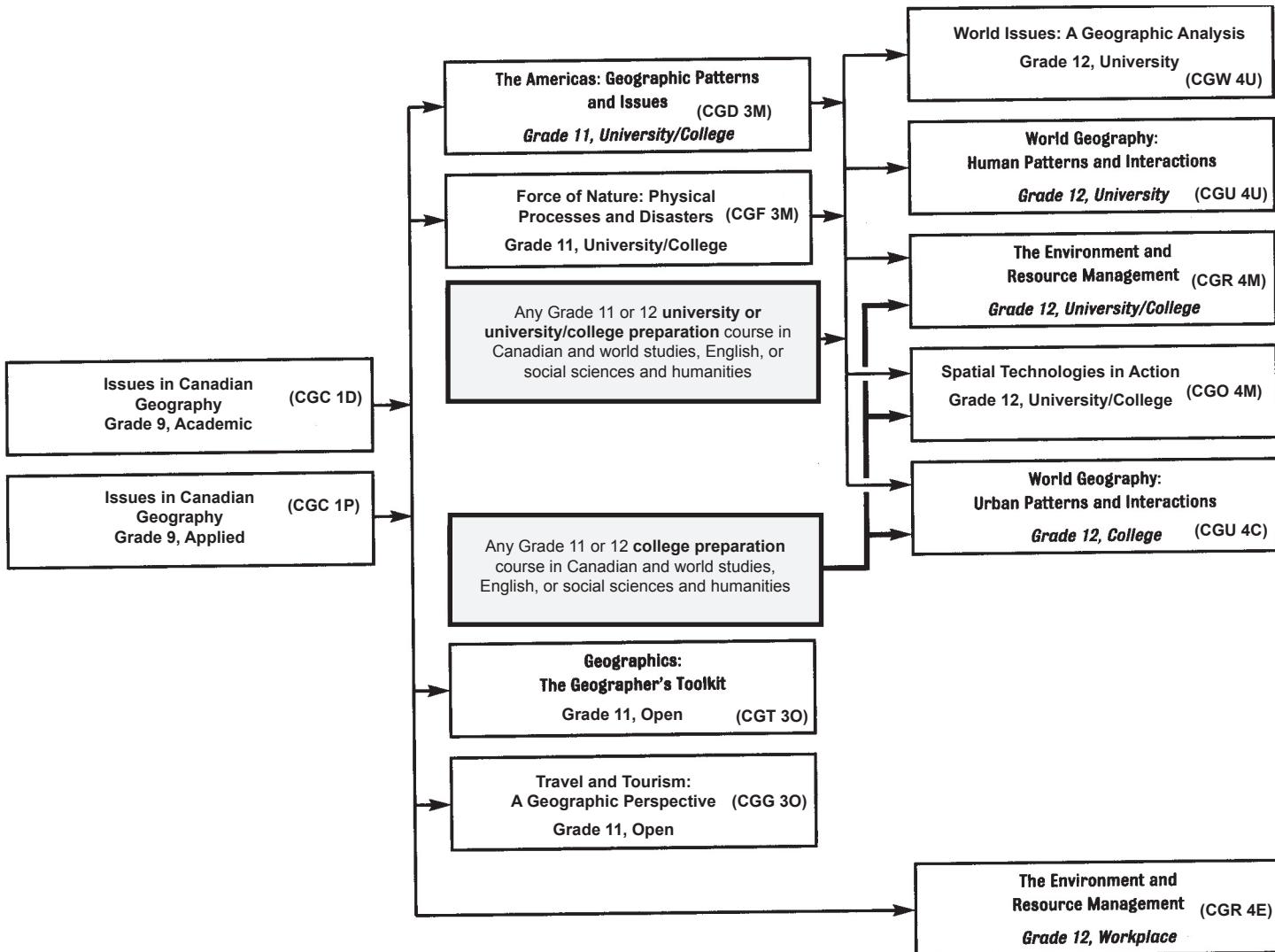
Prerequisite Chart for Business Studies

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



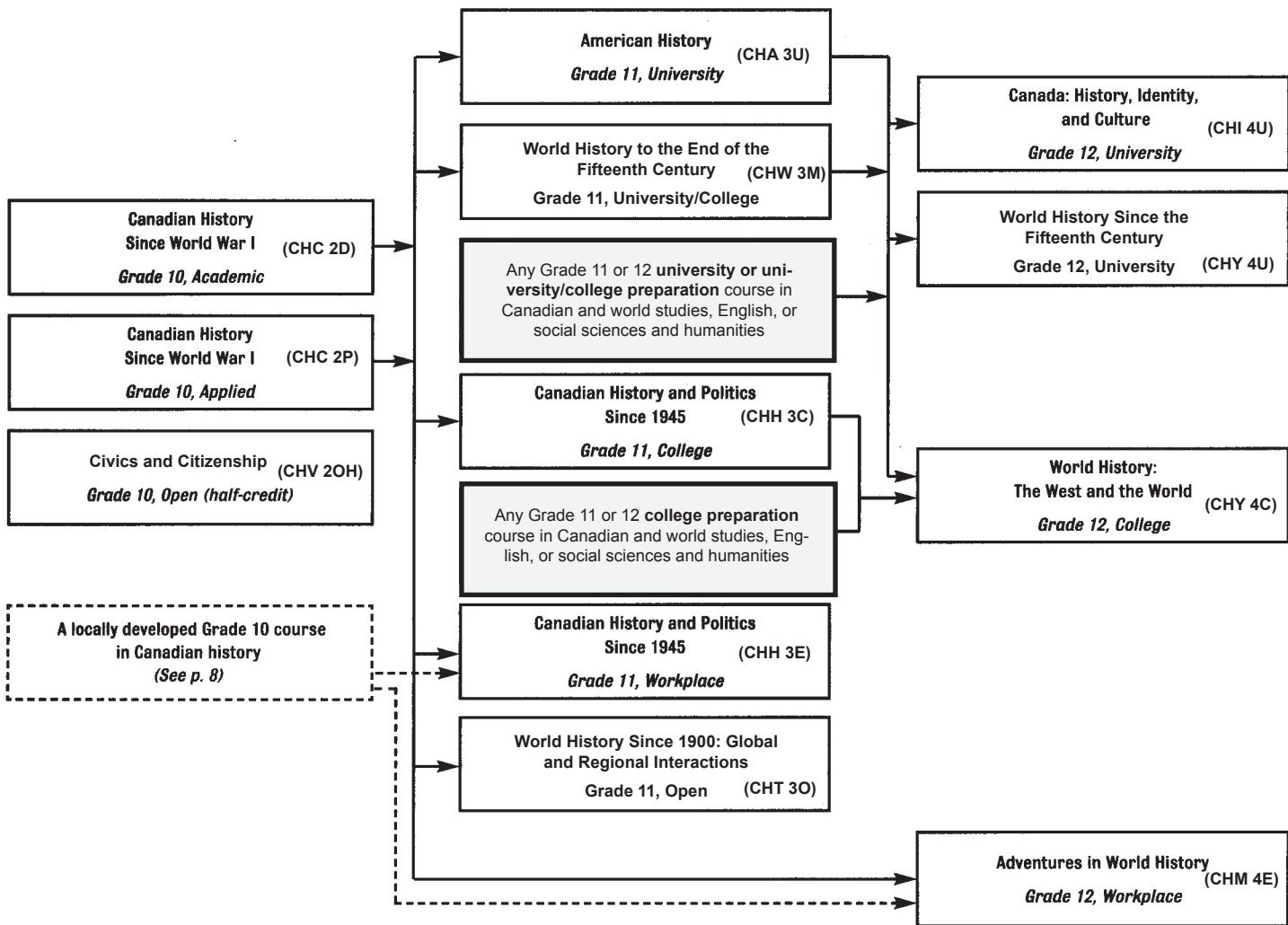
Prerequisite Chart for Canadian and World Studies - Geography

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



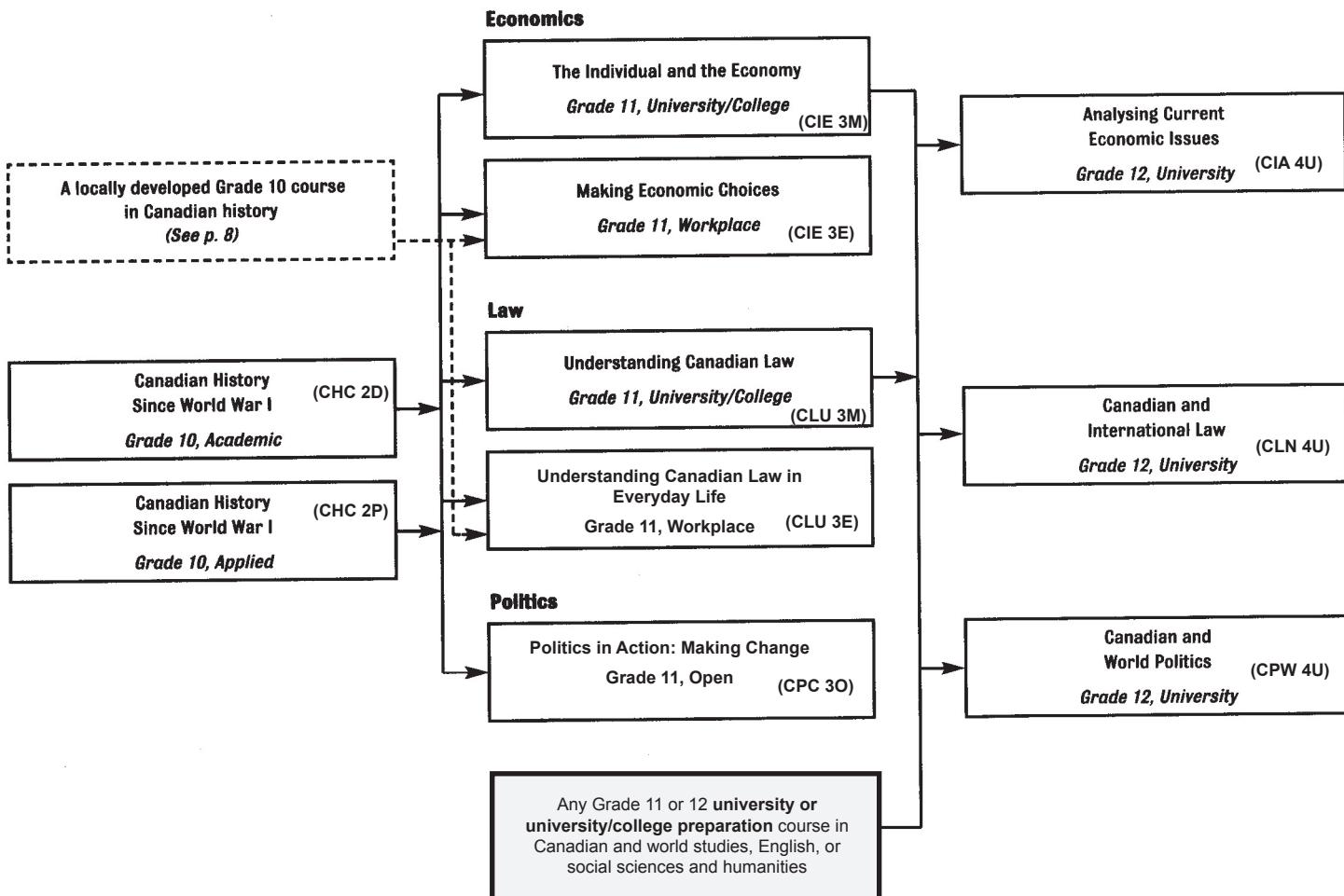
Prerequisite Chart for Canadian and World Studies - History

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



Prerequisite Chart for Canadian and World Studies - Economics, Law, and Politics

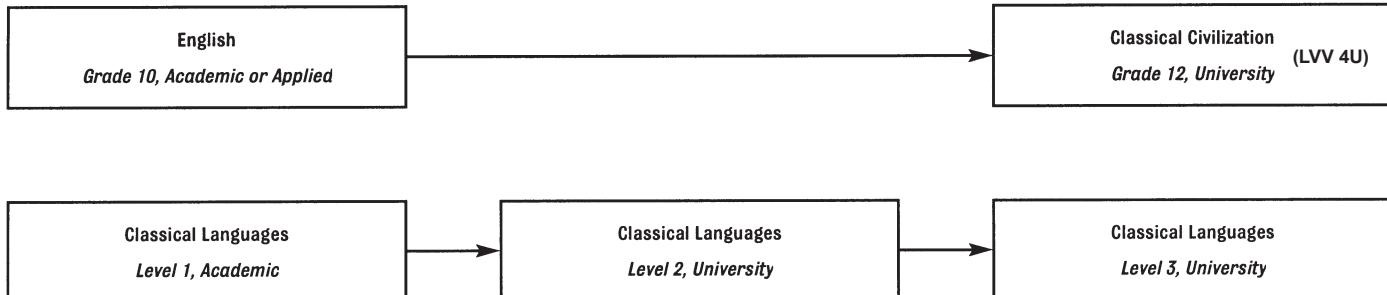
The chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



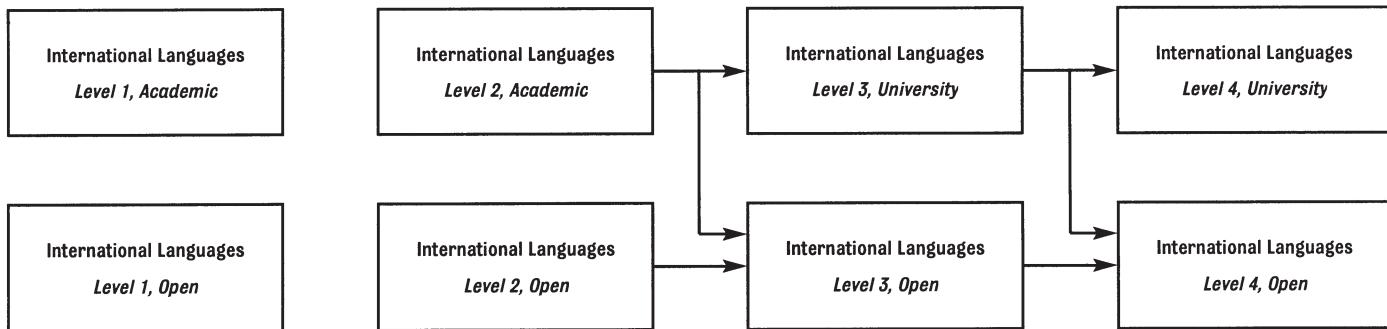
Prerequisite Chart for Classical Studies and International Languages

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

Classical Studies



International Languages



Notes

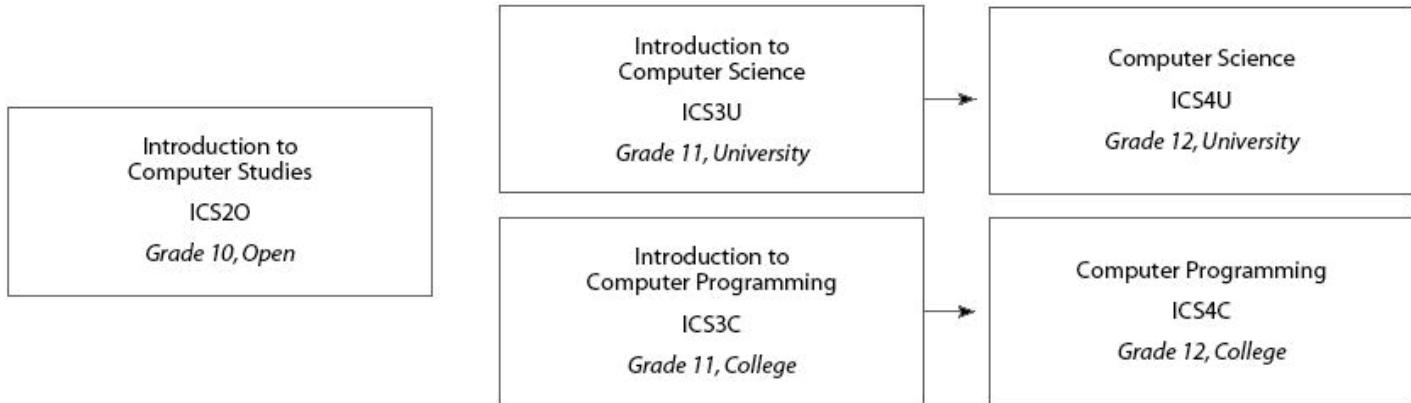
Boards and schools may choose to offer their program in international languages beginning at Level 1 or Level 2.

Codes will be assigned to identify courses for students who have no knowledge of the international language and courses for students who have some knowledge of the language.

Prerequisites for Level 2 International Languages, Academic or Open, will be determined by school boards, depending on the structure of their international language program..

Prerequisite Chart for Computer Studies

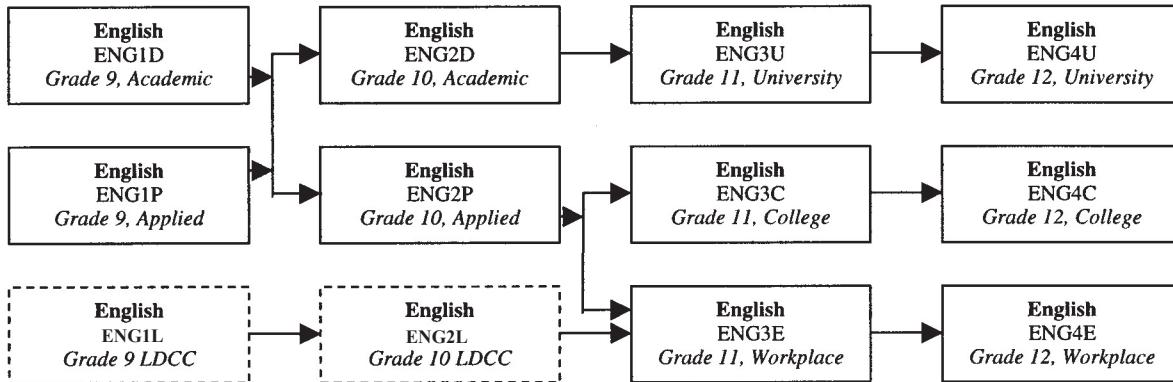
The chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



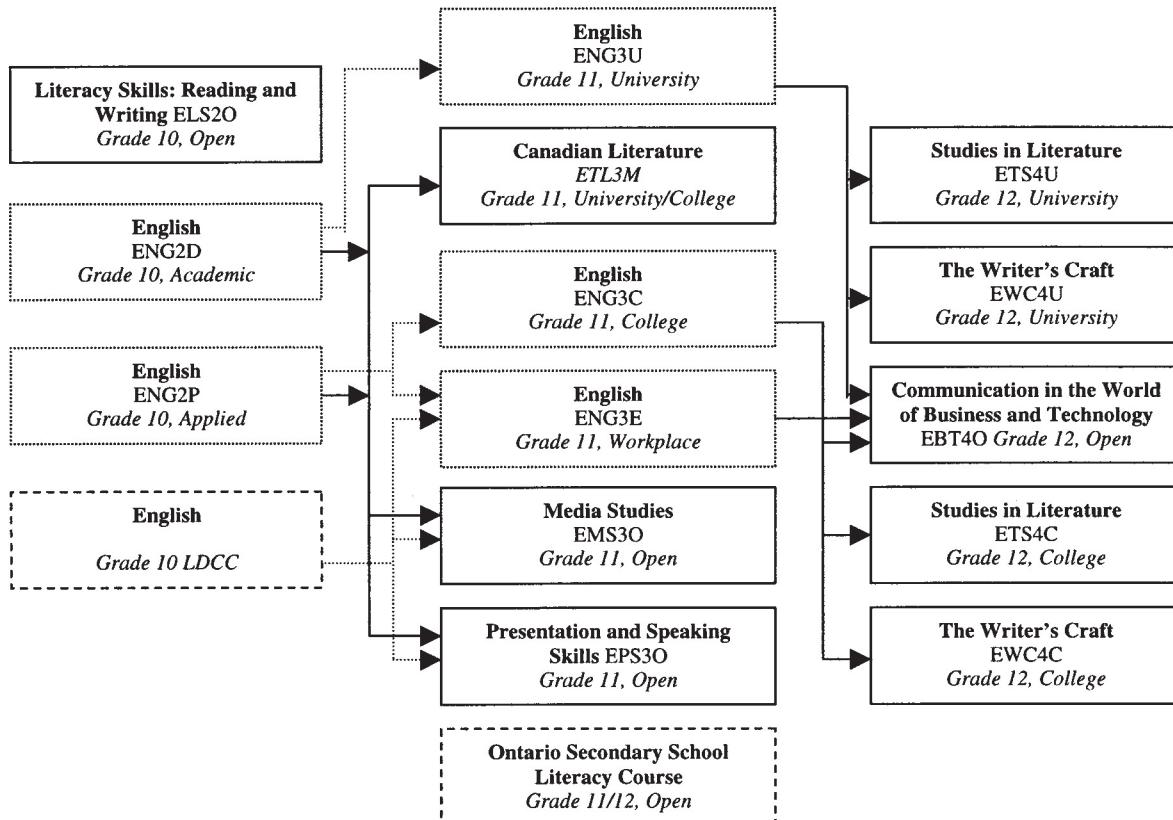
Prerequisite Chart for English

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

Compulsory Courses

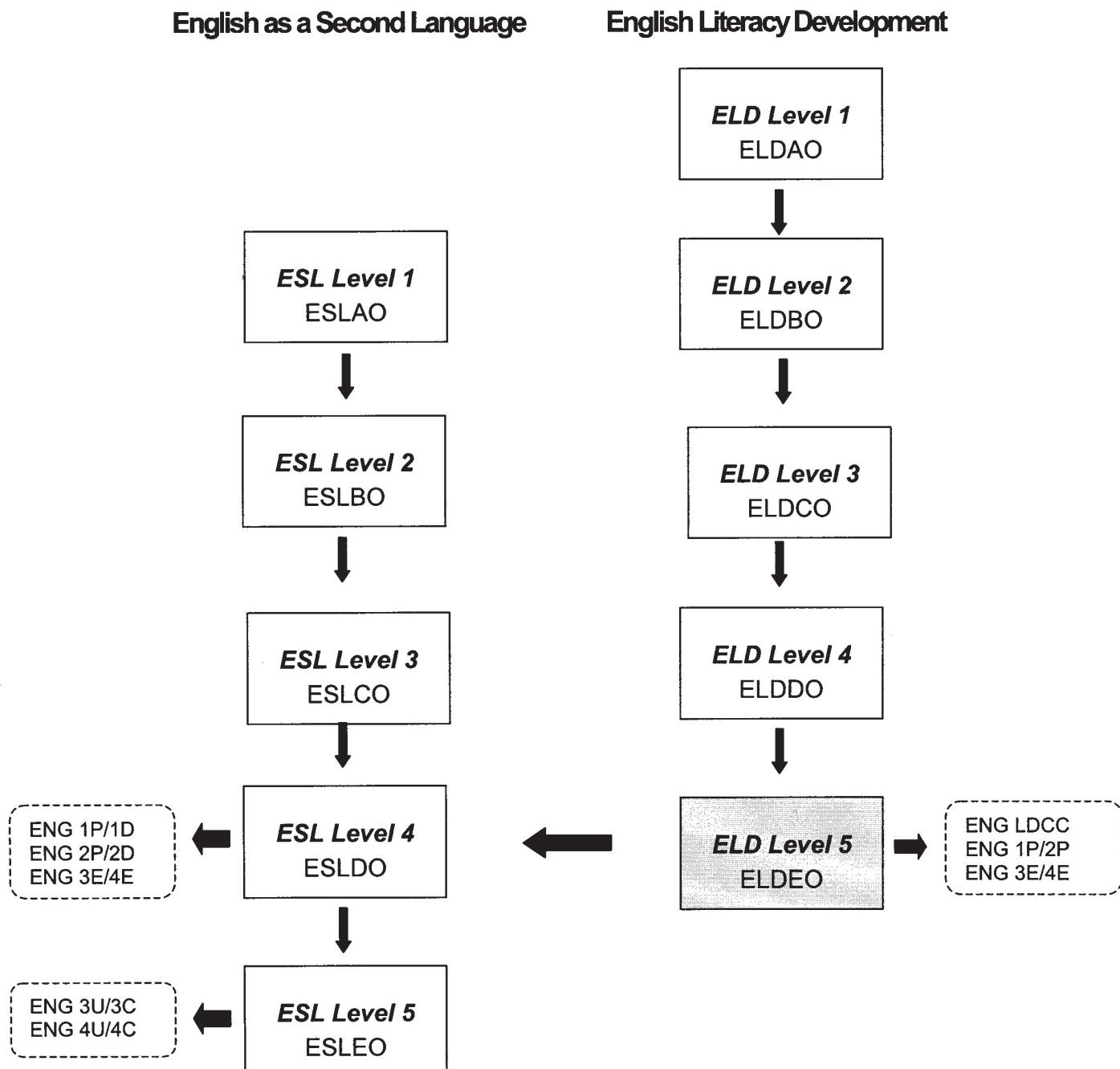


Optional Courses



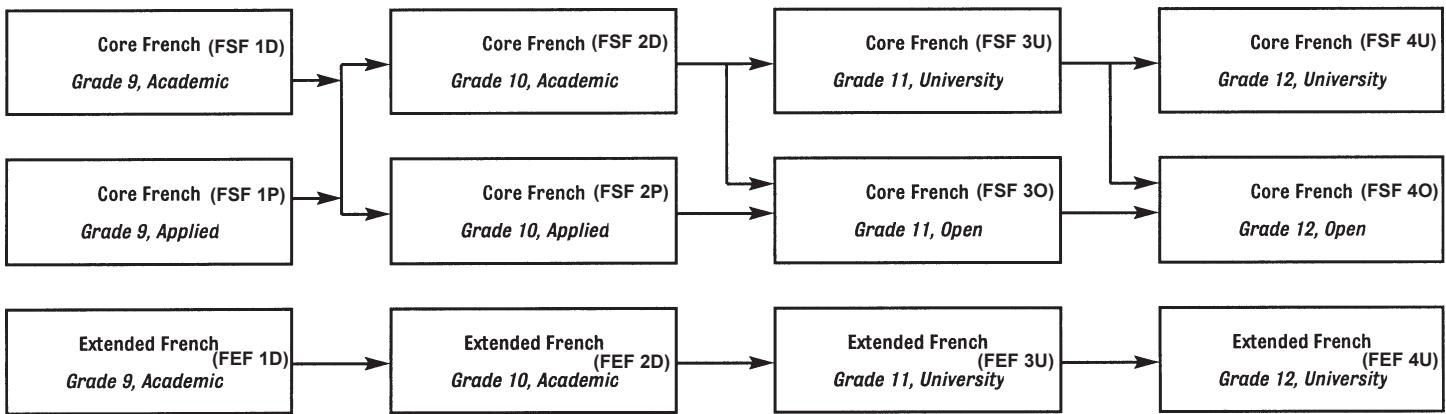
Prerequisite Charts for English as a Second Language and English Literacy Development

The chart below shows how most students may progress through their ESL and/or ELD courses and into mainstream 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.



Prerequisite Chart for French As a Second Language (FSL)

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



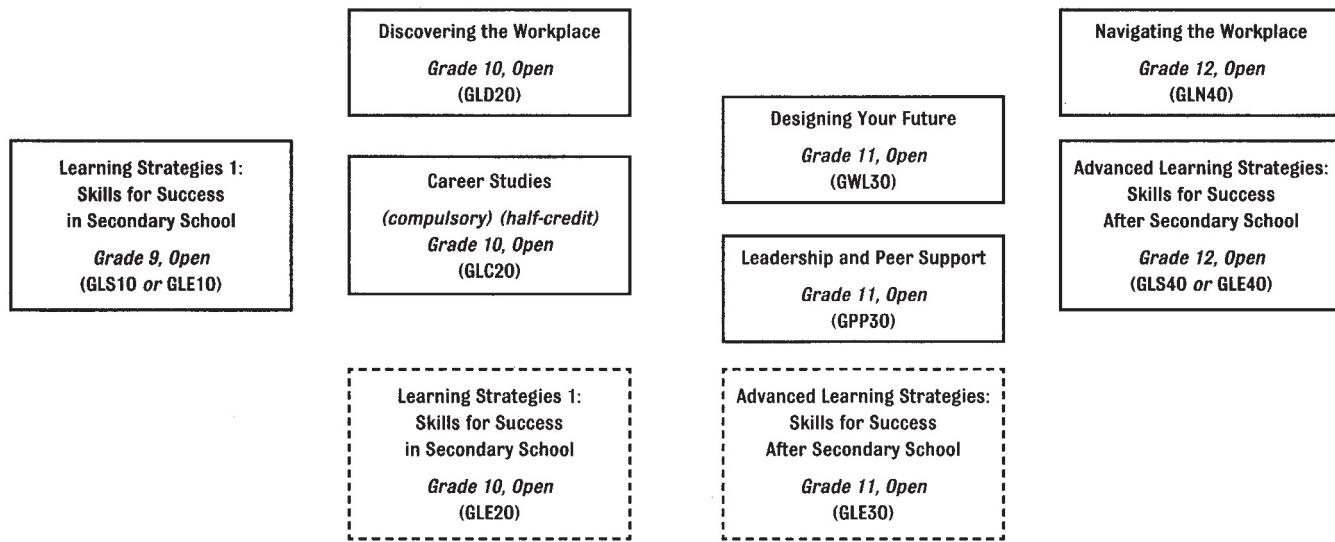
Notes

1. The prerequisite for Grade 9 Extended French is the elementary Extended French program or equivalent.

Students who have successfully completed elementary Extended French programs or their equivalent, and do not wish to pursue further studies in these programs should be considered for advanced placement in the Core French program, if they demonstrate the necessary knowledge and skills.

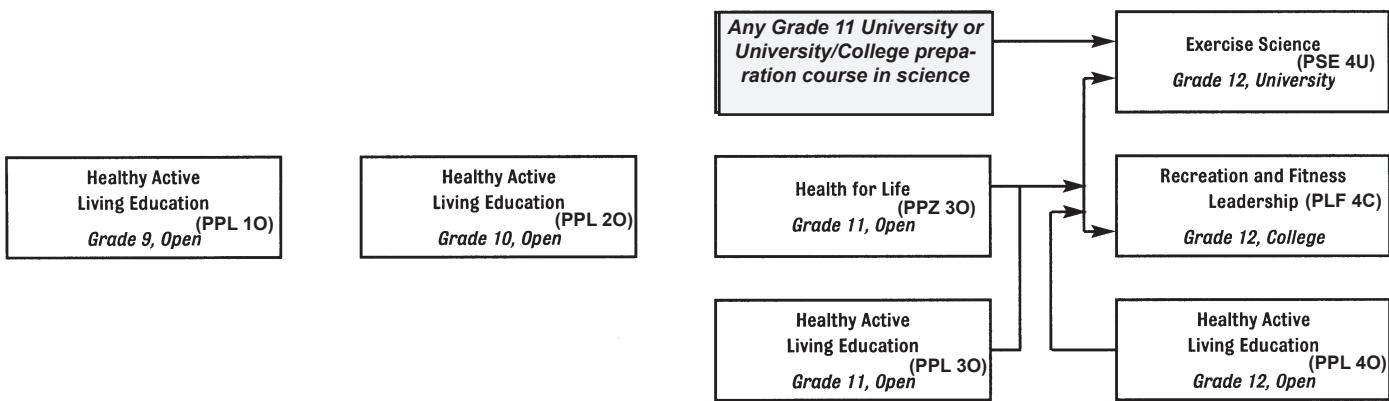
Prerequisite Chart for Guidance and Career Education

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



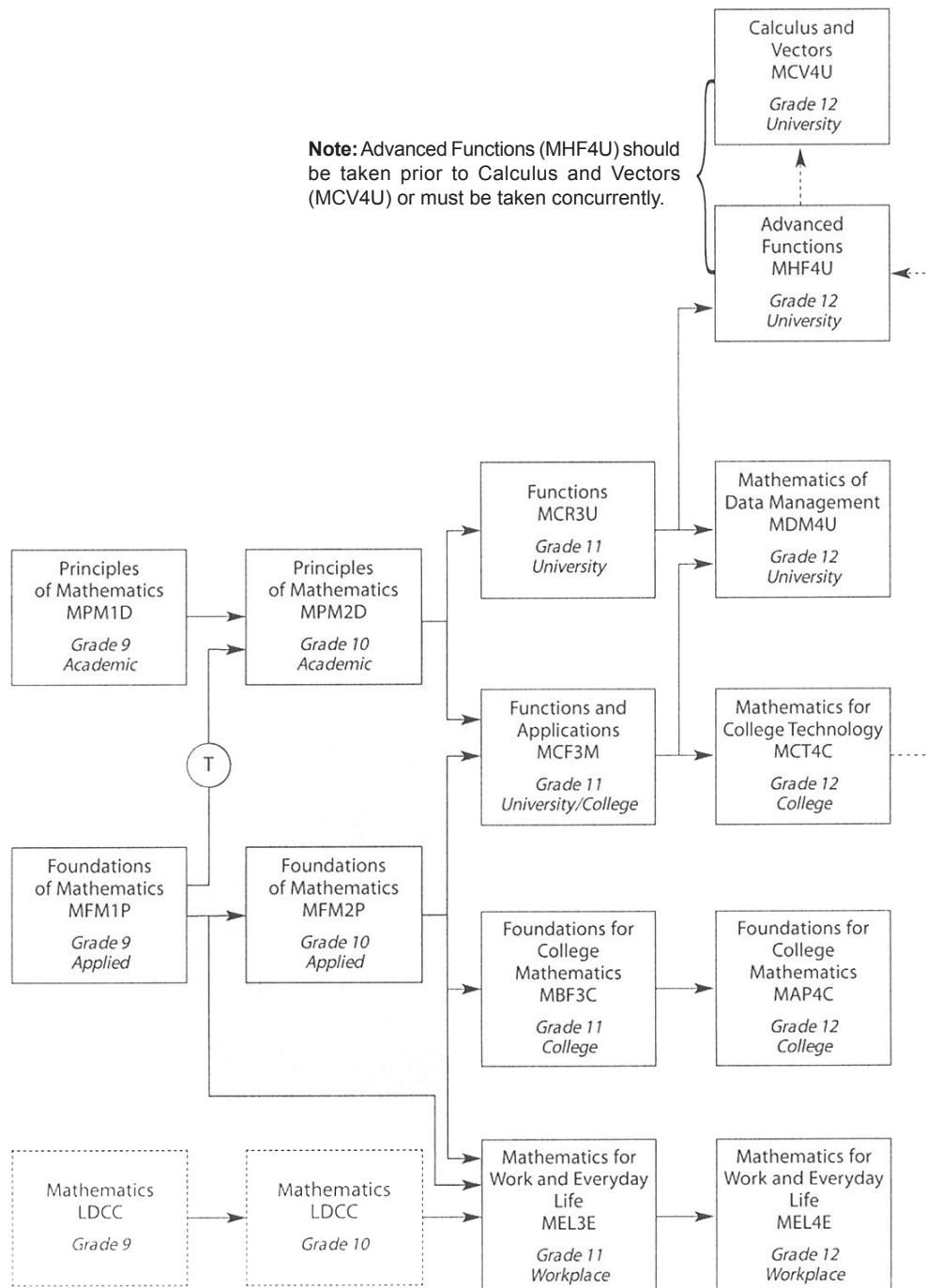
Prerequisite Chart for Health and Physical Education

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



Prerequisite Chart for Mathematics

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



Notes:

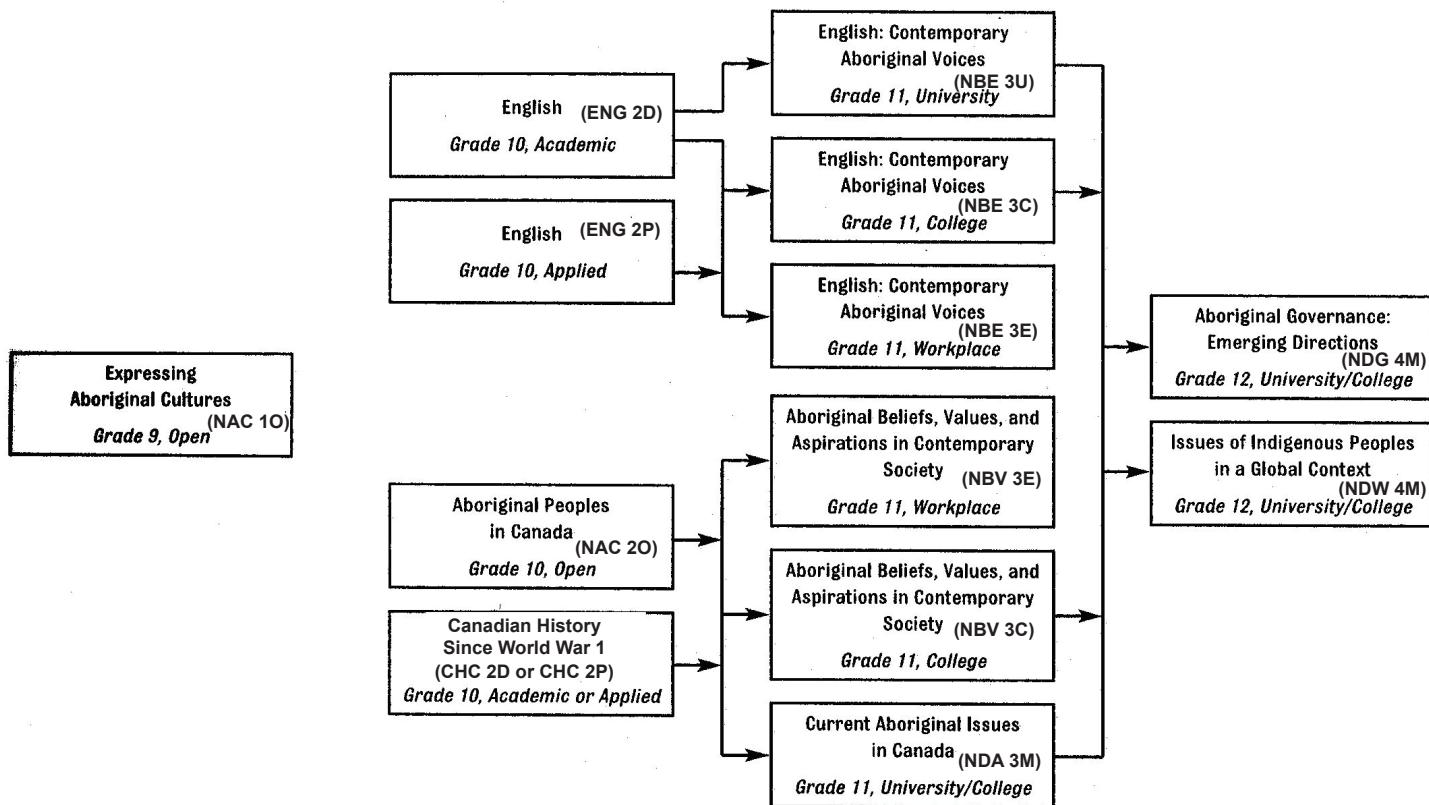
T - transfer course

LDCC - locally developed compulsory credit course.

Prerequisite Chart for Native Studies

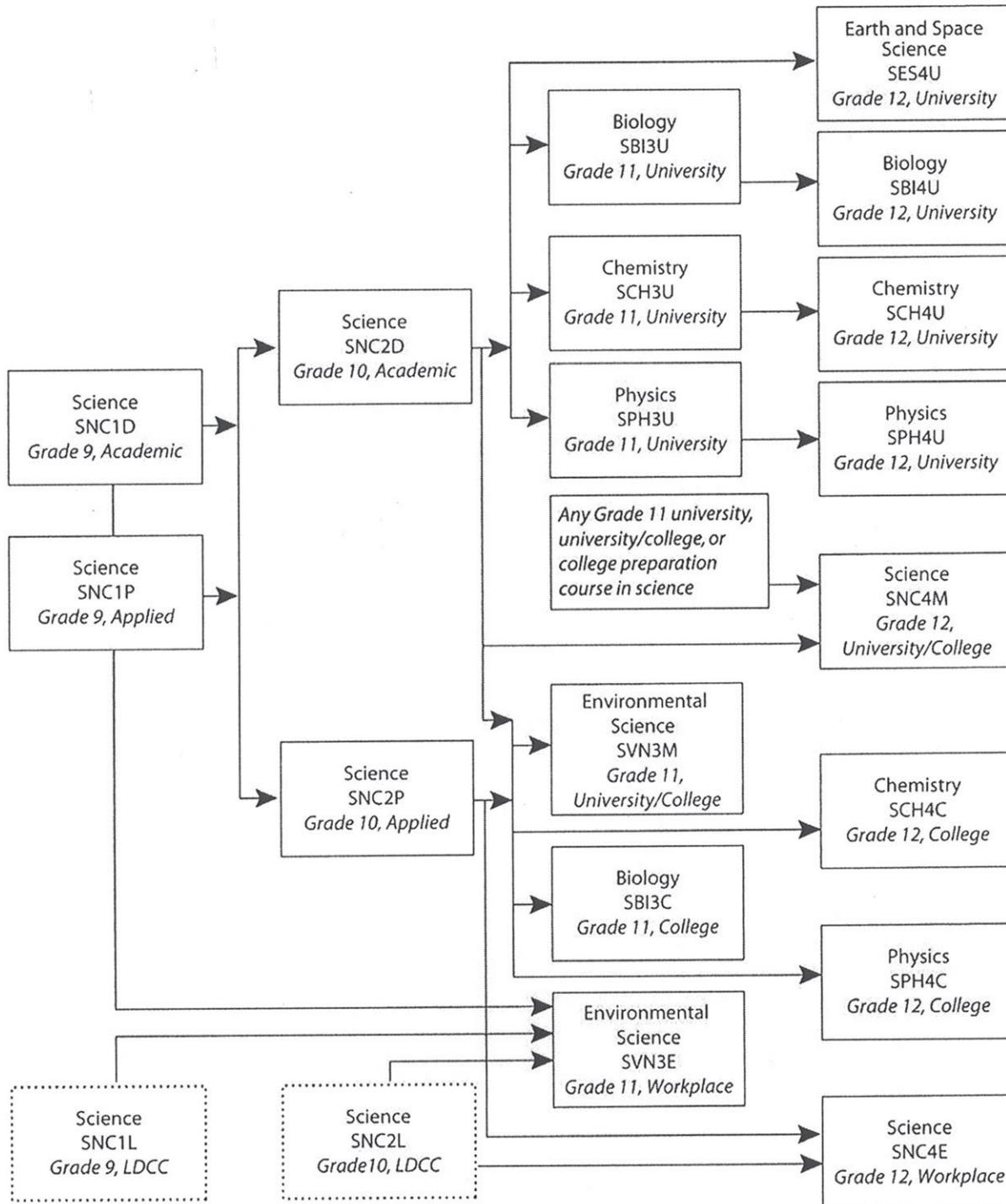
The chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.

Note: Students who take the Grade 11 course English: Contemporary Aboriginal Voices (university, college or workplace preparation) may use the credit earned for this course to meet the Grade 11 English compulsory credit requirement.



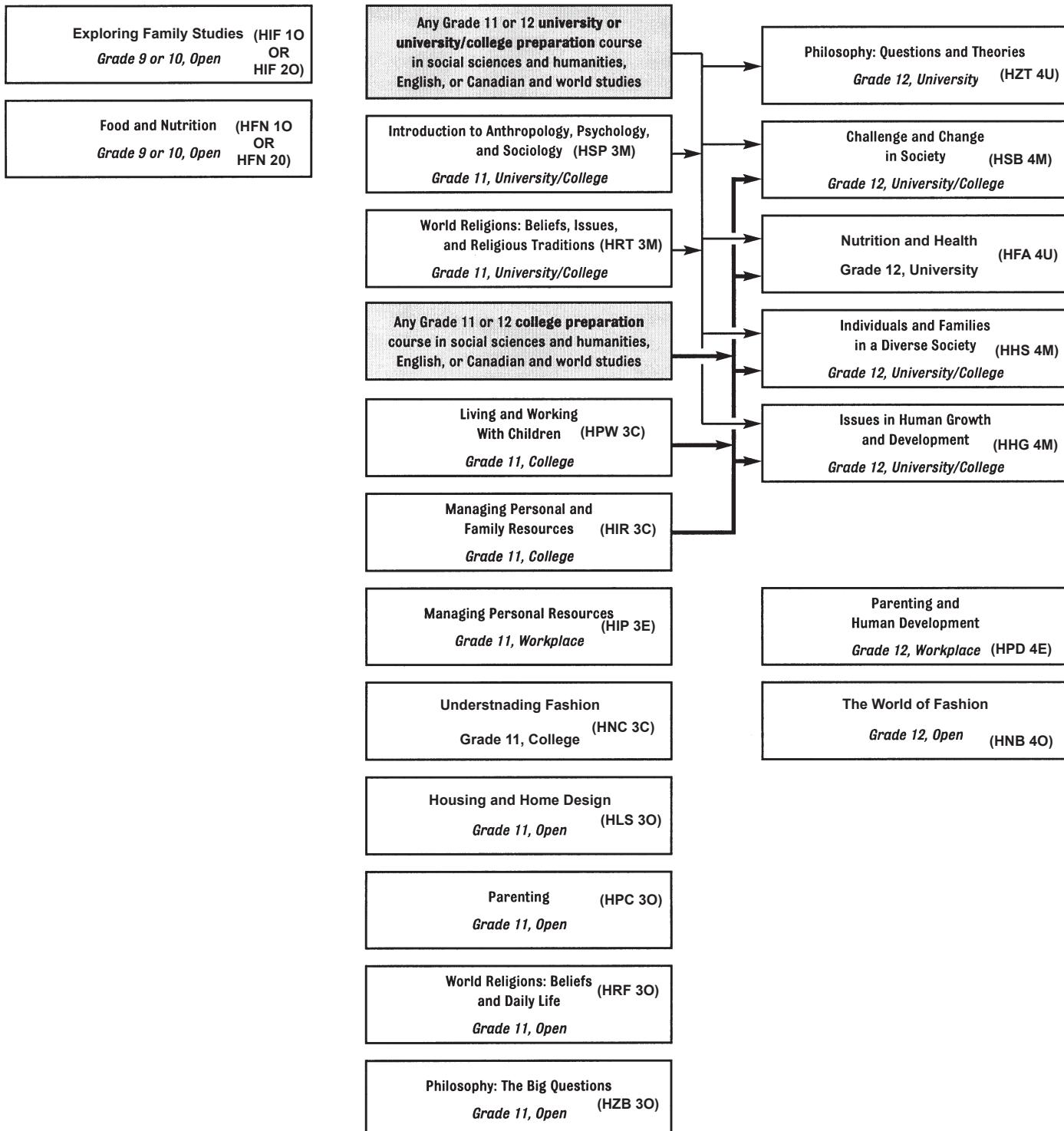
Prerequisite Chart for Science

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



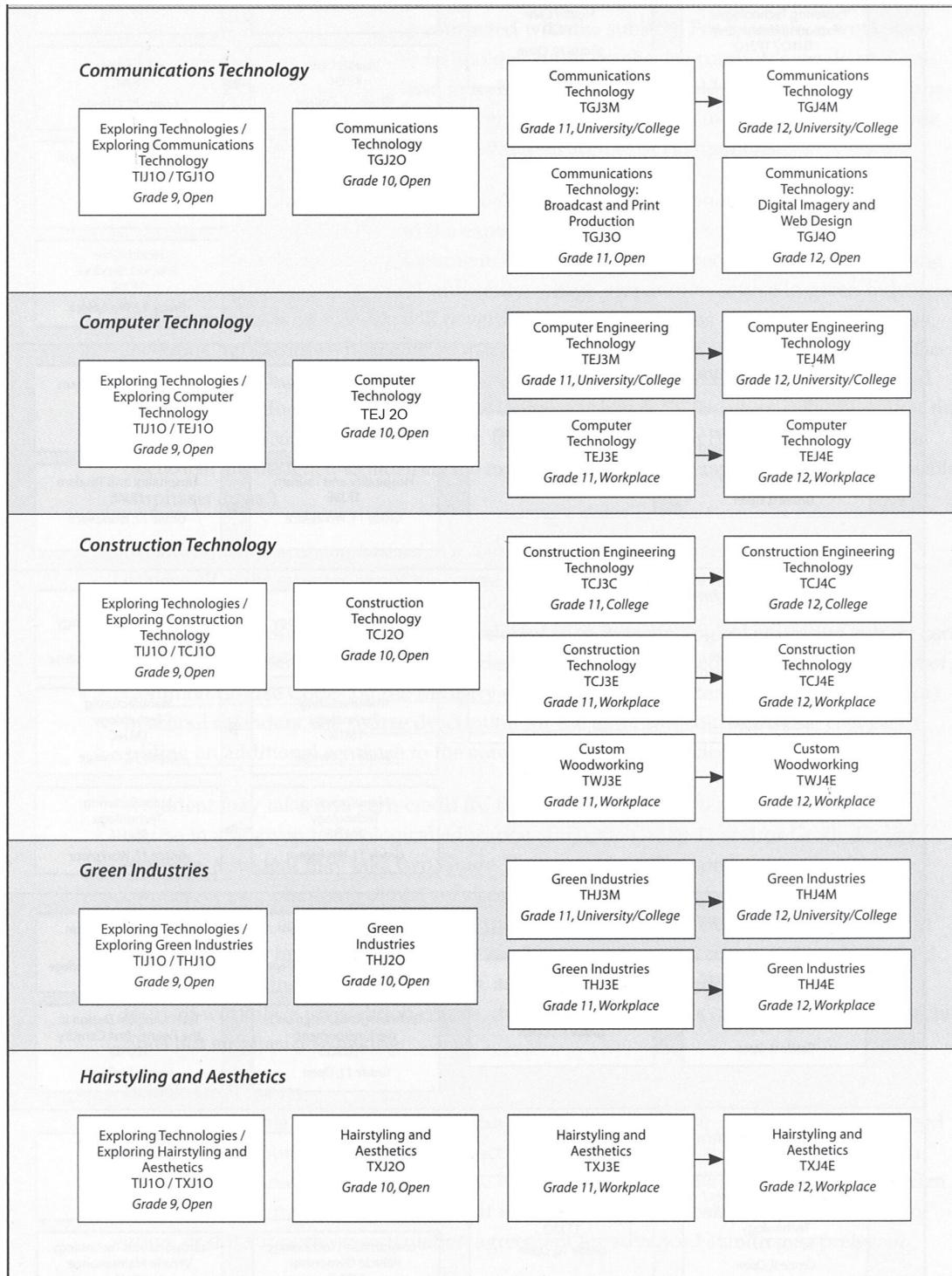
Prerequisite Chart for Social Sciences and Humanities

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



Prerequisite Chart for Technological Education

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



Prerequisite Chart for Technological Education, Cont'd

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

