



Lambton Kent
District School Board
Student Achievement ✓ *Community Success*

www.lkdsb.net

Course Calendar

2010-2011

(Grades 9 -12)

A Guide to Public Secondary Education

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The centre of the book has been designed as an educational planner. Pull out these pages and take them to your Student Services counsellor for assistance.

THIS CALENDAR INCLUDES DESCRIPTIONS OF ALL GRADE 9 THROUGH 12 COURSES OFFERED BY THE LAMBTON KENT DISTRICT SCHOOL BOARD

COURSE SELECTION

Students must seek information from individual school's staff regarding the course offerings. Course selection sheets (OPTION SHEETS) are provided by each secondary school for the annual selection of courses.

USING THE COURSE CALENDAR

For: General Information

Pages 3 - 10 provide information on diplomas, certificates, course codes, adult education, summer school and cooperative education. Refer to the **TABLE OF CONTENTS** to take you quickly to the information you seek.

All LKDSB secondary schools operate on a two semester per year system. Individual schools may offer select courses on a full year basis and may vary the number of terms and marking periods.

For: Specific Subject Information

Refer to the **TABLE OF CONTENTS** to take you quickly to the descriptions of subjects in which you have an interest. The explanation of course codes (e.g. **ENG 1D1**) found on page 5 will be helpful.

For: Availability of Subjects in Each School

On pages 11 - 36 each school has a complete summary of codes to indicate subjects offered at each grade level by the various departments in the school.

For: Program Planning

(A) The centre pull out section is entirely for your personal use. It provides a summary of diploma requirements, prerequisites, codes for every subject at each school and a **PLANNER** (p. 4) to represent each year you might spend in secondary school.

Use a pencil and project some possibilities!

Modify your proposals as further thoughts and experiences clarify your goals.

(B) **See a teacher-counsellor.** Every secondary school has a counselling service that places a high priority on assisting individual students with program planning. Do not hesitate

to request a personal appointment whenever necessary.

COURSE CHANGES ... CONCURRENT STUDENTS ... TRANSFERS

COURSE CHANGES

Decisions on school organization and staffing are made on the basis of initial student course selections. For this reason, changing courses during the school year is discouraged. In no case should changes be made without consultation among the student, counsellor and parent. Any change in courses should be made with careful consideration of the student's needs and career goals, and with the consent of the parent/guardian, unless the student is 18 years of age.

CONCURRENT STUDENTS -

Taking courses at more than one school

In certain situations, and if timetables and class size allow, senior students may enroll in courses at two different schools. The responsibility for transportation, regular attendance, and punctuality lies with the students.

TRANSFER POLICY - CHOICE OF SCHOOLS

It is the policy of the Lambton Kent District School Board that students may apply to a secondary school, other than their home school, by requesting from their home Principal a Request for Transfer Form for presentation to the Principal of their requested school. The Principal of the receiving school will rule on the application according to the transfer policy of the Board which is printed on the Request for Transfer Form. School transfers may affect athletic eligibility.

The Board will not accept responsibility for transportation outside a school attendance area except for medically authorized need,

COSTS TO ANTICIPATE

ACTIVITY FEE

Each school charges a \$20.00 activity fee, per student, to assist in providing co-curricular activities.

ATHLETIC FEE

This is charged by some secondary schools for participation in school teams. Contact your secondary school for details.

INDIVIDUAL SUBJECTS

For all subjects, essential course materials are provided. Students will also be given the opportunity to purchase optional materials, which would enhance the student's experience in any given course. Workbooks in some business or language courses would be available for purchase. Supplemental materials in some art, technology, health & physical education, computer studies and family studies courses are available for purchase. Other departments may offer opportunities for students to purchase supplemental supplies as a convenience.

LOCKS \$5.00 - \$6.00

GRADUATION FEE

For potential graduates; up to \$40.00; to cover graduation attire.

PHYSICAL EDUCATION UNIFORMS

Shorts and shirts combinations ranging in price from \$20.00 to \$30.00 are usually purchased by all students selecting Physical Education.

PRINTER SERVICES

All students have access to school computers and printers. There is a \$10.00 charge to cover all printing and paper costs for the school year.

SCHOOL PICTURES AND YEARBOOKS

These are optional purchases, with a range of picture combinations running from (approximately) \$10.00 - \$30.00, and yearbooks costing \$40.00 - \$50.00.

Each school will provide a summary of such costs upon request.

INTRODUCTION

The purpose of the course calendar is to provide students and their parents with information to begin to plan course selections. A professional staff at each school is available to assist in this planning process.

Parents or guardians retain the full right of decisions concerning the choice of courses unless the student has attained the age of 18 years.

Given the nature of the Canadian economy and the need for workers to be life long learners, the Lambton Kent District School Board is dedicated to assisting all students in understanding the importance of completing their secondary education. To achieve this goal all secondary schools of the Lambton Kent District School Board are committed to reach every student to help them achieve a successful outcome from their secondary school experience. All secondary schools have programs in place and staff dedicated to providing opportunities for high quality learning and programs customized to individual student skills and interests within a caring and supportive environment. Student Services staff will provide information concerning the programs available at their school upon request.

EQUAL EDUCATION OPPORTUNITY

The Lambton Kent District School Board strives to extend equal education opportunities to its students. This philosophy permeates not only the schools' curricula, policies, teaching methods and materials, and assessment procedures, but also attitudes and expectations of its staff and their interaction with students, parents, and the community.

CODE OF CONDUCT AND SAFE SCHOOLS

The Lambton Kent District School Board believes that each student must have the opportunity to achieve the goals of education as established in the Ministry of Education document, Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements, 1999.

Fundamental to this policy is the premise that every student not only has the expectation of an education without disruption, but also has the responsibility not to deny this right to others.

The Lambton Kent District School Board policy and regulations on providing a Safe Learning Environment may be viewed at www.lkdsb.net. Adhering to Board policy, each public secondary school has an established Code of Student Behaviour. Codes are reviewed annually and may be amended. The Code of Student Behaviour outlines specific expectations for students as they relate to their particular school. The Code is published and made available to each student.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

Diploma Courses

Successful completion of 30 credits is required in order to earn a graduation diploma.

A credit is granted to a student who has successfully completed a course for which a minimum of 110 hours has been scheduled.

The Diploma is issued by the Ontario Ministry of Education and states that a student has completed, successfully, the minimum requirements for the Ontario Secondary School Diploma (OSSD).

Substitutions for a Compulsory Course

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. The principal will determine whether or not a substitution should be made.

Compulsory Credits (total of 18)

- 4 English* (1 credit per grade)
- 3 Mathematics (at least 1 credit in Grade 11 or 12)
- 2 Science
- 1 Canadian Geography
- 1 Canadian History
- 1 French-as-a-Second-Language**
- 1 Arts (Dance, Drama, Music or Visual Art)
- 1 Health and Physical Education
- .5 Civics
- .5 Career Studies

Group 1 - Additional credit in English, or French as a second language or a Native language, or a classical or an international language or social sciences*** and the humanities, or Canadian and world studies****, or guidance and career education or cooperative education*****

Group 2 - Additional credit in health and physical education, or the arts, or business studies or cooperative education*****

Group 3 - Additional credit in science, computer studies or technological education or cooperative education

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

**In schools which offer Delaware or Ojibwe, native students may choose to take Delaware or Ojibwe in addition to French, or as an alternative to French.

***Social science courses are family studies, world religions, society: challenge and change, and philosophy.

****Canadian and world studies courses are geography, history, law, politics and economics.

*****A maximum of 2 credits in cooperative education can count as compulsory credits.

Optional Credits (total of 12)

The remaining 12 credits may be selected from any subject area. Selection of these credits is based on interests, and future educational and career plans.

Additional Requirements include:

- completion of 40 hours of community involvement activities; and
- successful completion of the Ontario Secondary School Literacy requirement.

Community Involvement Activities

Every student must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma.

The Ontario Secondary School Literacy Requirement

All students must complete, successfully, the Grade 10 OSSLT (Ontario Secondary School Literacy Test) or the Grade 12 OSSLC (Ontario Secondary School Literacy Course), if unsuccessful with the OSSLT.

Students will normally take the literacy test in the Grade 10 year (2nd year of secondary school). The literacy course provides an opportunity for students who are unsuccessful on the literacy test to meet the literacy diploma requirements. Students may not enroll in the literacy course until they have written the test at least once and been unsuccessful. If students are absent for the test in Grade 10 and Grade 11 they must attempt to pass the test in their Grade 12 year.

Both the test and course are based on the Ontario Curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

The Adjudication Process:

Students otherwise eligible to graduate in the present calendar year who have not successfully completed the literacy requirement may be eligible for the Graduation Literacy Requirement: Adjudication Process.

A student's eligibility will be reviewed by school administration.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

- 2 English
- 1 Canadian Geography or Canadian History

- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts or Technological Education

Optional credits (total of 7)

7 credits selected by the student from available courses

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school without fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate 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.

ACCESS TO OUTLINES OF COURSES OF STUDY

School principals retain, on file, up-to-date copies of the outlines of courses of study for all courses offered at the school. These outlines of the courses of study must be available at the school for parents and students to examine. Information regarding access to these outlines may be obtained by contacting the Student Services department at the school. Curriculum policy documents may be accessed through the Ministry of Education website at <http://www.edu.gov.on.ca>.

COURSE CODES

All courses in secondary school are identified by a course code which consists of 6 characters. Course codes appear before the course title. The sixth character is used by the individual school board to further define the course.

The **first character** represents the subject group:

- A Arts
- B Business Studies
- C Canadian and World Studies
- L Classical and International Languages (such as Native Languages, German, Spanish)
- I Computer Studies
- E English
- F French
- G Guidance and Career Education
- P Health and Physical Education
- M Mathematics
- N Native Studies
- S Science
- H Social Sciences and the Humanities
- T Technological Education

The **next two characters** indicate the specific course:

e.g. AMI Music-Instrumental
BBI Introduction to Business
CGC Canadian Geography

The **fourth character** refers to the grade of the course:

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

The **fifth character** refers to the course type:

C – College D – Academic E – Workplace
L – Locally Developed M – University/College
O – Open P – Applied U – University

e.g. ENG 1 D
 English Grade 9 Academic

Unless otherwise indicated in the course descriptions, **the sixth digit** will designate the credit value of the course.

TYPES OF COURSES

Grade 9 and 10 courses are streamed into

- Academic (D)
- Applied (P)
- Locally Developed (L)
- Open (O)

Academic (D)

In an Academic course, the student will learn the essential concepts of a subject and explore related material as well. Emphasis will be on theory and abstract thinking as a base for future learning and problem solving.

Applied (P)

In an Applied course, the student will learn the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications.

Locally Developed Courses (L)

These courses are designed locally to meet the unique needs of some students in the Lambton Kent District School Board. The Ministry of Education approves each course.

The LKDSB offers six Locally Developed Courses for the workplace pathway. These Grade 9 and 10 compulsory credit courses are offered in English, Mathematics and Science to help prepare students for the Grade 11 workplace destination courses.

Open (O)

Courses that are not specific to any post-secondary destination and are appropriate for all students, which students may take to meet compulsory or optional

requirements and/or for personal growth and interest are labelled Open.

Grade 11 and 12 Courses are streamed into destination courses:

- College Preparation (C)
- Open (O)
- University / College Preparation (M)
- University Preparation (U)
- Workplace Preparation (E)

College Preparation Courses (C)

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

Open Courses (O)

Courses that are not specific to any post-secondary destination and are appropriate for all students, which students may take to meet compulsory or optional requirements and/or for personal growth and interest are labelled Open.

University / College Preparation Courses (M)

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

University Preparation Courses (U)

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

Workplace Preparation Courses (E)

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.

Interdisciplinary Studies (IDC)

The Ministry of Education allows schools, under a Principal's authorization, to develop and deliver curricula that goes beyond the traditional subject areas. These Interdisciplinary Studies can be delivered as single credit courses or packages of courses and are restricted to Grades 11 and 12. Please contact the Principal's office for further information.

Specialized Programs

The LKDSB offers some pilot (experimental) program offerings supported by the Ministry of Education. Some of the programs available are:

- dual credit horticulture;
- French second language via video conference in rural schools;

- specialized cooperative education;
- E-learning opportunities.

PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Students enrolled in one type of course may enroll in a different type of course in a subsequent year. Changing course-streams becomes more difficult as students advance through the system, or in situations involving courses that have prerequisites. Nevertheless, a variety of options exists to enable students to make the transition.

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

A student wishing to change course-stream types between Grades 10 and 11, and/or Grades 11 and 12 may, for example:

- take a transfer course that will bridge the gap between course types; or
- take a course of another type (e.g. academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take.

COURSE PREREQUISITES

Some courses extend or build upon knowledge and skills developed in other courses. The Ministry of Education designates the courses for which prerequisites are required.

EVALUATION

At the beginning of each course, teachers will outline in print the course expectations and methods of evaluation to be used. Student evaluation in a course is a combination of all or some of the following: classroom assignments, group work, tests, demonstrations, and culminating activities.

Procedures for evaluating student progress will vary to meet the requirements of different individuals and groups

of students, the needs of special education students, different courses, and a variety of learning environments. There is an obvious direct relationship between students' success in a course and their attendance.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the Principal, who grants credits. Contact the Principal for more information.

ONTARIO STUDENT RECORD (OSR)

Every student who attends an Ontario school has a cumulative record folder called the Ontario Student Record (OSR). Contained within the OSR are elementary school achievement forms, secondary school achievement forms, a Documentation File listing any special services received by the student, the Record of Accumulated Instruction in French as a Second Language or Native as a Second Language, and the Ontario Student Transcript. Students and their parents/guardians have the right to examine the contents of the OSR by appointment. No records may be released without the written permission of a parent/guardian of the student who is under the age of 18. Students 18 years and over must provide written approval for anyone other than school officials to have access to their records.

ONTARIO STUDENT TRANSCRIPT (OST)

The transcript is part of the OSR and will include information on:

- the student's courses successfully completed in Grades 9 and 10 with percentage grades earned and credits gained;
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained;

Full Disclosure Note: Course withdrawal after 5 instructional days following the issue of the first provincial report card will be recorded on the Ontario Student Transcript (OST) for any Grade 11 or 12 course;

- diploma requirements earned to date.

The Ontario Student Transcript is issued by the school, on request, and lists the courses which have been completed successfully as well as the marks and credits obtained. It is an important document for employment purposes and for admission to post-secondary institutions.

Students may request copies of their Ontario Student Transcript by contacting the office personnel at their secondary school. The fee for transcripts will be \$10.00 per transcript. Third party requests (e.g., law firms, insurance companies) will incur a \$10.00 fee per transcript. Transcripts must be requested either in writing or by fax with a signature of the student requesting the transcript.

EXPERIENTIAL LEARNING

These programs are designed to prepare students for work and to introduce them to specific career areas. Students interested in any of these programs should contact Student Services for additional information.

Work Experience

Work experience involves a one or two week placement at a worksite related to a particular program of study. It is part of an in-school course and no additional credits are awarded.

Cooperative Education

Cooperative Education involves a specific mode of instruction which combines academic learning, technical learning and on-the-job training through curriculum planning. Cooperative Education credits provide students with more time in a work setting than other experiential learning forms.

Take Our Kids to Work (TOKTW)

Grade 9 students accompany their parent/guardian to their place of work for one day.

Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program offers senior high school students (Grades 11 and 12) the opportunity to train as registered apprentices while enrolled in high school. Under the OYAP option, students will complete their high school diploma and gain apprenticeship training towards a Certificate of Qualification and journey person status.

All OYAP students must enroll as a Cooperative Education student and follow the Policies and Procedures of Coop.

Industry/Education Partnerships

Partnerships involving an individual school and a particular business/industry exist in many of our schools. These partnerships provide a vehicle to allow community groups, business, industry and labour to cooperate with

educators in preparing students for their future role in society.

SPECIAL EDUCATION

Academic Enrichment Program

Academic enrichment opportunities are available to students who demonstrate abilities beyond curriculum expectations. With direction from the enrichment resource teacher, students are encouraged to participate in the organization, design and implementation of activities that are based on interest and aptitude. Secondary enrichment students may participate in numerous programs and competitions at local, regional and national levels. Enrichment opportunities allow students to acquire a broad knowledge base from which to choose future career and/or areas of academic study. Students also benefit from interaction with peers who share similar interests and abilities.

Identification, Placement And Review Committee (IPRC)

Committees are appointed by the Board to identify the learning needs of exceptional pupils and to recommend program placement. The committees work in close cooperation with parents and staff to determine the most appropriate placement. Contact your Principal for more information.

Programs For Students With Developmental Disabilities

Programs at AMSS, BDHS, CKSS, JMSS, LCCVI, NCIVS, NLSS, SCITS, SCSS, and WDSS offer a variety of activities designed to develop the potential of each student. Subject areas and activities are based on the knowledge and skills that an individual needs to acquire to function as independently as possible in the community.

Program For The Medically Fragile And Students With Multiple Exceptionalities

AMSS, JMSS, LCCVI and WDSS offer this program which is designed to maximize the potential of each student. It often includes support from medical professionals. The course encompasses life management skills including many phases of self-help, modified physical education and recreation, and opportunities for peer interaction.

Academics Based On Life Experience (ABLE) Program

The ABLE Program is available at AMSS, JMSS and WDSS for those identified students who require opportunities to access alternative curriculum expectations to enhance existing communication, academic and personal life management skills. This program also provides students with opportunities to develop life

and leisure skills while transitioning into other learning, community and work settings.

Essential Program

Essential courses offer part-time special education programs and services for students who possess the ability to profit educationally within a regular class, with the aid of curriculum modification and support services. This program is designed to provide students with the skills necessary to enter the workplace, and still receive opportunities to achieve an Ontario Secondary School Diploma. This program is available only at AMSS, JMSS and WDSS.

Learning Resource Centre

The school's Learning Resource Centre staff assist students experiencing academic difficulties. Resource staff support the classroom teacher in meeting the needs of exceptional students. Individual and small group instruction is available, where appropriate.

Psychology Department

The Psychology Department offers confidential specialized assessment, and counselling services that are directed toward understanding the social, emotional, behavioural, and academic difficulties of individual students referred to the department. These services are available to students upon request by parents, teachers, or students.

SERVICES

Child Care Centres

JMSS offers a subsidized child care centre for infants or toddlers of adolescent parents during the hours of their attendance at school. This service is intended to support student-retention, provide quality child care, and offer support to student parents.

Library Resource Centre (LRC)

Each Lambton Kent District School Board secondary school has a professionally staffed LRC. Library staff, in cooperation with classroom teachers, help students develop research skills for independent study, the ability to use traditional and electronic sources of information, and an appreciation of the different media of communication.

GUIDANCE & CAREER EDUCATION

Each secondary school provides a range of information and counselling programs to its community.

Teacher-counsellors perform many functions; among those offered are:

- providing information and programs on careers and

post-secondary education;

- counselling students regarding educational planning, career awareness and personal concerns;
- facilitating applications to universities, colleges, and other educational institutions;
- making available information on scholarships, bursaries and student awards;
- assisting students to achieve their academic potential and to determine interests in, and aptitudes for, certain careers;
- referring appropriate students to the Board's Psychology Department or to an appropriate community agency.

Strict confidentiality is maintained. Interviews with counsellors may be arranged through each school's Student Services office.

Both parents and students may contact Student Services as needs arise throughout the school year.

ADDITIONAL EDUCATION PROGRAMS

Pathways to Success Program

A Pathways to Success Program has been instituted in all the schools of the Lambton Kent District School Board. A curriculum continuum from Grade 7 to 12 assists students with identifying their interests, and skills and how they relate to the 4 destinations of Apprenticeship, College, University and Work. Students explore various occupations of interest and research educational programs that will take them there. The Pathways to Success website www.Step4Step.ca has been created for students and parents to support education planning and the course selection process. Student Services staff provide support for this process as well.

English As A Second Language (ESL)

Permanent residents of Canada who are of secondary school age and whose first language is not English may attain up to five credits in English as a Second Language.

A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. A maximum of 2 credits in cooperative education can count as compulsory credits. Up to four credits may be achieved through approved Dual Credit courses.

Students are assessed upon arrival and are placed at an appropriate level of study. Beginners spend full-time in ESL and gradually integrate with their English speaking peers as ESL support is reduced. The program is offered at SCSS and CKSS, and school bussing is arranged

where feasible. Contact Student Services staff for further information.

TOEFL Preparation - Non Credit

International visa students (fee paying) required to write standardized English proficiency tests such as the Test of English as a Foreign Language (TOEFL) are tutored during lunch-hour classes at SCSS.

Student Success Programs

Each secondary school provides a variety of programs, intervention strategies, and resources to assist students who need academic assistance. Examples are: credit recovery opportunities, student success teacher support, and grade 8 to 9 transition programs.

eLEARNING AND VIDEO CONFERRING

Online learning is becoming part of all student's learning in secondary schools, post-secondary learning institutions and professional learning situations world-wide. Most students will encounter online learning at some point in their academic and/or career future.

Online learning provides a different learning experience for students. Online learning:

- allows students to learn in a more independent environment;
- enables students to learn in a more flexible learning environment;
- supports inquiry and project based learning;
- increases their technology skill set for future learning;
- assists students in developing the skills needed for the 21st Century.

The curriculum of an online course follows the Ministry Curriculum Documents and is given the same course code. Students take these courses as part of their regular schedule. They remain at their home school and access eLearning at a time most convenient to them and their learning style.

Refer to print materials available through student services.

ALTERNATIVE AND CONTINUING EDUCATION

Lambton County
(519) 383-8787

Chatham-Kent
(519) 351-9540

Adult Education

The Adult Education Program is primarily for use by

adults, over the age of 18, who wish to upgrade their academic credentials or complete their secondary education.

Alternative Education

Programs are available to assist students who have experienced difficulty in a traditional secondary school setting and who are in need of an alternative program delivery model. Students are referred to these programs by their home school principal. Information on available programs can be obtained from Student Services.

Credit Courses

Secondary school credit courses can be attained in two ways: independent study or teacher-directed. Teacher-directed classes have a minimum student enrollment requirement. Course offerings and registration dates will be advertised.

Literacy and Basic Skills

This program is available to students not currently enrolled in regular day school. An individualized program tailored to the student's needs allows for continuous intake. Each student's program is supervised by qualified instructors. Programs are available in several locations throughout the District.

International Language

Ministry of Education funding is available for community groups who would like to initiate after school Heritage Language programs for elementary school-aged children. Contact either Alternative and Continuing Education Centres listed above for more information.

Summer School

Summer School may offer secondary credit upgrading, secondary new credit courses, remedial elementary, and adult education. Courses vary in length and begin early in July. More information is available from the Alternative and Continuing Education Centres (listed above) or from the Student Services department at any secondary school.

Getting Started

Students who are over 18 or have been referred for this program by a Principal may register at either of the centres. A transcript must be provided at the time of registration. Equivalent education documentation should also be made available. A nominal fee may be required.

CHATHAM KENT SECONDARY SCHOOL

285 McNaughton Avenue East,
Chatham, Ontario N7L 2G7
Phone: 519-352-2870 Fax: 519-352-2908
www.ckss.lkdsb.net

Home of the Hawks

CKSS provides a safe learning environment in which students demonstrate mutual respect, appreciation/ no put downs, attentive listening and have the right to participate. CKSS delivers over 160 different courses offered at the academic, applied, college, university/ college, university and open levels.



Our Motto "Knowledge Through Experience" provides direction for apprenticeships in cooperative education, a comprehensive Arts and Technology program, Computer Science, "State of the Art" Science labs, Extended French Program and high tech multi-media classrooms for all subject areas. Many classrooms have Smart Boards.

A wide-ranging Enrichment Program is available for students seeking more challenging opportunities. Our students have achieved excellence in regional "Odyssey of the Mind" competitions.

Our Student Success program extends support to students through the Grade 8 to 9 Transition program, credit recovery classes, after school academic help sessions, examination preparation programs, and pathways/career development programs.

Learning Resource support is available for students who require individualized programming. Special class placements are also provided for students with Developmental Disabilities.

CKSS believes in developing well-rounded students. The Golden Hawks have a long tradition of excellence in co-curricular programs. The athletic program features a complete slate of athletic teams. The "HAWKS" strive to achieve athletic excellence while maximizing student participation. A diverse Arts program includes an annual Musical, Sears Drama, Concert and Jazz Bands, Dance Team, Arts Council, Arts Club, Arts Fest, Improv Team, High Class Visual Art Entries and an Arts Banquet.

A professional, committed staff working with dedicated students in a caring culture - that's the golden spirit that continues to lift Hawks to success. We're proud of our "HAWKS".

Principal: Todd Haskell
Vice Principals: Barbara Goldhawk, Don Zondag
Student Services: Marlys McCallum
Founding Year: 1963 **Population:** 1100
Colours: Blue and Gold
Team Name: Golden Hawks

SUBJECT	GRADE 9	
ARTS (pg. 37-40) Drama Dance Music Visual Arts	ADA 101 AMI 101 ATC 101 AVI 101	Drama Instrumental Music - Band Dance Visual Arts
BUSINESS STUDIES (pg.40-42)	BTT 101	Information & Communication Technology in Business
CANADIAN & WORLD STUDIES Economics (pg. 42-46) Geography History Law	CGC 1D1 CGC 1P1 CGC 1DZ	Geography of Canada Geography of Canada Geography of Canada (Immersion)
CLASSICAL ST. & INTER LANG. Spanish (pg. 46)		
COMPUTER STUDIES (pg. 46-47)		
COOPERATIVE EDUCATION		
ENGLISH (pg. 47-49)	ENG 1D1 ENG 1P1	English English
FRENCH AS A SECOND LANG. French - Core (pg. 50-51)	FIF 1DZ FSF 1D1 FSF 1P1	French (Immersion) Core French Core French
GUIDANCE AND CAREER ED. (pg. 51-52)		
HEALTH AND PHYSICAL ED. (pg. 52-53)	PPL 10W PPL 10Y	Healthy Active Living-Girls Healthy Active Living-Boys
MATHEMATICS (pg. 53-56)	MPM 1D1 MFM 1P1 MPM 1DZ	Principles of Mathematics Foundations of Mathematics Principles of Math (Immersion)
NATIVE STUDIES (pg. 56-57)		
SCIENCE (pg. 57-60)	SNC 1D1 SNC 1P1	Science Science
SOCIAL SCIENCE & HUMANITIES (pg. 60-62) Family Studies General Social Studies		
TECHNOLOGICAL EDUCATION (pg. 62-70)	TIJ 101	Exploring Technologies

SUMMARY OF COURSES OFFERED 2010-2011

CHATHAM KENT SECONDARY SCHOOL

GRADE 10		GRADE 11		GRADE 12	
ADA 2O1 AMI 2O1 ATC 2O1 AVI 2O1	Drama Instrumental Music - Band Dance Visual Arts	ADA 3M1 AMG 3M1 AMI 3M1 ATC 3M1 ATP 3M1 AVI 3M1 AVI 3O1	Drama Guitar Music Instrumental Music - Band Dance Dance-Performance Practice Visual Arts Visual Arts	ADA 4M1 AEA 4O1 AMI 4M1 ATC 4M1 ATP 4M1 AVI 4M1	Drama Exploring & Creating The Arts Instrumental Music Dance Dance-Performance Practice Visual Arts
BBI 2O1	Introduction to Business	BAF 3M1 BDI 3C1 BMI 3C1 BTA 3O1	Financial Accounting Fund. Entrepreneurship: The Venture Marketing: Goods, Services, Events Info. & Communication Tech: The Digital Environment	BAT 4M1 BBB 4M1	Financial Accounting Principles International Business Fundamentals
CHC 2D1 CHC 2P1 CHC 2DZ CHV 2O5 CHV 2OZ	Can. History Since World War 1 Can. History Since World War 1 Can. History Since World War 1 (Immersion) (2010/11) Civics Civics (Immersion) (2010/11)	CGF 3M1 CGG 3O1 CHA 3U1 CHW 3M1 CLU 3M1	Phys. Geog.: Patterns, Pro. & Inten Travel & Tourism: A Regional Geo. Perspective American History World History to the 16th Century Understanding Canadian Law	CGO 4M1 CGW 4U1 CHY 4U1 CIA 4U1 CLN 4U1 CPW 4U1	Geomatics: Geotech. in Action Canadian & World Issues World History: The West & the World Analyzing Current Economic Issues Canadian & International Law Canadian & World Politics
LWS BD1	Spanish	LWS CU1	Spanish	LWS DU1	Spanish
ICS 2O1	Intro to Computer Studies	ICS 3C1 ICS 3U1	Intro to Computer Programming Intro to Computer Science	ICS 4C1 ICS 4U1	Computer Programming Computer Science
		Cooperative Education		Cooperative Education	
ENG 2D1 ENG 2P1	English English	EMS 3O1 ENG 3C1 ENG 3U1	Media Studies English English	EBT 4O1 ENG 4C1 ENG 4U1 EWC 4U1	Comm. in the World of Bus. & Tech. English English The Writer's Craft
FIF 2DZ FSF 2D1	French (Immersion) (2010/11) Core French	FEF 3U1 FIF 3UZ FSF 3U1	French (Extended) French (Immersion) (2011/12) Core French	FEF 4U1 FIF 4UZ FSF 4U1	French (Extended) French (Immersion) (2012/13) Core French
GLC 2O5 GLC 2OZ	Career Studies Career Studies (Immersion)	GPP 3O1	Leadership & Peer Support		
PAF 2O1 PAL 2O1 PPL 2OW PPL 2OY	Personal Fitness Healthy Active Living-Hockey Focus Healthy Active Living-Girls Healthy Active Living-Boys	PAF 3O1 PAI 3O1 PPL 3O1	Personal Fitness Individual & Small Group Activities Healthy Active Living (Coed)	PAF 4O1 PLF 4C1 PPL 4O1 PSE 4U1	Personal Fitness Recreational & Fitness Leadership Healthy Active Living (Coed) Exercise Science
MFM 2P1 MPM 2D1 MPM 2DZ	Foundations of Mathematics Principles of Mathematics Principles of Math (Immersion) (2010/11)	MBF 3C1 MCF 3M1 MCR 3U1 MEL 3E1	Foundations for College Math Functions & Applications Functions Mathematics for Work & Everyday Life	MAP 4C1 MCT 4C1 MCV 4U1 MDM 4U1 MEL 4E1 MHF 4U1	Foundations for College Math Math for College Tech. Calculus & Vectors Mathematics of Data Management Math for Work & Everyday Life Advanced Functions
		NDA 3M1	Current Aboriginal Issues in Canada	NDW 4M1	Issues of Indigenous Peoples in a Global Context
SNC 2D1 SNC 2P1	Science Science	SBI 3C1 SBI 3U1 SCH 3U1 SPH 3U1 SVN 3E1 SVN 3M1	Biology Biology Chemistry Physics Environmental Science Environmental Science	SBI 4U1 SCH 4C1 SCH 4U1 SES 4U1 SNC 4M1 SPH 4C1 SPH 4U1	Biology Chemistry Chemistry Earth and Space Science Science Physics Physics
HFN 2O1	Food and Nutrition	HLS 3O1 HNC 3O1 HPC 3O1 HPW 3C1 HSP 3M1 HRT 3M1	Living Spaces & Shelter Fashion & Creative Expression Parenting Living and Working with Children Intro. to Anthropology, Psychology & Sociology World Religions	HFA 4M1 HHS 4M1 HNB 4O1 HSB 4M1 HSB 4MZ	Food & Nutrition Science Indiv. & Families in a Diverse Society The Fashion Industry Challenge & Change in Society Challenge & Change in Society (Immersion) (2012/13)
TGJ 2O1 TJC 2O1 TMJ 2O1 TTJ 2O1	Communications Technology Construction Technology Manufacturing Technology Transportation Technology	TDJ 3M1 TGJ 3M1 TGG 3M1 TMJ 3C1 TTJ 3C1 TWJ 3E1	Technological Design Communications Technology Communications Tech. Print and Graphic Communications (Newspaper) Manufact. Engineer. Tech. (Machine) Transportation Technology Custom Woodworking	TDJ 4M1 TGJ 4M1 TGG 4M1 TMJ 4C1 TTJ 4C1 TWJ 4E1	Technological Design Communications Technology Communications Tech. Print and Graphic Communications (Yearbook) Manufact. Engineer. Tech. (Machine) Transportation Technology Custom Woodworking

ARTS

ALC 101 Integrated Arts

This course integrates two or more of the arts (dance, dramatic arts, music and/or 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.

AEA 401 Exploring and Creating the Arts

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.

Note:

- At SCITS the focus will be on graphic arts.
 - At St. Clair S.S. the focus will be on painting and drawing.
 - At AMSS and WDSS the focus will be on visual arts.
- PREREQUISITE: Any Grade 9 or 10 course in the arts.

ARTS - DANCE

ATC 101 Dance

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.

ATC 201 Dance

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 situation. 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.

ATC 3M1 Dance

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: ATC 101 or ATC 201

ATP 3M1 Dance - Performance Practice

See your student services counsellor for more details.

ATC 4M1 Dance

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: ATC 3M1

ATP 4M1 Dance - Performance Practice

See your student services counsellor for more details.

ARTS - DRAMA

ADA 101 Drama

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.

ADA 201 Drama

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.

ADA 3M1 Drama

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: ADA 101 or ADA 201

ADA 3MZ Immersion Drama

This course, offered in French as part of the French Immersion Programme, offers students opportunities to develop both improvisational and traditional theatre skills utilizing a variety of sources including literary sources, current events and historic events, to stimulate performance.

ADA 3O1 Drama

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.

ADA 4E1 Drama

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: ADA 3M1 or ADA 3O1

ADA 4M1 Drama

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: ADA 3M1 or ADA 3O1

ARTS - MEDIA ARTS**ASM 2O1 Media Arts**

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.

ASM 3O1 Media Arts

This course enables students to create media art works using available 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.

ASM 4E1 Media Arts

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: Any Grade 11 course in the Arts

ASM 4M1 Media Arts

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: ASM 3O1

ARTS - MUSIC**AMU 1O1 Music**

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.

Note: The following courses demand/have the same expectations as in AMU 1O1 but within a specific program area of focus:

i) AMI 1O1 Instrumental Music - Band

The focus of this course is an introduction to instrumental music (woodwind, brass or percussion instru-

ments). Emphasis is primarily on playing, development of sound, and performance with a junior band.

ii) AMK 101 Keyboard Music

The focus of this course is to learn to play the electronic keyboard through a keyboard teaching lab.

iii) AMV 101 Music - Vocal/Choral

The focus of this course is vocal music skills which include sight-reading and vocal techniques.

AMU 201 Music

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..

Note: The following courses have the same expectations as in AMU 201 but within a specific program area of focus:

i) AMI 201 Instrumental Music – Band

The focus of this course is instrumental music with an emphasis on playing, development of sound and performance with a band.

ii) AMK 201 Keyboard Music

The focus of this course is more advanced techniques than in AMK 101.

iii) AMV 201 Music - Vocal/Choral

The focus of this course is choral music based on a chosen repertoire.

AMU 3M1 Music

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: Any Grade 9 or 10 Music credit

Note: The following courses have the same expectations as in AMU 3M1 but within a specific program area of focus:

i) AMG 3M1 Guitar Music

This is a guitar course which emphasizes the appreciation, analysis and performance of various kinds of

music.

PREREQUISITE: Any Grade 9 or 10 Music credit

ii) AMH 3M1 Stage - Band Music

The focus of this course is on practical application and an appreciation for stage band/big band repertoire. Admission is by audition and permission of the music program leader.

PREREQUISITE: Any Grade 9 or 10 Music credit

iii) AMI 3M1 Instrumental Music - Band

This is an instrumental band course which emphasizes the appreciation, analysis, and performance of various kinds of music.

PREREQUISITE: Any Grade 9 or 10 Music credit

iv) AMK 3M1 Keyboard Music

The focus of this course is the development of an ability to harmonize and create music.

PREREQUISITE: Any Grade 9 or 10 Music credit

v) AMV 3M1 Music - Vocal/Choral

The focus of this course is vocal/choral music.

PREREQUISITE: Any Grade 9 or 10 Music credit

AMU 301 Music

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

PREREQUISITE: Any Grade 9 or 10 Music credit.

Note: The following course has the same expectations as outlined in AMU 301 but within a specific program area of focus:

i) AMI 301 Music - Band

This is an instrumental band course which focuses on performance based on chosen repertoire.

PREREQUISITE: Any Grade 9 or 10 Music credit.

ii) AMV 301 Music - Vocal/Choral

The focus of this course is choral music based on a chosen repertoire.

PREREQUISITE: Any Grade 9 or 10 Music credit.

AMU 4M1 Music

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: AMI 3M1 or AMU 301

Note: The following courses have the same expectations

as outlined in AMU 4M1 but within a specific program area of focus:

- i) **AMH 4M1 Stage - Band Music**
The focus of this course is development of improvisational skills and familiarization with standard stage band/big band repertoire.
PREREQUISITE: AMH 3M1
- ii) **AMI 4M1 Instrumental Music - Band**
The focus of this course is instrumental band.
PREREQUISITE: AMI 3M1
- iii) **AMK 4M1 Keyboard Music**
The focus of this course is the electronic keyboard.
PREREQUISITE: AMK 3M1
- iv) **AMV 4M1 Music - Vocal/Choral**
The focus of this course is vocal and choral music.
PREREQUISITE: AMV 3M1

ARTS - VISUAL ARTS

AVI 101 Visual Arts

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.

AVI 201 Visual Arts

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.

Note: The following courses have the same expectations as AVI 201 but within a specific program area of focus:

- i) **AWA 201 Visual Arts - Crafts**
The focus of this course is a variety of materials, which may include stained glass, clay, wood and/or textiles.

AVI 3M1 Visual Arts

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: Any Grade 9 or 10 Visual Arts Credit

AWQ 3M1 Visual Arts - Photography

See your student services counsellor for more details

AVI 301 Visual Arts

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.

Note: The following courses have the same expectations as AVI 301 but within a specific program area of focus:

- i) **AWC 301 Visual Arts - Ceramics**
The focus of this course is on the making of functional and non-functional art works in clay.
- ii) **AWD 301 Visual Arts – Visual Design**
The focus of this course is on imaginative problem solving, to develop technical skills through a variety of two and three dimensional media.
- iii) **AWM 301 Visual Arts - Drawing and Painting**
This course focuses on studio activities in drawing and painting.

AVI 4E1 Visual Arts

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.

AVI 4M1 Visual Arts

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: AVI 3M1 or AVI 301

BUSINESS STUDIES

BTT 101 Information and Communication Technology in Business

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

BBI 201 Introduction to Business

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

BAF 3M1 Financial Accounting Fundamentals

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

BAI 3E1 Accounting Essentials

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

BDI 3C1 Entrepreneurship: The Venture

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

BDP 3O1 Entrepreneurship: The Enterprising Person

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.

BMI 3C1 Marketing: Goods, Services, Events

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

BMX 3E1 Marketing: Retail and Service

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 3O1 Information and Communication Technology: The Digital Environment

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.

BAN 4E1 Accounting for a Small Business

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 application 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: BAI 3E1

BAT 4M1 Financial Accounting Principles

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: BAF 3M1

BBB 4M1 International Business Fundamentals

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 4C1 Entrepreneurship: Venture Planning in an Electronic Age

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 4E1 Business Leadership: Becoming a Manager

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

BOH 4M1 Business Leadership: Management Fundamentals

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.

BTX 4C1 Information and Communication Technology: Multimedia Solutions

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 develop 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: BTA 3O1

BTX 4E1 Information and Communication Technology in the Workplace

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

PREREQUISITE: BTA 3O1

CANADIAN AND WORLD STUDIES**ECONOMICS****CIE 3M1 The Individual and the Economy**

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

PREREQUISITE: CHC 2D1 or CHC 2P1

CIA 4U1 Analysing Current Economic Issues

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of micro- and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

PREREQUISITE: Any university, university/college Canadian and World Studies, English, or Social Science and Humanities course.

GEOGRAPHY

CGC 1D1 Geography of Canada

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

CGC 1DZ Geography of Canada (Immersion)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are identical to those of the regular Grade 9 Geography course taught in English. For a descriptor, refer to CGC 1D1.

CGC 1P1 Geography of Canada

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

CGF 3M1 Physical Geography: Patterns, Processes, and Interactions

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

PREREQUISITE: CGC 1D1 or CGC 1P1

CGG 3O1 Travel and Tourism: A Regional Geographic Perspective

This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

PREREQUISITE: CGC 1D1 or CGC 1P1

CGO 4M1 Geomatics: Geotechnologies in Action

This course gives students experience in using geotechnologies and in developing solutions to real-world problems involving physical and human geography. Students will extend their knowledge of geomatics in the areas of cartography, geographic information systems (GIS), the global positioning (GPS), and remote sensing. Students will develop critical-thinking and communication skills as they apply geotechnologies and geographic inquiry methods to devise and present ways of improving conditions for people and the environment.

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

CGR 4E1 The Environment and Resource Management

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

PREREQUISITE: CGC 1D1 or CGC 1P1

CGR 4M1 The Environment and Resource Management

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

PREREQUISITE: Any university, university/college, or college, Canadian and World Studies, English, or Social Science and Humanities course.

CGU 4C1 World Geography: Urban Patterns and Interactions

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, Canadian and World Studies, English, or Social Science and Humanities course.

CGW 4U1 Canadian and World Issues:**A Geographic Analysis**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

PREREQUISITE: Any university, university/college, Canadian and World Studies, English, or Social Science and Humanities course.

HISTORY

CHC 2D1 Canadian History Since World War I

This course explores the local, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

CHC 2DZ Canadian History Since World War I (Immersion)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are identical to those of the regular Grade 10 History course taught in English. For a descriptor, refer to CHC 2D1.

CHC 2P1 Canadian History Since World War I

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

CHV 2O5 Civics

This half credit course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political

reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

CHV 2OZ Civics (Immersion)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are identical to those of the regular Grade 10 Civics course taught in English. For a description, refer to CHV 2O5.

CHA 3U1 American History

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

PREREQUISITE: CHC 2D1 or CHC 2P1

CHH 3C1 Canadian History and Politics Since 1945

This course examines the local, national, and global forces that have shaped Canada since 1945 and highlights the political, social, and economic issues facing the country today. Students will expand their political understanding through an investigation of Canada's efforts in areas such as social justice and human rights, multiculturalism, and international relationships. Students will develop their skills in historical research, analysis and communication to deepen their historical and political awareness and present their own points of view.

PREREQUISITE: CHC 2D1 or CHC 2P1

CHT 3O1 History Since 1900: Global and Regional Perspectives

This course focuses on major events and issues in history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges facing people in various parts of the world.

PREREQUISITE: CHC 2D1 or CHC 2P1

CHW 3M1 World History to the Sixteenth Century

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of

selected individuals, groups, and innovations and present their conclusions.

PREREQUISITE: CHC 2D1 or CHC 2P1

CHI 4U1 Canada History, Identity, and Culture

This course examines the evolution of a Canadian national identity. Students will learn how modern Canada was shaped by the interaction among Aboriginal peoples, the French, the English, and subsequent immigrant groups. This course will enable students to evaluate major social, economic, and political changes in Canadian history from pre-contact to the present. The understanding students gain through their examination of Canada's historical and cultural roots will allow them to formulate a definition of what it means to be Canadian.

PREREQUISITE: Any university or university/college course Canadian and World Studies, English, or Social Science and Humanities.

CHM 4E1 Adventures in World History

This course explores a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of societies and cultures, examining such things as systems of government, technological developments, work, art, and religion. Students will apply methods of research and inquiry to examine human societies in many different times and places and to communicate points of view about their findings.

PREREQUISITE: CHC 2D1 or CHC 2P1

CHY 4C1 World History: The West and the World

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

PREREQUISITE: Any university, university/college, or college, course in Canadian and World Studies, English, or Social Science and Humanities course.

CHY 4U1 World History: The West and the World

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

PREREQUISITE: Any university or university/college course in Canadian and World Studies, English, or Social Science and Humanities.

LAW

CLU 3E1 Understanding Canadian Law

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

PREREQUISITE: CHC 2D1 or CHC 2P1

CLU 3M1 Understanding Canadian Law

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

PREREQUISITE: CHC 2D1 or CHC 2P1

CLN 4U1 Canadian and International Law

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

PREREQUISITE: Any university or university/college course in Canadian and World Studies, English, or Social Science and Humanities.

POLITICS

CPW 4U1 Canadian and World Politics

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

PREREQUISITE: Any university or university/college course in Canadian and World Studies, English, or Social Science and Humanities.

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

Level 1/Level 2 International Languages

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

Note: The following course meets the same expectations as outlined in Level 1 and Level 2 International Languages, but within a specific program area of focus.

LWS BD1 Spanish

This is an entry level Spanish program.

Level 3 International Languages

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

Note: The following course meets the same expectations as outlined in Level 3 International Languages, but within a specific program area of focus.

LWS CU1 Spanish

This is the Grade 11 Spanish course.

PREREQUISITE: LWS BD1

Level 4 International Languages

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Note: Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

Note: The following course meets the same expectations as in Level 4 International Languages but within a specific program area of focus.

LWS DU1 Spanish

This is the Grade 12 Spanish course.

PREREQUISITE: LWS CU1

COMPUTER STUDIES

ICS 201 Introduction to Computer Studies

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.

ICS 3C1 Introduction to Computer Programming

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 3U1 Introduction to Computer Science

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.

ICS 4C1 Computer Programming

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: ICS 3C1

ICS 4U1 Computer Science

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: ICS 3U1

ENGLISH

ENG 1D1 English

This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, and short essays; and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

ENG 1L1 English (Locally Developed)

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 locally developed course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is developing foundational literacy skills, and using language clearly and accurately in a variety of authentic contexts. Students develop strategies; put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking; and reflect regularly upon their growth in these areas.

ENG 1P1 English

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles; and will describe and create media works. An important focus will be the correct use of spoken and written language.

ENG 2D1 English

This course extends the range of analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces; and will analyse and create effective media works. An important focus will be

the thoughtful use of spoken and written language.

PREREQUISITE: ENG 1D1 or ENG 1P1

ENG 2L1 English (Locally Developed)

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives in the workplace; in the English Grade 11 Workplace Preparation course; or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. The course is organized into strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills, and on using language clearly and accurately in a variety of authentic contexts.

Students will build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking; and reflect regularly upon their growth in these areas.

PREREQUISITE: A Grade 9 English credit

ENG 2P1 English

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports; and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

PREREQUISITE: ENG 1D1 or ENG 1P1

ELS 301 Literacy Skills: Reading and Writing

This course emphasizes the strengthening of essential reading and writing skills. Students will read short plays, short stories, novels, poems, and newspaper and magazine articles, as well as opinion pieces, with particular attention to locating important information, identifying main ideas and supporting details, extending personal knowledge, responding imaginatively, and using specific strategies to expand vocabulary. An important focus will be writing clear, accurate, and coherent narratives, summaries, reports, letters, and short essays, using correct grammar, punctuation, and spelling.

EMS 301 Media Studies

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: ENG 2D1 or ENG 2P1

ENG 3C1 English

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry practices. An important focus will be establishing appropriate voice, and using business and technical language with precision and clarity.

PREREQUISITE: ENG 2D1 or ENG 2P1

ENG 3E1 English

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

PREREQUISITE: ENG 2L1 or ENG 2P1

ENG 3ED English – Agricultural Focus

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be using language clearly, accurately, and effectively in an agricultural application.

PREREQUISITE: ENG 2P1

ENG 3U1 English

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts, both contemporary and historical; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

PREREQUISITE: ENG 2D1

ETC 3M1 Canadian Literature

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 contemporary and historical literary texts representative of the diverse cultures and regions of Canada; and will respond personally, critically, and creatively to them.

PREREQUISITE: ENG 2D1 or ENG 2P1

EBT 4O1 Communication in the World of Business and Technology

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: ENG 3C1, ENG 3E1 or ENG 3U1

ENG 4C1 English

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

PREREQUISITE: ENG 3C1 or ENG 3U1

ENG 4E1 English

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, resumes, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

PREREQUISITE: ENG 3C1 or ENG 3E1

ENG 4U1 English

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be understanding academic language and using it coherently and confidently in discussion and argument.

PREREQUISITE: ENG 3U1

EWC 4C1 The Writer's Craft

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 writing careers.

PREREQUISITE: ENG 3C1

EWC 4U1 The Writer's Craft

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

PREREQUISITE: ENG 3U1

ENGLISH AS A SECOND LANGUAGE
ELD AO1 Beginning Literacy – Level One

This course builds on students' previous education and language knowledge to introduce basic literacy skills and to help students adjust to their cultural environment. Students will learn to read and write for everyday purposes, personal development, and enjoyment. Students will also learn school routines and personal management skills.

ELD BO1 Basic Literacy Skills - Level Two

This course helps students to develop basic literacy skills and to understand the changing world around them. Students will read for information and enjoyment, expand their vocabulary, produce some simple forms of writing, and develop and use fundamental study skills.

Students will also learn to participate effectively in group tasks and to use school and community resources.

PREREQUISITE: ELD AO1 or equivalent

ELD CO1 Literacy in Daily Life - Level Three

This course helps students to expand their reading and writing skills and their ability to use language to analyse the changing world around them. Students will learn effective study skills and personal management and career-planning strategies. Students will improve their language proficiency through a variety of practical reading and writing tasks, short guided research projects, classroom discussions, and oral presentations.

PREREQUISITE: ELD BO1 or equivalent

ELD DO1 Literacy for School and Work - Level Four

This course prepares students to participate in the educational program that will allow them to continue their education, seek employment, and participate in Canadian society as informed citizens. Students will acquire a wide variety of literacy skills and learning strategies through guided reading and writing tasks, the use of a range of media resources in guided research projects, and opportunities to communicate in a variety of formal and informal situations.

PREREQUISITE: ELD CO1 or equivalent

ESL AO1 Beginning Communication in English- Level One

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

ESL BO1 English in Daily Life-Level Two

This course expands students' essential English communications skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

PREREQUISITE: ESL AO1 or equivalent

ESL CO1 English for School and Work – Level Three

This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

PREREQUISITE: ESL BO1 or equivalent

ESL DO1 Study Skills in English – Level Four

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level tests, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

PREREQUISITE: ESL CO1 or equivalent

ESL EO1 Bridge to English – Level Five

This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literacy works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.

PREREQUISITE: ESL DO1 or equivalent

FRENCH AS A SECOND LANGUAGE

FIF 1DZ French Immersion

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

FSF 1D1 Core French

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

FSF 1P1 Core French

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems and songs, and write brief descriptions, letters, dialogues, and invitations.

FIF 2DZ French Immersion

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, newspapers and magazine articles.

PREREQUISITE: FIF 1DZ

FSF 2D1 Core French

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

PREREQUISITE: FSF 1D1 or FSF 1P1

FSF 2P1 Core French

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

PREREQUISITE: FSF 1D1 or FSF 1P1

FEF 3U1 Extended French

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyse works in a variety of genres and will produce various types of written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

PREREQUISITE: FEF 2DE

FIF 3UZ French Immersion

This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and nonfiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

PREREQUISITE: FIF 2DZ

FSF 3O1 Core French

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

PREREQUISITE: FSF 2D1 or FSF 2P1

FSF 3U1 Core French

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

PREREQUISITE: FSF 2D1

FEF 4U1 Extended French

This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

PREREQUISITE: FEF 3U1

FIF 4UZ French Immersion

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and nonfiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

PREREQUISITE: FIF 3UZ

FSF 4O1 Core French

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

PREREQUISITE: FSF 3O1 or FSF 3U1

FSF 4U1 Core French

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

PREREQUISITE: FSF 3U1

<p>GUIDANCE AND CAREER EDUCATION</p>

Cooperative Education

Cooperative Education involves a specific mode of instruction which combines academic learning, technical learning and on-the-job training through curriculum planning. Cooperative Education credits provide students with more time in a work setting than other experiential learning forms. This program is available to students for many Grades 11 and 12 courses.

GLE 1O1 Learning Strategies 1: Skills for Success in Secondary School

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

GLS 1O1 Learning Strategies 1: Skills for Success in Secondary School

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

GLS 1O5 Learning Strategies 1: Skills for Success in Secondary School

This half course addresses the same learning expectations as GLS 1O1.

GLC 2O5 Career Studies

This half credit course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores 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.

GLC 2OZ Career Studies (Immersion)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are identical to those of the regular Grade 10 Career Studies course taught in English. For a descriptor, please see GLC 2O5.

GLD 2O1 Discovering the Workplace

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

GPP 3O1 Leadership and Peer Support

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

within groups and communities.

PREREQUISITE: GLC 2O5

GLN 401 Navigating the Workplace

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.

HEALTH AND PHYSICAL EDUCATION

PPL 10W (Girls), PPL 10Y (Boys) Healthy Active Living Education

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.

PPL 201 Healthy Active Living Education

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.

Note: The following courses have the same expectations as in PPL 201 but within a specific program area of focus.

i) PAF 201 (Co-ed), PAF 20W (Girls), PAF 20Y (Boys), Personal and Fitness Activities

The focus of this course is on personal fitness, weight control, healthy lifestyle, and nutrition.

ii) PPL 20W (Girls), PPL 20Y (Boys) Healthy Active Living Education

The focus of this course is on a variety of physical activities.

iii) PAL 201 (Co-ed) Large Group Activities

The focus of this course is on team skills and training within a large group activity, such as hockey, football, racquet sports, etc.

PPL 301 Healthy Active Living Education (Co-ed)

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

Note: The following courses have the same expectations as in PPL 301 but within a specific program area of focus.

i) PAF 301 (Co-ed), PAF 30W (Girls), PAF 30Y (Boys)

Personal and Fitness Activities

The focus of this course is on weight training, cross-country running, swimming, aerobics, and fitness training.

ii) PAI 301 Individual and Small Group Activities

The focus of this course is on individual and small group activities such as, racquet sports swimming, fitness, etc.

iii) PPL30W (Girls), PPL30Y (Boys) Healthy Active Living Education

The focus of this course is on a variety of physical activities.

iv) PAL 301 (Co-ed) Large Group Activities

The focus of this course is on team skills and training within a large group activity, such as hockey, football, racquet sports, etc.

PPZ 301 Health for Life

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.

PPL 401 Healthy Active Living Education (Co-ed)

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

Note: The following courses have the same expectations as in PPL 401 but within a specific program area of focus.

i) **PAF 401 (Co-ed), PAF 40W (Girls), PAF 40Y (Boys)**

Personal and Fitness Activities

The focus of this course is on physical fitness with an emphasis on cardiovascular endurance, aerobics, and weight training.

ii) **PPL 40W (Girls), PPL 40Y (Boys)**
Healthy Active Living Education

The focus of this course is on a variety of sports and recreational activities.

PLF 4C1 Recreation and Fitness Leadership

This course focuses on the development of leadership and co-ordination 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. This course will prepare students for college programs in recreational, leisure, and fitness leadership.

PREREQUISITE: Any one of PPL301, PPZ301, or PPL401

Note: The following course has the same expectations as outlined in PLF 4C1 but within a specific program area of focus.

i) **PLF 4CD Recreation and Fitness Leadership: P.E.O.P.E.L. PROGRAM**

The focus of this course is on physical education programs for exceptional students. Participants (peer tutors) will be matched with an exceptional student and will work with that student on a one-to-one basis.

PREREQUISITE: Same as PLF 4C1

PSE 4U1 Exercise Science

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

PREREQUISITE: Any one of PPL 301, PPZ 301, SBI 3C1, SBI 3U1, SCH 3U1, SNC 3M1 or SPH 3U1

MATHEMATICS

MAT 1L1 Mathematics (Locally Developed)

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in Grade 10 LDCC courses. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key mathematical concepts and

skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problems solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

MFM 1P1 Foundations of Mathematics

This course enables students to develop an 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 relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MPM 1D1 Principles of Mathematics

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MPM 1DZ Principles of Mathematics (Immersion)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are identical to those of the regular Grade 9 Mathematics course taught in English. For a descriptor, refer to MPM 1D1.

MAT 2L1 Mathematics (Locally Developed)

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

PREREQUISITE: A Grade 9 Mathematics credit

MFM 2P1 Foundations of Mathematics

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

PREREQUISITE: MFM 1P1 or MPM 1D1

MPM 2D1 Principles of Mathematics

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

PREREQUISITE: MPM 1D1

MPM 2DZ Principles of Mathematics (Immersion)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are identical to those of the regular Grade 10 Mathematics course taught in English. For a descriptor, refer to MPM 2D1.

MBF 3C1 Foundations for College Mathematics

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

PREREQUISITE: MFM 2P1

MCF 3M1 Functions and Applications

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential

functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

PREREQUISITE: MFM 2P1 or MPM 2D1

MCR 3U1 Functions

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

PREREQUISITE: MPM 2D1

MEL 3E1 Mathematics for Work and Everyday Life

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will 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: MAT 2L1, MFM 1P1 or MPM 1D1

Note: MEL 3ED has the same expectations as outlined in MEL 3E1 but with an agricultural focus.

MAP 4C1 Foundations for College Mathematics

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

PREREQUISITE: MBF 3C1

MCT 4C1 Mathematics for College Technology

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: MCF 3M1

MCV 4U1 Calculus and Vectors

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the 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 plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

PREREQUISITE: MHF 4U1

MDM 4U1 Mathematics of Data Management

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

PREREQUISITE: MCF 3M1 or MCR 3U1

MEL 4E1 Mathematics for Work and Everyday Life

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

PREREQUISITE: MEL 3E1

MHF 4U1 Advanced Functions

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

their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

PREREQUISITE: MCR 3U1 or MCT 4C1

NATIVE LANGUAGES

DELAWARE

LND AO1 Delaware - Level One

This course is for students who have little or no background in Delaware. This course introduces students to language elements they will need to begin to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

LND BO1 Delaware - Level Two

This course is for students who have studied Delaware for at least four years in elementary school or have completed LND AO1. This course provides students with opportunities to further develop their oral communication skills in the language of study, increase their confidence in using the language in practical situations, and continue to investigate related career opportunities. Students will be involved in activities that promote the use of the language in real-life situations. They will also continue their exploration of the culture of countries where the language under study is spoken. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

LND CO1 Delaware - Level Three

This Grade 10 course is for students who have taken LND BO1 and is an opportunity to expand their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural

and functional workings of a Native language.

PREREQUISITE: LND AO1 or LND BO1

OJIBWE

LNO AO1 Ojibwe – Level One

This course is for students who have little or no background in Ojibwe. This course introduces students to language elements they will need to begin to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

LNO BO1 Ojibwe – Level Two

This course is for students who have studied Ojibwe for at least four years in elementary school or have completed LNO AO1. This course provides students with opportunities to further develop their oral communication skills in the language of study, increase their confidence in using the language in practical situations, and continue to investigate related career opportunities. Students will be involved in activities that promote the use of the language in real-life situations. They will also continue their exploration of the culture of countries where the language under study is spoken. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

LNO CO1 Ojibwe – Level Three

This Grade 10 course is for students who have taken LNO BO1 and is an opportunity to expand their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of a Native language.

PREREQUISITE: LNO AO1 or LNO BO1

LNO DO1 Ojibwe – Level Four

This Grade 11 course will provide students with opportunities to further develop their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their sense of identity and self-worth. Students will increase their vocabulary and their facility in using idioms, and will use the Native language to analyse literature, discuss various issues that affect the local community, and exchange information electronically.

PREREQUISITE: LNO CO1

LNO EO1 Ojibwe - Level Five

This Grade 12 course provides students with opportunities to increase their knowledge of Ojibwe and its culture. Students will increase their vocabulary; use complex language structures and formal language; and use Ojibwe to analyse literature, discuss issues (e.g. Ojibwe economic development, personal development), and study Native customs, traditions, and world views. They will examine differences in dialects while communicating with others electronically.

PREREQUISITE: LNO DO1

NATIVE STUDIES

NAC 201 Aboriginal Peoples in Canada

This course emphasizes historical and contemporary issues that affect the relationship between Aboriginal peoples and Canadian governments. Students will examine legal, political, social, and economic issues; key aspects of the Indian Act and its revisions that have an impact on the daily lives of Aboriginal persons; the different types of relationships that Aboriginal peoples have established with other nations throughout history; and the methodology of historical inquiry.

NBV 3C1 Aboriginal Beliefs, Values and Aspirations in Contemporary Society.

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine world views of Aboriginal peoples and the political, economic, cultural, and social challenges facing individuals and communities. Students will also learn how traditional and contemporary beliefs and values influence the aspirations and actions of Aboriginal peoples.

PREREQUISITE: CHC 2D1, CHC 2P1 or NAC 2D1

NBV 3E1 Aboriginal Beliefs, Values, and Aspirations in Contemporary Society

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine issues of identity facing Indian, Métis, Inuit peoples, and their relationships to land and nature, as well as to one another within their communities and working environments. Students will also learn how traditional and contemporary beliefs and values influence the present-day aspirations and actions of Aboriginal peoples.

PREREQUISITE: CHC 2D1, CHC 2P1 or NAC 201

NDA 3M1 Current Aboriginal Issues in Canada

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such

topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.

PREREQUISITE: CHC 2D1, CHC 2P1 or NAC 2D1

NDG 4M1 Aboriginal Governance

This course investigates how Aboriginal governments exercise authority and demonstrate responsibilities associated with governance in Canada. Students will explore Aboriginal world views regarding identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, and Aboriginal definitions of sovereignty. Students will also compare traditional and contemporary forms of Aboriginal governance and will examine Aboriginal and Canadian relations, focusing on empowerment and the inherent right to self-government.

PREREQUISITE: NBV 3C1 OR NDA 3M1

NDW 4M1 Issues of Indigenous Peoples in a Global Context

This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.

PREREQUISITE: NBV 3C1 or NDA 3M1

SCIENCE

SNC 1D1 Science

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

SNC 1L1 Science (Locally Developed)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society and the environment to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing and oral language through relevant and practical science activities.

SNC 1P1 Science

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

SNC 2D1 Science

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

PREREQUISITE: SNC 1D1 or SNC 1P1

SNC 2L1 Science (Locally Developed)

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 Science Grade 11 Workplace Preparation course. Students explore a range of topics, including science in the 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: SNL 1L1

SNC 2P1 Science

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related

to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

PREREQUISITE: SNC 1D1 or SNC 1P1

SBI 3C1 Biology

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: SNC 2D1 or SNC 2P1

SBI 3U1 Biology

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: SNC 2D1

SBI 4U1 Biology

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: SBI 3U1

SCH 3U1 Chemistry

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

PREREQUISITE: SNC 2D1

SCH 4C1 Chemistry

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: SNC 2D1 or SNC 2P1

SCH 4U1 Chemistry

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: SCH 3U1

SES 4U1 Earth and Space Science

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: SNC 2D1

SNC 4E1 Science

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: SNC 2L1 or SNC 2P1

SNC 4M1 Science

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: SBI 3C1, SBI 3U1, SCH 3U1, SPH 3U1 or SVN 3M1

SPH 3U1 Physics

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

PREREQUISITE: SNC 2D1

SPH 4C1 Physics

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

PREREQUISITE: SNC 2D1 or SNC 2P1

SPH 4U1 Physics

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to 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: SPH 3U1

SVN 3E1 Environmental Science

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: SNC 1D1, SNC 1L1 or SNC 1P1, SNC 2L1

SVN 3M1 Environmental Science

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: SNC 1D1, SNC 1L1, SNC 1P1 or SNC 2L1

SOCIAL SCIENCE and HUMANITIES

FAMILY STUDIES

HFN 2O1 Food and Nutrition

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

HIF 2O1 Individual and Family Living

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

HIR 3C1 Managing Personal and Family Resources

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.

HLS 301 Living Spaces and Shelter

This course analyses how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing.

Note: Students may make home accessories.

HNC 301 Fashion and Creative Expression

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology. Students will product a garment

HPC 301 Parenting

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

HPW 3C1 Living and Working With Children

This course focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's

behaviour in response to others.

HFA 4M1 Food and Nutrition Science

This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition.

PREREQUISITE: Any university, university/college or college preparation course in Social Science and Humanities, English, or Canadian and World Studies.

HHG 4M1 Issues in Human Growth and Development

This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development.

PREREQUISITE: Any university, university/college or college preparation course in Social Science and Humanities, English, or Canadian and World Studies.

HHS 4M1 Individuals and Families in a Diverse Society

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

PREREQUISITE: Any university, university/college or college preparation course in Social Science and Humanities, English, or Canadian and World Studies.

HNB 4O1 The Fashion Industry

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

HPD 4E1 Parenting and Human Development

This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-age and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development.

GENERAL SOCIAL SCIENCE

HSP 3M1 Introduction to Anthropology, Psychology, and Sociology

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

HSB 4M1 Challenge and Change in Society

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends. **PREREQUISITE:** Any university, university/college or college preparation course in Social Science and Humanities, English, or Canadian and World Studies.

HSB 4MZ Challenge and Change in Society (Immersion)

The language of instruction for this course is French. The course expectations, content, teaching strategies, and evaluation are identical to those of the regular Grade 12 Challenge and Change in Society. For description, refer to HSB 4M1.

PHILOSOPHY

HZB 3O1 Philosophy: The Big Question

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society?

What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy.

HZT 4U1 Philosophy: Questions and Theories

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

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

Note: The following course has the same expectations as outlined in HZT 4U1 but within a specific area of focus.

i) HZT 4UD Philosophy, Art and Society

This course will explore three main areas of philosophy and place them within the context of our society. The influence of society in the creation of philosophy, literature, music, architecture and art will be examined.

WORLD RELIGIONS

HRF 3O1 World Religions: Beliefs and Daily Life

This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. The course also helps students to develop skills used in researching and investigating topics to world religions.

HRT 3M1 World Religions: Beliefs, Issues, and Religious Traditions

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

TECHNOLOGICAL EDUCATION BROAD-BASED TECHNOLOGY

INTEGRATED TECHNOLOGIES

TIJ 101 Exploring Technologies

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

COMMUNICATIONS TECHNOLOGY

TGJ 201 Communications Technology

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

TGJ 3M1 Communications Technology

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.

Note: The following course has the same expectations as TGJ 3M1 but places emphasis on a specific program area:

i) TGG 3M1 Communications Technology: Print and Graphics Communications

The emphasis of this course is on the design and

production of print and graphic communications such as school yearbooks and/or newspapers.

TGJ 301 Communications Technology: Broadcast and Print Production

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.

TGJ 4M1 Communications Technology

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: TGJ 3M1

Note: The following course has the same expectations as TGJ 4M1 but places emphasis on a specific program area:

i) TGG 4M1 Communications Technology: Print and Graphics Communications

The emphasis of this course is on the design and production of print and graphic communications such as school yearbooks and/or newspapers.

TGJ 401 Communications Technology: Digital Imagery and Web Design

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 201 Computer Technology

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.

TEJ 3M1 Computer Engineering Technology

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.

TEJ 4E1 Computer Technology

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: TEJ 3E1

TEJ 4M1 Computer Engineering Technology

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: TEJ 3M1

CONSTRUCTION TECHNOLOGY

TCJ 201 Construction Technology

This course introduces students to building materials

and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

i) TCJ 20A Construction Technology: Masonry

Students will be given the opportunity to achieve all of the expectations of the broadbased course TCJ 201 with an emphasis on Masonry.

ii) TCJ 20B Construction Technology: Woodworking

Students will be given the opportunity to achieve all of the expectations of the broadbased course TCJ 201 with an emphasis on Woodworking.

TCJ 3C1 Construction Engineering Technology

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.

TCJ 3E1 Construction Technology

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.

Note: The following courses have the same expectations as TJC 3E1 but within a specific area of focus:

i) TCJ 3E2 Construction Technology

This two credit course meets the same expectations as TCJ 3E1 while focusing on cabinet/furniture con

struction, building products, and tool operation.

ii) **TCM 3E1 Construction Technology: Masonry**

This course emphasizes the skills and techniques used in the Masonry trade.

TCJ 4C1 Construction Engineering Technology

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: TCJ 3C1

i) **TCJ 4C2 Construction Engineering Technology**

This two credit course meets the same expectations as outlined in TCJ 4C1 while focusing on residential building design and construction.

TCJ 4E1 Construction Technology

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: TCJ 3E1

Note: The following courses have the same expectations as TCJ 4E1 but within a specific area of focus:

i) **TCJ 4E2 Construction Technology**

This two credit course areas of focus are building construction (building walls, rafters, electrical wiring, and plumbing), building products and tool operations.

ii) **TCM 4E1 Construction Technology: Masonry**

This course enables students to learn techniques and develop skills required in the field of masonry.

PREREQUISITE: TCM 3E1

TWJ 3E1 Custom Woodworking

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.

TWJ 4E1 Custom Woodworking

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: TWJ 3E1

GREEN INDUSTRIES

THJ 201 Green Industries

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.

THH 3E1 Green Industries: Horticulture

This course gives students the opportunity to achieve all of the expectations of the broad-based course Green Industries, THJ 3E1, with an emphasis on Horticulture.

THJ 3E1 Green Industries

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.

THJ 3M1 Green Industries

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

THH 4E1 Green Industries: Horticulture

This course gives students the opportunity to achieve all of the expectations of the broad-based course Green Industries, THJ 4E1, with an emphasis on Horticulture.
PREREQUISITE THH 3E1

THJ 4E1 Green Industries

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: THJ 3E1

THJ 4M1 Green Industries

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

PREREQUISITE: THJ 3M1

HAIRSTYLING AND AESTHETICS

TXJ 2O1 Hairstyling and Aesthetics

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.

TXJ 3E1 Hairstyling and Aesthetics

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.

Note: The following course has the same expectations as TXJ 3E1 but within a specific area of focus:

i) TXH 3E1 Hairstyling and Aesthetics: Hairstyling

This course focuses on the development of hairstyling techniques and the skills.

TXJ 4E1 Hairstyling and Aesthetics

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: TXJ 3E1

Note: The following courses have the same expectations as TXJ 4E1 but within a specific area of focus:

i) TXH 4E1 Hairstyling and Aesthetics: Hairstyling

Course area of focus is further development of practical knowledge and skill base in the field of hairstyling.

ii) TXH 4E2 Hairstyling

This two credit course gives students the opportunity to further expand their skills and techniques in hairstyling.

HEALTH CARE

TPJ 201 Health Care

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.

TPJ 3C1 Health Care

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 4C1 Health Care

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: TPJ 3C1

TOJ 4C1 Child Development and Gerontology

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 201 Hospitality and Tourism

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.

TFJ 3C1 Hospitality and Tourism

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.

TFJ 3E1 Hospitality and Tourism

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.

Note: The following course has the same expectations as TFJ 3E1 but within a specific area of focus:

i) TFC 3E1 Hospitality and Tourism: Cooking

Course area of focus is cooking including topics such as food preparation, presentation and food safety.

TFJ 4E1 Hospitality and Tourism

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: TFJ 3E1

i) TFJ 4E2 Hospitality and Tourism

This two credit course meets the same expectations as TFJ 4E1 while allowing students the opportunity to practice and refine the skills taught in Hospitality and Tourism.

MANUFACTURING TECHNOLOGY

TMJ 2O1 Manufacturing Technology

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.

i) TMJ 2OA Manufacturing Technology: Machining

This course covers the same overall and specific expectations as the broad-based course TMJ 2O1 with an emphasis on Machining. (manufacturing metal parts; assemblies with an emphasis on precise measurement and testing and manufacturing technologies)

ii) TMJ 2OB Manufacturing Technology: Welding

This course covers the same overall and specific expectations as the broad-based course TMJ 2O1 with an emphasis on Welding. (design and production of metal/plastic products with an emphasis on shaping, forming, and fastening materials to form products).

TMJ 3C1 Manufacturing Engineering Technology

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.

Note: The following course has the same expectations as TMJ 3C1 but within a specific area of focus:

i) TMP 3C1 Manufacturing Technology: Precision Machining

Course focus is on manufacturing techniques such as the use of jigs and fixtures, computer-assisted machining, casting, plastic injection molding, stamping and blueprint reading.

ii) TMY 3C1 Manufacturing Technology: Welding Technician

Course focus is on welding operations in oxyacetylene and electric arc/welding.

TMJ 3E1 Manufacturing Technology

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.

Note: The following courses have the same expectations as TMJ 3E1 but within a specific area of focus:

i) TMJ 3E2 Manufacturing Technology

This two credit course meets the expectations outlined in TMJ 3E1 while focusing on advanced machining skills using traditional equipment plus exposure to blueprint reading - CAD plus CAD/CAM.

ii) TMO 3E1 Manufacturing Technology Machine Operator

Course areas of focus are manufacturing design, fabrication, skills and processes such as gas, electric, arc welding, milling, drilling and lathe work.

iii) TMW 3E1 Manufacturing Technology Welding

Course areas of focus are metal fabrication including student class-designed projects utilizing a variety of welding processes.

TMJ 3M1 Manufacturing Technology

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.

TMJ 4C1 Manufacturing Engineering Technology

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

PREREQUISITE: TMJ 3C1

Note: The following courses have the same expectations as TMJ 4C1 but within a specific area of focus:

i) TMP 4C1 Manufacturing Technology: Precision Machining

Course areas of focus are advanced machine operations, measurements, processes and project design

PREREQUISITE: TMP 3C1

ii) TMY 4C1 Manufacturing Technology: Welding Technician

Course areas of focus are manufacturing processes in fabrication, arc and oxyacetylene welding and metallurgy.

PREREQUISITE: TMY 3C1

TMJ 4E1 Manufacturing Technology

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: TMJ 3E1

i) TMJ 4E2 Manufacturing Technology

This two credit course has the same expectations as outlined in TMJ 4E1 but focuses on drafting and design, machining, welding, computer numerical control (CNC), Computer-Assisted Machining (CAM), motor control, hydraulic control, pneumatic control, and computer control

ii) TMO 4E1 Manufacturing Technology Machine Operator

Course areas of focus are advanced manufacturing design and fabrication: milling, drilling and lathe work.

PREREQUISITE: TMO 3E1

ii) TMW 4E1 Manufacturing Technology Welding

Course areas of focus include the design and fabrication of metal projects using manufacturing processes

such as MIG and TIG techniques, out-of-position, root and high pressure welding and blueprint reading.

PREREQUISITE: TMW 3E1

iv) TMW 4E2 Manufacturing Technology Welding

This two credit course offers students the opportunity to further refine their skills in the Welding program.

TMJ 4M1 Manufacturing Engineering Technology

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: TMJ 3M1

TECHNOLOGICAL DESIGN

TDJ 201 Technological Design

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

TDJ 301 Technological Design and the Environment

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.

TDJ 3M1 Technological Design

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.

TDJ 401 Technological Design in the Twenty-first Century

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.

TDJ 4M1 Technological Design

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: TDJ 3M1

TRANSPORTATION TECHNOLOGY

TTJ 201 Transportation Technology

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.

i) TTJ 20A Transportation Technology: Auto Body

Students will be given the opportunity to achieve all of the expectations of the broad based course Transportation Technology, TTJ 201 with an emphasis on Auto Body.

TTJ 301 Transportation Technology: Vehicle Ownership

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.

TTJ 3C1 Transportation Technology

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

Note: The following courses have the same expectations as TTJ3C1 but within a specific area of focus:

i) TTB 3C1 Transportation Technology Auto Body

Course area of focus is auto body with students learning the skills and techniques of repair, removal, replacement and fabrication of automobile body panels.

ii) TTJ 3C2 Transportation Technology

Course area of focus for this two credit course will be advanced study in any one of automotive, motorcycle, small engine or marine equipment.

TTJ 4C1 Transportation Technology

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: TTJ 3C1

i) TTJ 4C2 Transportation Technology

This two credit course has the same expectations as TTJ 4C1. The focus of the course is on extending the skills and knowledge required to test, service, and repair the systems of vehicles, aircraft, watercraft and small engines.

TTJ 4E1 Transportation Technology:**Vehicle Maintenance**

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.

Note: The following courses have the same expectations as TTJ4E1 but within a specific area of focus:

i) TTB 4E1 Transportation Technology**Auto Body**

Course area of focus is auto body with an in depth study of repair, removal, replacement and fabrication of automobile body panels.

i) TTJ 4E2 Transportation Technology

The areas of focus of this two credit course include a more extensive study of land, air and marine vehicles and transportation systems.

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Scott Watson, *Student Services*

BLENHEIM DISTRICT HIGH SCHOOL
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Susan Ferguson, *Vice Principal*
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**SARNIA COLLEGIATE INSTITUTE AND
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Laurie Girard, *Student Services*

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TIM HUMMEL, Principal
Scott McKelvie, *Vice Principal*
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TILBURY DISTRICT HIGH SCHOOL
97 Queen St. S. 519-682-0751
Tilbury fax: 519-682-0758
NOP 2L0 www.lkdsb.net/sites/tdhs

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**WALLACEBURG DISTRICT
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ROBERTA BUCHANAN, Principal
Gregory Nemcek / Rhonda Leystra, *Vice Principals*
Yvette Bowsher, *Student Services*



Mission Statement

We are dedicated to providing quality programs for all students in welcoming and safe learning environments.

Our Beliefs

- ✓ • Public education is an investment in all peoples and all communities.
- ✓ • The safety of our school system is strengthened by embracing other cultures, diversity, and respecting self, others and the environment.
- ✓ • Student success is enhanced through understanding and shared responsibility of students, staff, parents/guardians, business, community and First Nation partners.
- ✓ • Accountability is achieved through ongoing evaluation, open dialogue and continuous improvement.

DIPLOMA REQUIREMENTS

Successful completion of 30 credits is required in order to earn an Ontario Secondary School Diploma (OSSD). A credit is granted to a student who has successfully completed a course for which a minimum of 110 hours has been scheduled.

NOTE:

(i) Accommodations, Deferrals and Exemptions

These are possible for qualified students and will be arranged by the Principal.

(ii) Substitutions for Compulsory Course

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. The Principal will determine whether or not a substitution should be made.

Compulsory Credits

4	English* (1 credit per grade)
3	Mathematics (at least 1 credit in Grade 11 or 12)
2	Science
1	Canadian Geography
1	Canadian History
1	French-as-a-Second-Language**
1	Arts (Dance, Drama, Music or Visual Art)
1	Health and Physical Education
.5	Civics
.5	Career Studies
1	Group 1 - Additional credit in English, or French as a second language or a Native language, or a classical or an international language or social sciences *** and the humanities, or Canadian and world studies ****, or guidance and career education or cooperative education *****
1	Group 2 - Additional credit in health and physical education, or the arts, or business studies or cooperative education *****
1	Group 3 - Additional credit in science, computer studies or technological education or cooperative education*****

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In schools which offer Delaware or Ojibwe, native students may choose to take Delaware or Ojibwe in addition to French, or as an alternative to French.

*** Social science courses are family studies, world religions, society: challenge and change, and philosophy

**** Canadian and world studies courses are geography, history, law, politics and economics

***** A maximum of 2 credits in cooperative education can count as compulsory credits.

Optional Credits

The remaining 12 credits may be selected from all subject areas including those in the compulsory list to complete 30 credits. Selection of these credits is based on interests, and future educational and career plans.

ADDITIONAL REQUIREMENTS:

- Completion of 40 hours of community involvement activities; and
- Successful completion of the Ontario Secondary School Literacy Test (OSSLT) or the Grade 12 OSSLC (Ontario Secondary School Literacy Course) if unsuccessful with the OSSLT.

External Music Certificates Accepted for Credit

AMX 3M1 - Grade VII and Grade I Rudiments

1. A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 university/college preparation music credit earned in the school:

- Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade VII Practical and Grade V Theory of Trinity College of Music, London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

AMX4M1 – Grade VIII and Grade II Rudiments

2. A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 university/college preparation credit towards the OSSD in addition to a maximum of one other Grade 12 university/college preparation credit in music earned in the school:

- Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London

- Collegial II Practical and Collegial II Theory of any conservatory of music in the province Quebec
- Grade VIII Practical and Grade VI Theory of Trinity College of Music, London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes:

- a) The term practical refers to any musical instruments on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- b) The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory or harmony, as the case may be.
- c) A music credit obtained through a certificate granted by a conservatory of music may not be used to meet the compulsory credit requirement in the arts.
- d) A maximum of two credits, as indicated above, may be awarded to students taking music programs outside of the school. A student awarded two credits in this manner may not earn additional Grade 10 to 12 music credits through the Prior Learning Assessment and Recognition challenge or equivalency processes.

Consult with Student Services staff regarding required documentation.

Your Personal Planner

Name: _____

Review and revise your educational plans on a regular basis. This planner has been placed in the centre to enable you to pull it out without harming your calendar. You should plan your educational career carefully in consultation with your parents and school counsellor. Subject selection is a serious task and should be performed with care and much thought. Consider your desired career, your strengths and weaknesses, your interests, and talents. All subject selections must have the final approval of your parents (if you are younger than 18 years of age).

YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Course	Code	Course	Code	Course	Code	Course	Code	Course	Code
ENGLISH		ENGLISH		ENGLISH		ENGLISH			
MATHEMATICS		MATHEMATICS		MATHEMATICS					
SCIENCE		SCIENCE							
GEOGRAPHY		HISTORY							
FRENCH		CIVICS (.5)							
HEALTH & PHYSICAL ED.		CAREER STUDIES (.5)							
ARTS									
SUMMER SCHOOL		SUMMER SCHOOL		SUMMER SCHOOL		SUMMER SCHOOL		SUMMER SCHOOL	
TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS	

ADDITIONAL 3 COMPULSORY CREDITS

ADDITIONAL DIPLOMA REQUIREMENTS

OPTIONAL CREDITS (12)

- Group 1 - Additional credit in English, or French as a second language or a Native language, or a classical or an international language or social science***, and the humanities, or Canadian and world studies****, or guidance and career education or cooperative education*****
- Group 2 - Additional credit in health and physical education, or the arts, or business studies or cooperative education*****
- Group 3 - Additional credit in science, computer studies or technological education or cooperative education*****

The remaining twelve credits may be selected from any subject area.

- Community Involvement Activities (40 hrs)
- Ontario Secondary School Literacy requirement

* Refer to Diploma Requirements