

# The Grade 10, 11 and 12 Program Guide

## Table of Contents

<b>Part One: School Goals and Philosophy</b> .....	1
Student Course Requests – On-Line System .....	1
<b>Part Two: Requirements for the Ontario Secondary School Diploma (OSSD)</b> .....	2
Credit Requirements .....	2
Community Involvement Requirements and Procedures .....	2
Ontario Secondary School Literacy Requirement .....	3
<b>Part Three: Requirements for the OSS Certificate and the Certificate of Accomplishment</b> .....	5
Ontario Secondary School Certificate .....	5
Certificate of Accomplishment .....	5
<b>Part Four: Information About Earning Credits</b> .....	6
Definition of a Credit .....	6
Definitions of Types of Courses .....	6
Access to Course Outlines .....	6
Course Coding System .....	7
Transfer Courses: Policies and Procedures .....	7
French Immersion .....	7
Diploma – with French Certificate .....	9
Course Changes: Policies and Procedures .....	10
Assessment and Evaluation Policies .....	11
Ontario Student Record (OSR): Recording and Reporting Procedures .....	11
Ontario Student Transcript (OST): Recording and Reporting Procedures .....	11
Prior Learning Assessment and Recognition (PLAR) .....	12
Check Your Child’s Attendance .....	12
Student Responsibilities and Code of Student Behaviour .....	12
<b>Part Five: School Support Services and Resources</b> .....	12
Student Services Department .....	12
Information Technology .....	13
Responsibilities and Rights .....	13
Acceptable Use Guidelines .....	14
Library Resource Centre .....	15
Student Success .....	15
Special Education .....	15
Resource Support Placement .....	15
<b>Part Six: Cooperative Education and Career Focused Secondary School Pathways</b> .....	16
Cooperative Education .....	16
<b>Part Seven: Regional E-Learning Programs</b> .....	18

<b>Part Nine: Pathways Programs</b> .....	20
Specialist High Skills Major .....	20
What Is the Specialist High Skills Major? .....	20
Program Description .....	21-26
Concentrated OYAP .....	27
Program Description .....	27-34
<b>Part Ten: Course Offerings Through Gary Allan High School – Adult, Alternative     And Community Education Programs</b> .....	32
<b>Part Eleven: Course Descriptions</b> .....	35
The Arts .....	35
Business Studies .....	38
Canadian And World Studies.....	40
Geography.....	40
History .....	41
Law and Economics.....	42
Co-operative Education .....	43
Classical and International Studies.....	44
English as a Second Language.....	44
English Literacy Development (ELD – Offered Prior to ESL Classes) .....	46
English .....	47
French .....	50
Learning Resources.....	51
Guidance and Career Education .....	52
Health and Physical Education .....	52
Mathematics.....	54
Science .....	57
Social Science and Humanities.....	60
Technological Education .....	61
Grade 11 Technology.....	63
Grade 12 Technology.....	64
<b>Part Twelve: Planning Templates</b> .....	67
Websites for Educational Planning.....	68

# 2012-2013 T. A. Blakelock High School's Program Planning Booklet

## Part One: School Goals and Philosophy

As a school community at T. A. Blakelock:

- We are committed to the achievement of every student
- Our Staff Learning will focus on student success through differentiated instruction
- We will foster a healthy school environment where we belong, we are proud and we are safe

**These will help reinforce and perpetuate our philosophy: we believe that all of our students can and will learn as we help in the development of the whole person.**

*The secondary school program is designed so that students can meet diploma requirements in four years following Grade 8. Courses are offered in new ways, to ensure that education is relevant both to students' needs and interests, and to the requirements of post secondary institutions and employers. In Grades 9 and 10, courses strongly promote the acquisition of essential knowledge and skills by all students, but, at the same time, allow students to begin to focus upon their areas of strength and interest and to explore various areas of study. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended post-secondary destinations.*

It is the purpose of this Program Book to present the courses that will be offered at Thomas A. Blakelock H.S. in 2012/13. These courses are designed to allow students to follow an **Apprenticeship, College, University or Workplace** pathway consistent with their strengths and interests. Decisions regarding what courses to offer are a result of a very comprehensive input process involving students, school councils, teachers, and school and Board administrators. Although all courses offered must meet Ministry of Education curriculum guidelines, the number of courses and the types of courses are influenced by a host of factors. These include, but are not limited to, school population, available resources, teacher qualifications, student interests, entrance requirements of programs of higher learning, and work related needs unique to specific communities.

## Student Course Requests – On-Line System

1. Using Internet Explorer, log on to the on-line course request application <http://info.hdsb.ca/OptionSheets/>.
2. Enter your student number with all the zeros and general password 'opt'.
3. **Create and Confirm your new password and save it.**
4. To select your courses, drop down the **“select course”** menu, one by one. Be sure to double check that the course code is correct and that you have earned the credits in any pre-requisite courses that are required.
5. Check that all of your course selections are correct and that you have only selected each course once. If the selections are correct, print this report for your records. Then click on the “Exit” button to close out of the application.

## **Part Two: Requirements for the Ontario Secondary School Diploma (OSSD)**

- A. 30 credits (18 compulsory and 12 optional credits)
- B. 40 hours of Community Involvement
- C. Successful completion of the Ontario Secondary School Literacy Requirement

### **A. Credit Requirements**

#### ***Compulsory Credits***

Students must earn the following 18 compulsory credits

- 4 credits in English (1 credit per grade)\*
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies

**Plus one credit from each of the following groups:**

- 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 additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education\*\* or French as a Second Language
- 1 additional credit in Science (Grade 11 or 12), or Technological Education (Grades 9-12), or Computer Studies (Grade 10 to 12), or Cooperative Education\*\* or French 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.

### **B. Community Involvement Requirements and Procedures**

Students **must** complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. This requirement is to be completed outside the student's normal instructional hours and in a variety of settings. Students may not complete the credit through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee.

Parents and students play a major role in this initiative. Organizations or persons supervising the activities must confirm completion of the 40 hours. Documentation attesting to the completion of each activity must be submitted. For each activity this documentation must include the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgment by the person (or representative of the organization) involved. Schools may provide a common form for this purpose.

The list of eligible activities for community involvement is available in the Community Involvement Information Manual which may be accessed by visiting [www.hdsb.ca](http://www.hdsb.ca) and follow the links →“Parents and Community”→ “All About Learning” → “40 Hour Volunteer Requirement”.

### **C. Ontario Secondary School Literacy Requirement**

All students who earn a diploma must successfully complete the literacy requirement which is then noted on the student transcript. The majority of students will fulfill the requirement through successful completion of the Ontario Secondary School Literacy Test (OSSLT). Eligible students may fulfill the requirement through successful completion of the Ontario Secondary School Literacy Course (OSSLC). The preferred standard method for assessing the literacy skills of students in Ontario is still the OSSLT. Success in the Literacy Course is comparable to the same level of achievement that is demonstrated on the OSSLT. When a student has achieved either the OSSLT or the Literacy Course, the transcript will indicate that the student "has passed the Ontario Secondary Literacy Graduation Requirement".

*Under certain circumstances a graduating student may be eligible to fulfill the Literacy Requirement through the Adjudication Process approved by the Ministry of Education. Details of this process are available through contacting the Principal.*

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

**OLC 30/40**

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

The Ontario Secondary School Literacy Course supports the diploma requirements by:

- Satisfying the literacy requirement for graduation  
and
- Serving as a compulsory grade 11 or grade 12 English credit  
or
- Serving as a Group 1 credit  
or
- Serving as an optional credit

Criteria to take OLC 401:

- Students who have been unsuccessful at least once and have had two opportunities to write the OSSLT are eligible.
- Students who have passed the Literacy Test may take the OLC at the Principal's discretion.

### ***Compulsory Credits: Locally Developed Courses***

Students may count up to 6 Locally Developed (Essential) courses towards the compulsory credit requirement of the Ontario Secondary School Diploma.

These credits may include:

- 3 earned in Grade 9, Locally Developed English (Essential), Mathematics (Essential), and Science (Essential).

These credits may also include:

- 3 earned in Grade 10, Locally Developed English (Essential), Mathematics (Essential), and Science (Essential).

### **Policy on Substitutions for Compulsory Courses**

**NOTE:** The school may make substitutions, for a maximum of three compulsory credits with courses that meet the compulsory credit requirements being offered, at the discretion of the Principal.

### ***Optional Credits***

Students must earn 12 optional credits selected from the courses listed as available in the program of studies calendar. Please note that they may include up to 4 credits earned through approved dual credit courses.

### **Ontario Secondary School Literacy Test (OSSLT)**

All students must successfully complete the Ontario Secondary School Literacy requirement in order to earn an Ontario Secondary School Diploma. Students will normally be administered the OSSLT when they are in grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9.

The OSSLT will identify areas for remediation for students who are unsuccessful in completing the test. Students who write the test but do not succeed may re-take the test and complete it successfully in order to qualify for a secondary school diploma. There is no limit to the number of times the OSSLT may be re-taken.

- ***Accommodations:***

Students who are receiving special education programs and services and who have an Individual Education Plan may receive the accommodations that are set out in the student's IEP.

- ***Deferrals:***

Literacy test deferrals may include students who have been identified as exceptional and students registered in English as a second language/English literacy development courses. The principal determines if a deferral should be granted and time period for the deferral.

- ***Exemptions:***

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and approval of the principal, be exempted from participating in the literacy test.

## **Part Three: Requirements for the OSS Certificate and the Certificate of Accomplishment**

### ***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 they have earned a minimum of 14 credits (distributed as follows)

<b><i>Compulsory credits (total of 7)</i></b>	<b><i>Optional credits (total of 7)</i></b>
2 credits in English	7 credits selected by the student from available courses.
1 credit in Canadian Geography and History	
1 credit in Mathematics	
1 credit in Science	
1 credit in Health and Physical Education	
1 credit in the Arts or Technological Education	

### ***Certificate of Accomplishment***

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment.

## **Part Four: Information About Earning Credits**

### **Definition of a Credit**

A credit recognizes the successful completion of a course for which a minimum of 110 hours has been scheduled. It is granted to a student by the Principal of a secondary school on behalf of the Minister of Education.

### **Definitions of Types of Courses**

#### ***Four types of courses are offered in grades 9 and 10:***

- *Academic* courses emphasize theory and abstract problems.
- *Applied* courses focus on practical applications and concrete examples.
- *Open* courses are designed to prepare students for further study in certain subjects and to enrich their education generally.
- *Locally Developed (Essential)* courses are designed to focus on the knowledge and skills that students need to be successful in workplace preparation courses.

#### ***Five types of courses are offered in grades 11 and 12:***

- *College Preparation* courses are designed to prepare students for most college programs and related careers.
- *Open* courses are appropriate for all students regardless of post-secondary destination. They are not designed with the specific requirements of a post-secondary destination in mind.
- *University/College Preparation* courses are designed to prepare students for entrance requirements for specific university and college programs, and related careers.
- *University Preparation* courses are designed to prepare students for entrance requirements for university programs and related careers.
- *Workplace Preparation* courses are designed to prepare students for a variety of jobs, training programs and careers. These courses emphasize workplace applications but also explore theoretical material underlying practical applications.

### **Access to Course Outlines**

Additional information on courses offered in the school is available by contacting the school's main office and requesting a copy of the course outline.

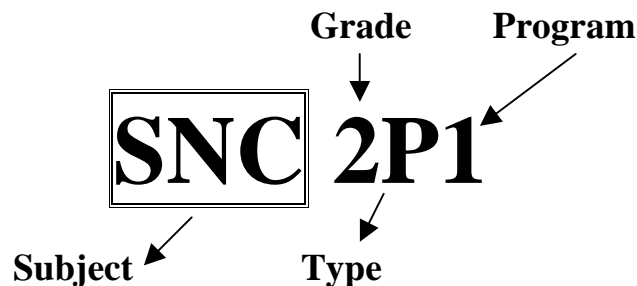
### **Course outlines include:**

- Course title, course code and course description
- What students are expected to learn ... overall expectations/key learnings, achievement chart categories and learning skills
- How student will demonstrate their learning ... 70% and 30% assessment and evaluation strategies
- How students will learn and be supported when they are not learning ... title of units, learning opportunities, resources appropriate to the course

### **Course Coding System**

The course code consists of a course title and a sixth character code: the Ministry of Education designates the first five characters. The sixth character is determined by the Halton District School Board.

## COURSE CODING SYSTEM



**The first three** (1-3) characters designate the subject i.e. “SNC” is Science.

**The fourth** (4) character is the year i.e. “1” grade 9, “2” grade 10, “3” grade 11 and “4” grade 12. “2” represents grade 10 except in English as a Second Language and International Languages, alpha designate is used – “A” is Level 1.

**The fifth** (5) character is the “Type” of course taken:

- “C” - represents College
- “D” - represents Academic
- “E” - represents Workplace
- “M” - represents University/College
- “O” - represents Open
- “P” - represents Applied
- “U” - represents University

**The sixth** (6) character indicates a specific program:

- “1” - represents English
- “3” - represents after school, all year
- “4” - represents French Immersion
- “7” - represents single credit co-op
- “8” - represents two credit co-op

### **Transfer Courses: Policies and Procedures**

#### ***Grade 9***

There are no transfer courses in grade 9. Students who intend to switch from one course type (e.g. applied) in grade 9 to another in grade 10 (e.g. academic) will be encouraged to complete additional course work.

#### ***Grade 10 and 11***

Transfer courses are partial-credit courses that bridge the gap between courses of two different types in the same subject and grade. Transfer courses exist in Grades 10 and 11. These will offer students a means of transferring from one type of course to another if their interests and goals change. These courses will be credit-based and will be counted towards the 30 credits required to meet diploma requirements. The guidance department can obtain information about transfer courses on request.

#### **French Immersion**

The Early French Immersion program is open to students who have completed the Early French Immersion program in a Halton elementary school or, by permission, to students from jurisdictions outside Halton.

Course Offerings:

Early Immersion students must **accumulate a total of 10 immersion credits** in order to receive a Certificate of Immersion Studies.

Students in the Early French Immersion Program will take the following courses:

Year 1 - French Language Arts (FIF1D1)

Year 2 - French Language Arts (FIF2D1)

Year 3 - French Language Arts (FIF3U1)

Year 4 - French Language Arts (FIF4U1)

+ 6 additional courses in other subjects taught in French

French Language students have the right to be educated in their first language. For information contact the French System Principal or the Instructional Program Leader for French (School Programs) at (905) 631-6120.

## **DIPLOMA – with French Certificate**

Students in Grade 9 Early Immersion at Blakelock will take the following four courses in French: French, Geography, Mathematics or Exploring Technology and Science. Students must also take four other courses presented in the English Language

Students in Grade 10 Early Immersion French at Blakelock take the following four courses in French: French, History, Mathematics or Civics and Careers and Science. Students must also take four other courses presented in the English Language.

Students in Grade 11 Early Immersion at Blakelock take one French Language course plus seven other courses presented in English Language.

***Students must earn 30 credits (21 compulsory credits and 9 optional credits).***

- 4 credits in English (1 credit per grade)\*
- 4 Credits in French (FIF)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies

**Plus one credit from each of the following groups:**

- 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 additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education\*\*
- 1 additional credit in Science (Grade 11 or 12), or Technological Education (Grades 9-12), or Computer Studies (Grade 10 to 12), 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.

\*\* A maximum of 2 credits in Cooperative Education can count as compulsory credits.

AND

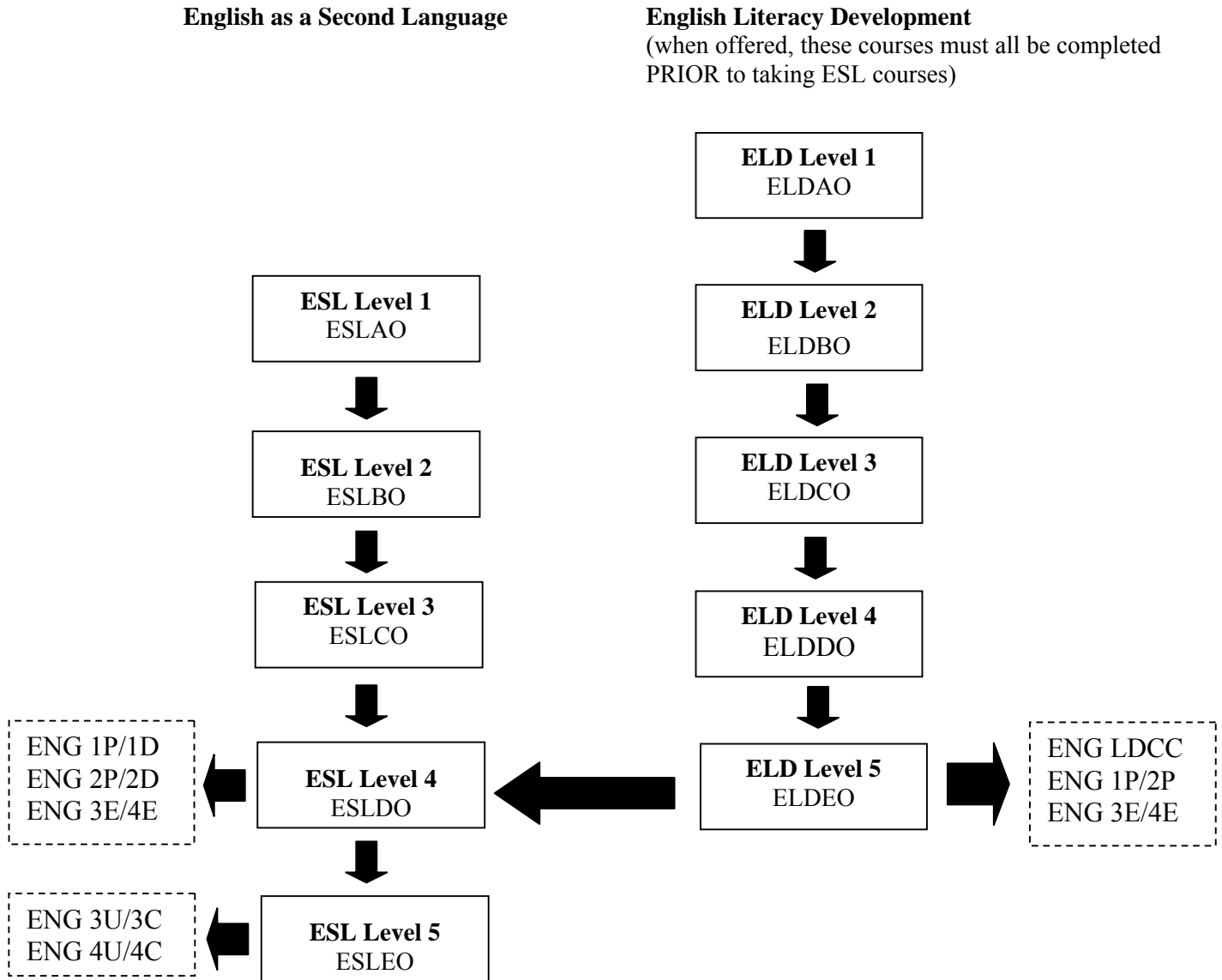
- 9 elective credits selected from available courses

**All courses build on the Grade 8 Curriculum, have rigorous standards, and prepare students for studies in the senior grades as in English instruction courses.**

French Language students have the right to be educated in their first language. For information contact: Superintendent of Education Services (School Programs) at (905) 335-3663.

## English Language Learners (ELL): Prerequisites and Pathways to English Chart

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



### Course Changes: Policies and Procedures

Students wishing to change a course should consult with their guidance counsellor. Parents/guardians of students under the age of eighteen should receive information on the changes since they must approve their child's choice of courses.

Course selections are made on-line early in February for study in the following school year. The school timetable plans are based on those selections. After this process, alterations may be difficult. Students will be required to complete a "[Change of Course Request Form](#)" with rationale and signature of parent. Students will be accommodated if there is space in the class and the course fits into the timetable.

## Assessment and Evaluation Policies

Classroom practices for all secondary credit bearing courses are aligned with ministry policy as outlined below.

### *Curriculum Expectations*

- Assessment and evaluation will be based on the provincial **curriculum expectations** and the achievement levels.
- All **curriculum expectations** must be accounted for in instruction, but evaluation focuses on student achievement of the **overall expectations**.

### *Achievement Chart*

- The **achievement chart** is a standard province-wide guide to be used by teachers.
- Assessment and evaluation will be based on the provincial curriculum expectations and the **achievement levels**.
- Assessment and evaluation are based both on the **categories** of knowledge and skills and on the **achievement level** descriptions given in the achievement chart.
- Student work will be assessed and evaluated in a balanced manner with respect to the four **categories**, and the achievement of particular expectations considered within the appropriate **categories**.
- The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding **level of achievement** as described in the **achievement chart**.

### *Learning Skills*

- The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of **learning skills**.
- To the extent possible, the evaluation of **learning skills**, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

### *70% and 30% Ongoing Assessment, Evaluation and Reporting*

The final percentage grade for Grades 9-12 courses will be derived as follows:

- **Seventy percent of the grade (70%)** will be based on evaluations conducted **throughout the course**. This portion of the grade should reflect the student's **most consistent level of achievement** throughout the course, although special consideration should be given to the **more recent evidence of achievement**.
- **Thirty percent of the grade (30%)** will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered **towards the end of the course**.
- The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

### **Ontario Student Record (OSR): Recording and Reporting Procedures**

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is under 18 years of age) may examine the contents of the OSR. The Education Act and Freedom of Information legislation protect these records.

### **Ontario Student Transcript (OST): Recording and Reporting Procedures**

The Ontario Student Transcript is an official and consistent summary of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

### **Prior Learning Assessment and Recognition (PLAR)**

Prior Learning Assessment and Recognition has a specific, limited function in the Ontario secondary school program. It will allow students to challenge and earn up to 4 credits, a maximum of 2 in a subject area, towards the secondary school diploma. This involves two components: “challenge” and “equivalency”. Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions.

Contact the Guidance Department or visit the website at [www.hdsb.ca](http://www.hdsb.ca) and follow the links → “Parents and Community” → “All About Learning” → “Prior Learning Assessment and Recognition” for updated information on the PLAR process and timelines posted annually in March.

### **Student Responsibilities**

Regular attendance at school is critical for the student’s learning and achievement of course expectations and development of learning skills.

#### **CHECK YOUR CHILD’S ATTENDANCE**

Attendance at all classes is compulsory. Continued absence from class will cause students to fall behind in course work and will lead to failure or withdrawal from the course. Parents should phone the school when a student is absent and send a note when the student returns to school. Parents will receive an e-mail message and/or computer generated telephone call between 6 p.m. and 9 p.m. if a student has an unexplained absence that day. Students who are truant will receive a range of consequences from detentions to interviews with Vice-Principals to interventions by a Board Attendance Counsellor. The attendance phone number is 905 827-1158 ext. 400. To check your child’s attendance, please go to <http://www.hdsb.ca/sis/> and enter his/her 9 digit O.E.N. Ontario Education number and birth date.

### **Student Responsibilities and Code of Student Behaviour**

The Halton District School Board has published an information brochure that outlines what “shall” and “may” happen where there is a problem with behaviour. Further information regarding Student Responsibilities and Code of Student Behaviour is contained in the Student Planner that students receive when they register for high school in the fall.

## **Part Five: School Support Services and Resources**

### **A. Student Services Department**

The Guidance Department is dedicated to supporting students to develop into responsible individuals who are able to cope with changing environments. We encourage students to know their potential, to establish a positive self-image, to strive for appropriate academic levels and to achieve personal growth.

The Guidance Department offers confidential guidance and support in the areas of career, educational and personal counselling to all Blakelock students.

To assist students in achieving these goals we offer a variety of programs and services such as:

- ◆ in-class programs on self-awareness, decision making and career exploration through the Career Studies Course
- ◆ workshops on post-secondary planning: applying to apprenticeships, college and university
- ◆ workshop on scholarship opportunities
- ◆ co-ordination of visitations by college, university, and private college liaison officers
- ◆ a monthly newsletter for senior students on college, university, career, and employment updates

Guidance counsellors welcome the opportunity to work with parents/guardians and students. It is our goal to teach students how to access information in order to enable them to make informed post-secondary decisions.

### **Student Research Centre**

Throughout the day, students are able to access on-line information pertaining to interest inventories, post secondary research and career exploration at the student designated computer in Student Services.

Please see the Course Descriptions in Part Ten for Guidance courses.

## **B. Information Technology**

### **Responsibilities and Rights**

#### **User Responsibilities**

- Users will observe standards of courtesy and behaviour consistent with the practices and policies of the Halton District School Board when sending or publishing information.
- Users will not use Halton Information and Communication Technology (ICT) for any purpose which is in violation of the law.
- Users may not use ICT to advertise or make money.

#### **Halton District School Board Network**

The Halton District School Board's Wide Area Network (WAN) connects students and staff to a variety of local electronic resources and provides access to the Internet.

The content of many of these resources is beyond our control. It is important that students, parents and staff are aware of the nature of the resources available and the responsibilities of users.

The primary purpose of ICT shall be to support the education of students in the Halton District School Board.

Use of ICT within the Halton District School Board is a privilege, not a right.

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Use of ICT within the Halton District School Board is a privilege, not a right.

Failure to observe these rules will result in loss of computer privileges in your school and/or other consequences consistent with the Halton District School Board Code of Conduct and Safe Schools Legislation.

Users may be disciplined for the misuse of Board or School computer services, as well as website postings and e-mail messages, which have a nexus (connection) to the Halton District School Board and are criminal, defamatory or inappropriate.

## **Acceptable Use Guidelines**

The Halton District School Board's Wide Area Network (WAN) and its connections to the Internet shall only be for the exchange of information in order to support the Board's administration and the user's education.

### **Network Etiquette/Citizenship**

- Users will not create, send or receive offensive messages or pictures from any source. For example, users will not post, publish or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, sexist or illegal material.
- Users will not transmit or download information, media or software in violation of copyright laws.
- Only public domain resources or resources for which the author has given expressed consent of on-line distribution may be uploaded or downloaded. Software and resources downloaded will be used only under the terms and conditions specified by the creator or owner of those resources.
- Posting messages and attributing them to another user, or otherwise misrepresenting one's identity online is unacceptable.

### **Vandalism**

- Creation, modification or transmission of any software having the purpose of damaging computer systems or files (e.g., computer viruses) is prohibited. All software and files downloaded will be systematically checked for viruses before they are used on Halton systems.
- Any malicious attempt to harm or destroy data of any person, computer or network linked to the Halton WAN is prohibited.

### **Board Responsibilities**

- Provide Internet access to all users within the Board.
- Ensure that all students and parents are aware of the students' rights and responsibilities.
- Ensure permission forms are signed by students and parents/guardians before access to ICT is granted.
- Maintain a record of signed permission forms by students (and parents/guardians for students under the age of 18) indicating that students and parents agree to adhere to Halton's Acceptable Use Guidelines.
- Educate users in the mechanical and ethical use of ICT.
- Provide resources to help staff instruct users in the appropriate use of ICT.
- Provide and update, as necessary, appropriate rules for use of ICT.
- Promote user access to appropriate educational information sources.
- Address user abuse of ICT privileges in a manner consistent with the Halton District School Board Code of Conduct and Safe Schools legislation.
- Reserve the right to monitor ICT activity.

- Reserve the right to restrict or remove user access to ICT for those who do not adhere to Halton’s Acceptable Use Guidelines.
- Ensure that any information posted to the network is consistent with the Freedom of Information and Privacy Act.

## **C. Library Resource Centre**

Blakelock is proud to have an extensive collection of fiction and non-fiction resources in its library. Along with thousands of novels, students can access reference materials and several thousand books related to their studies. There is also easy access to on-line databases approved by the Halton District School Board, which can enhance their research. Library computers are available before and after school, and during the lunch periods; teachers also often bring classes to the library to use its resources to work on assignments. Students may print and photocopy materials. With two teacher-librarians and a library technician, students are always able to find help if needed.

## **D. Student Success**

The Student Success Program focuses on success for each grade 7-12 student in the Halton system. There are three areas of focus: literacy, numeracy, and program pathways. Program pathways provides smooth transitions to the post secondary destination of choice. Such programs include: Cooperative Education, and Specialist High Skills Major at Blakelock H.S. Students who are at most risk of dropping out of school are those who are not earning credits.

In Halton, each secondary school is working to enhance strategies and supports for students who are struggling. Schools may provide programs such as: credit recovery, homework clubs, study hall, after school remediation, half credit courses, learning strategies courses, peer tutoring, locally developed compulsory courses, Literacy Test support, multiple-credit technology programs, co-operative education, e-learning, Halton Internship Program, specialized co-operative education, and substitutions for compulsory courses. T.A. Blakelock initiatives may include: Credit Rescue, Teacher Mentor program, Tiger Mentor program, M.A.R.S. (Missing Assignment Recovery Support), L.I.F.E. (Learning Initiatives for Future Endeavours), Peer tutoring, and e-learning. For more information contact the guidance office or main office.

## **E. Special Education**

### ***i. Special Education Advisory Committee***

Special Education Advisory Committee (SEAC) members are representatives of local associations appointed by the Board, and, as such, attend monthly participatory meetings. They act in an advisory capacity to the Halton District School Board on issues and policy that affect Special Education.

They act as a liaison to their local associations. Therefore, issues, concerns, and recommendations of a local association can be brought to a SEAC meeting. Similarly, those changes in policy or procedure initiated by the Board or Ministry are shared with SEAC members. Each SEAC member in turn shares this information with his or her local association. (For more information on SEAC please call 905 335-3663 ext. 3350)

### ***ii. Special Education Placement***

#### **Resource Support Placement:**

**Resource Support – a regular class with consultative support.** The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

**Resource Support – a regular class with resource assistance.** The student is placed in the regular class for most of the day and receives specialized instruction, individually or in a small group, from a qualified special education teacher.

**Resource Support – a regular class with withdrawal assistance.** The student is placed in a regular class and receives instruction outside of the classroom, for less than 50% of the instructional time, from a qualified special education teacher.

### *iii. Special Education Plan*

*The Halton District School Board Special Education Plan* outlines the School Board’s framework for the delivery of special education programs and services in Halton. This plan has been written in compliance with the Ministry *Standards for School Boards’ Special Education Plans*, and is available on the Board’s website [www.hdsb.ca](http://www.hdsb.ca)

### *iv. Special Education Procedures*

*Working Together Special Education Procedures A Guide for Parents Guardians and Students* provides helpful information about special education procedures in accordance with Ministry Regulation 181/98. For a copy of this document please contact the Special Education Department at your child’s school.

### *v. Special Education Services*

Learning Resources is designed to support and meet the needs of students identified as exceptional by an IPRC or students identified by the School Resource Team. In Learning Resources students are able to gain strategies necessary to assist them with their learning needs.

The role of the department is to:

- foster a nurturing environment in which students are able to confidently gain the strategies required for success.
- create and establish, with the collaboration of the classroom teacher, a variety of strategies to be used in programming and assessment in order for students to demonstrate their learning of concepts taught.
- teach students specific learning strategies through the General Learning Strategies courses.
- support students with provincial testing in both literacy and numeracy.
- update Individual Education Plan information and share such information with teachers, parents and students in order to program effectively.

## **Part 6: Cooperative Education and Career Focused Secondary School Pathways**

Each secondary school in Halton offers Cooperative Education (Co-op). Co-op provides students with an opportunity to extend their classroom learning into the work world. Students explore career options and gather information they need to make informed decisions about their post-secondary destination. Students get to know their strengths and learn valuable transferable skills for education and work.

**Cooperative Education** is a single or multi-credit option that includes a part or full day placement in the workplace. Students taking Cooperative Education relate their Co-op to a subject in which they are currently enrolled or one that they have taken previously. All Co-op courses begin with an in-school pre-placement preparation program followed by the placement experience. At regular intervals throughout the course, Co-op students meet in class at the school to debrief and reflect on their placement experience.

The *classroom component* of Co-op helps students:

- prepare for the work placement and develop a Personalized Placement Learning Plan (PPLP)
- connect their workplace experiences to their learning in school
- reflect on and analyse their experiences in the workplace

The *placement component* of Co-op provides students with the opportunity to:

- apply the knowledge and skills learned in a school subject - in the workplace

**Students enrolled in Cooperative Education:**

- are regularly monitored and assessed by their Cooperative Education teacher and have regular performance appraisals by their placement supervisor
- are covered under the Workplace Safety and Insurance Board by the Ontario Ministry of Education

**Career-Focused Secondary School Pathways**

Students who wish to combine their secondary school courses with practical work experience or who wish to go directly to work upon graduation from secondary school are encouraged to examine the following options:

- **Internship:** Plan your high school path so that it includes courses required for any destination – university, college, apprenticeship or work **and** a series of work experiences and Cooperative Education placements.
  - See school course offerings for 2 credit packages that include a co-operative education credit
- **Regional School to Career Programs** (See Part 9: School to Career Programs)
- **Regional Technology Programs** (See Part 9: School to Career Programs)

## Part 7: Regional eLearning Programs

### What is eLearning (Online Learning)?

In an online course, students interact and learn with their teacher, classmates and electronic resources using any Internet-connected computer. eLearning provides opportunities for Halton students to:

- earn the same high-school credits in a different way;
- learn at a flexible time (no scheduled classes), place and pace (within semester timelines);
- access engaging, unique programs unavailable in most high schools;
- interact with like-minded students from across Halton;
- flex timetables and accelerate learning.

### Which courses are available online for 2012-13?

High school students may select online courses on their option sheets. See the subject sections of your program book for details on each course. The sixth character 'O' designates 'ONLINE'.

#### **Grade 10**

Civics (CHV200); Career Studies (GLC200)

#### **Grade 11**

Music and Computers (AMM3MO)\*

Introduction to Anthropology, Psychology, and Sociology (HSP3MO)\*

Information and Communication Technology: The Digital Environment (BTA300)\*

Introduction to Computer Science (ICS3UO)

Environmental Science (SVN3MO)\*

Health for Life (PPZ300)

Designing Your Future (GWL300)\*

Media Studies (EMS300) – New

Native Studies (NBV3EO) – New

Marketing (BMI3CO) – New

World Religions (HRT3MO) - New

#### **Grade 12**

Entrepreneurship: Venture Planning in an Electronic Age (BDV4CO)\*

Environment and Resource Management (CGR4MO)\*

Canadian and World Politics (CPW4UO)\*

Philosophy: Questions and Theories (HZT4UO)\*

Mathematics for College Technology (MCT4CO)\*

Earth and Space Science (SES4UO)\*

Physics (SPH4CO)\*

Chemistry (SCH4CO)\*

English (ENG4UO)

Individuals and Families in a Diverse Society (HHS4MO)

Advanced functions (MHF4UO) – New - *Running Semester 2*

Calculus and Vectors (MCV4UO) – New – *Running Semester 1*

Data Management (MDM4UO) – New

International Business (BBB4MO) - New

*\*not available face-to-face in most or all Halton schools*

**Are there any special requirements to take an online course?**

- 1) Not all students are suited to learning online--self-score yourself below to determine suitability.
- 2) Online courses may be taken as a 9<sup>th</sup> credit only if a 9<sup>th</sup> credit has not been taken previously.
- 3) Online courses require as much time and effort as face-to-face courses to complete (e.g., 7-12 hours per week based on a typical face-to-face class of 75 minutes per day plus homework).

**How do I know if I am suited for online learning?**

This suitability quiz is available online at <http://eLearning.hdsb.ca>

<p>a) What is your most recent <b>grade average</b>?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">95-100% = 12 points</td> <td style="width: 33%;">67-69% = 6 points</td> </tr> <tr> <td>87-94% = 11 points</td> <td>63-66% = 5 points</td> </tr> <tr> <td>80-86% = 10 points</td> <td>60-62% = 4 points</td> </tr> <tr> <td>77-79% = 9 points</td> <td>57-59% = 3 points</td> </tr> <tr> <td>73-76% = 8 points</td> <td>53-56% = 2 points</td> </tr> <tr> <td>70-72% = 7 points</td> <td>50-52% = 1 point</td> </tr> </table>	95-100% = 12 points	67-69% = 6 points	87-94% = 11 points	63-66% = 5 points	80-86% = 10 points	60-62% = 4 points	77-79% = 9 points	57-59% = 3 points	73-76% = 8 points	53-56% = 2 points	70-72% = 7 points	50-52% = 1 point	<p>____ / 12</p>
95-100% = 12 points	67-69% = 6 points												
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73-76% = 8 points	53-56% = 2 points												
70-72% = 7 points	50-52% = 1 point												
<p>b) What are your most recent <b>learning skills</b>? (2 point for each "E", 1 point for each "G")</p>	<p>____ / 12</p>												
<p>c) Which of the following <b>key characteristics</b> honestly describe you? (1 point for each)</p> <ul style="list-style-type: none"> <li>• I effectively organize my work and track due dates.</li> <li>• I am more self-disciplined than most students in my school.</li> <li>• I juggle commitments well (e.g., job, co-curricular).</li> <li>• I tend to get things done ahead of time rather than leave things to the last minute.</li> <li>• I enjoy interacting with others online (e.g., web sites, chat rooms or email).</li> <li>• I have regular access to an Internet-connected computer at home.</li> <li>• I have good keyboarding and basic computer skills (file management, email, etc.).</li> <li>• I fluently express my ideas in writing.</li> <li>• I am a capable reader and/or enjoy reading.</li> </ul>	<p>____ / 9</p>												
<p>d) What is your <b>motivation</b> to earn this credit? (1 = low to 7 = highly motivated)</p>	<p>____ / 7</p>												
<b>TOTAL SCORE</b>	<p>____ / 40</p>												
<p><b>Interpretation</b></p> <p>35-40 points - outstanding potential for learning online;                  29-34 points - good to excellent potential for learning online;                  23-28 points - online learning may be challenging;                  22 points or less - online learning is not recommended.</p>													

**For full details visit <http://elearning.hdsb.ca> or email [registrar@hdsb.ca](mailto:registrar@hdsb.ca)**

## Part 9: Pathways Programs

School to Career programs provide Halton students with a series of unique opportunities to learn about the world of work, explore potential careers and gain valuable work experience. Most Pathways programs contain a cooperative education component. The programs are specifically designed to assist all students bound for apprenticeship, college, university or the workplace in making informed career decisions and in developing the knowledge, skills and attitudes that are essential in today's workplace. Some of these programs have a fee attached to them for the extras you receive.

These programs are offered at a limited number of sites and may require the planning of alternate transportation for the student. It is recommended that interested students meet with a school guidance counsellor to ensure that all compulsory credit requirements and all Regional Program requirements can be accommodated. The guidance counsellor will help students create a program pathway which, when successfully completed, will lead to the chosen destination - the world of work, university, apprenticeship or college.

Please see the School to Career guidance counsellor in your school for more information or go to [www.schooltocareer.ca](http://www.schooltocareer.ca) to obtain more information.

**You can go to [www.onsorts.ca](http://www.onsorts.ca) to register for any of these programs. OnSORTS.ca is a web-based registration system that is used by the Halton District School Board. Students will need their OEN number (found on most student cards or from a guidance counsellor) and their birth date in order to register online.**

## SPECIALIST HIGH SKILLS MAJOR





### What is the Specialist High Skills Major?


The SHSM enables students to customize their high school experience to suit their interests and talents, and prepares them for a successful post secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD).


### What are the highlights of these programs?


- Select a bundle of 8-10 required credits identified in a Ministry approved framework including:
  - 'Major' credits (4) provide sector specific knowledge and skills (i.e. landscaping, manufacturing, business, arts, etc.);
  - Other required credits (3), including English, science, business, Canada and World Studies and mathematics, delivered in the context of the specific sector; Earn sector recognized certifications to assist in successful transition and possible advanced standing in the workplace and post secondary destinations;
- Earn additional certifications such as First Aid, CPR and WHMIS as well as sector specific certifications;
- Engage in experiential learning through job shadowing, work experience, and cooperative education - a minimum of 2 credits within their chosen sector and linked to a course in the SHSM package;
- Use the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits;
- Engage in 'reach ahead' experiences that range from experiential learning a few hours in length to full courses.


 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
<b>Specialist High Skills Major – Arts &amp; Culture</b>	<p>These programs provide a focus on the performing arts, production techniques, visual arts, media studies or music. They are designed to prepare students for careers in the arts in all pathway destinations. Go to <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> for more information on each program and what it focuses on.</p>	<b>East</b>	<b><u>Oakville:</u></b> <ul style="list-style-type: none"> <li>• Holy Trinity Catholic S.S.</li> <li>• Iroquois Ridge H.S.</li> <li>• T.A. Blakelock H.S.</li> <li>• White Oaks S.S.</li> </ul>
		<b>North</b>	<b><u>Georgetown:</u></b> <ul style="list-style-type: none"> <li>• Christ the King Catholic SS</li> </ul> <b><u>Milton:</u></b> <ul style="list-style-type: none"> <li>• E.C. Drury H.S.</li> </ul>
		<b>West</b>	<b><u>Burlington:</u></b> <ul style="list-style-type: none"> <li>• Burlington Central H.S.</li> <li>• L.B. Pearson H.S.</li> <li>• Nelson H.S.</li> </ul>
<b>Specialist High Skills Major – Business</b>	<p>The Business Specialist High Skills Major is an integrated business, math, English, and experiential learning program, with a focus on entrepreneurship. Industry partnerships help students gain real world experience and observe the integration of key business functions within a business organization.</p> <p>This program prepares students for various post-secondary destinations related to the business sector.</p>	<b>East</b>	<b><u>Oakville:</u></b> <ul style="list-style-type: none"> <li>• Abbey Park H.S.</li> <li>• Holy Trinity Catholic S.S.</li> <li>• Iroquois Ridge H.S.</li> <li>• Oakville Trafalgar H.S.</li> </ul>
		<b>North</b>	<b><u>MILTON:</u></b> <ul style="list-style-type: none"> <li>• E.C. Drury H.S.</li> </ul>
		<b>West</b>	<b><u>BURLINGTON:</u></b> <ul style="list-style-type: none"> <li>• Corpus Christi Catholic S.S.</li> <li>• M.M. Robinson H.S.</li> <li>• Notre Dame Catholic S.S.</li> </ul>

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
<b>Specialist High Skills Major – Justice, Community Safety &amp; Emergency Services</b>	<p>The Community Safety &amp; Emergency Services SHSM is a two-year program that will provide students of all pathway destinations with an opportunity to explore community safety service (corrections), fire service, law enforcement service, the medical service (paramedic), and military service. One of the primary focuses of the program will be the one semester co-op with the Canadian Forces. This co-op offers the opportunity to earn money while completing basic military training.</p>	<b>East</b>	<b>Burlington Armoury</b> <i>(Students are registered with White Oaks Secondary School, Oakville)</i>
		<b>North</b>	<b>Georgetown Armoury</b> <i>(Students are registered with White Oaks Secondary School, Oakville)</i>

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
<b>Specialist High Skills Major – Construction</b>	<p>You can specialize in one of three different areas, which can all lead to any post secondary destination:</p> <p><b><u>Carpentry</u></b> Students can focus in the area of carpentry in the SHSM program.</p> <p><b><u>Electrical</u></b> This Is A Dual Credit Program With Mohawk College. Both, A College And A High School Teacher Teach It.</p> <p><b><u>Heating, Ventilation And Air Conditioning (Hvac)</u></b> The HVAC Program is an innovative program allowing students to experience the opportunities available in all pathways within this sector. Students are exposed to opportunities dealing with residential and commercial furnaces, air conditioners and ventilation systems as well as being introduced to gas fitting.</p>	<b>West</b>	<p><b><u>Burlington:</u></b></p> <ul style="list-style-type: none"> <li>• M.M. Robinson H.S. (Electrical and HVAC are dual credit with Mohawk College)</li> </ul>
<b>Specialist High Skills Major – Energy</b>	<p>This program exposes students to careers in the energy sector including topics such as energy generation, energy consumption and energy conservation. Students will learn about the variety of available careers from all pathway destinations, the economic, environmental, and societal impacts of energy use as well as alternative energy sources.</p>	<b>West</b>	<p><b><u>Oakville</u></b></p> <ul style="list-style-type: none"> <li>• T.A. Blakelock H.S.</li> </ul>

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
<b>Specialist High Skills Major – Environment</b>	<p>The Environment Specialist High Skills Major is a provincial initiative designed for students who have a passion for the environment and are looking for challenges and experiences applying their knowledge outside of the traditional classroom. Each program has a slightly different focus and credit package but includes such topics as environmental leadership, earth science and healthy active living. Students will develop skills to promote environmental awareness, develop healthy lifestyle choices, explore the human impact on the environment and generate a willingness to become active in local environmental initiatives.</p>	<b>North</b>	<u><b>Georgetown</b></u>
		<b>West</b>	<u><b>Burlington</b></u> <ul style="list-style-type: none"> <li>• Aldershot H.S. Royal Botanical Gardens ECO-Studies Program</li> <li>• Gary Allan H.S. Bronte Creek Project – Camp Sidrabene</li> </ul>
<b>Specialist High Skills Major – Health &amp; Wellness</b>	<p>These programs provide students with an interest in health care an opportunity to explore topics and issues related to health care, science, fitness and technology. Students learn through in-class learning and practical application the special skills required to pursue a career in this field in any pathway destination. There is also a focus on overall wellness.</p>	<b>East</b>	<u><b>Oakville:</b></u> <ul style="list-style-type: none"> <li>• St. Ignatius of Loyola Catholic S.S.</li> <li>• Oakville Trafalgar H.S.</li> <li>• St. Thomas Aquinas Catholic S.S.</li> <li>• White Oaks S.S.</li> </ul>
		<b>West</b>	<u><b>Burlington:</b></u> <ul style="list-style-type: none"> <li>• M.M. Robinson H.S.</li> <li>• Robert Bateman H.S.</li> </ul>

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
<b>Specialist High Skills Major - Horticulture &amp; Landscaping</b>	This program offers training for students in many areas of landscaping and is intended for students in all pathways including landscape architecture or technology. An emphasis is placed on exploring related careers through experiential learning. The program is two semesters in length with a summer internship coop placement.	<b>East</b>	<u><b>Oakville:</b></u>
		<b>North</b>	<u><b>Milton:</b></u> <ul style="list-style-type: none"> <li>E.C. Drury H.S. (Dual Credit with Humber College)</li> </ul>
		<b>West</b>	<u><b>Burlington:</b></u> <ul style="list-style-type: none"> <li>Notre Dame Catholic S.S.</li> </ul>
<b>Specialist High Skills Major - Hospitality &amp; Tourism</b>	The Specialist High Skills Major in Hospitality & Tourism allows students to make informed career choices in the Hospitality sector. They will acquire effective communication skills, demonstrate safe operation of industry equipment, food handling, business inventory controls, safety & sanitation and economical and environmental controls.	<b>East</b>	<u><b>Oakville:</b></u> <ul style="list-style-type: none"> <li>White Oaks S.S.</li> </ul>
		<b>North</b>	<u><b>Georgetown:</b></u> <ul style="list-style-type: none"> <li>Georgetown District H.S.</li> </ul> <u><b>Milton:</b></u> <ul style="list-style-type: none"> <li>E.C. Drury H.S.</li> </ul>
		<b>West</b>	<u><b>Burlington:</b></u> <ul style="list-style-type: none"> <li>Robert Bateman H.S.</li> </ul>
<b>Specialist High Skills Major – Information and Communications Technology</b>	This program pathway provides students with the skills and knowledge needed to proceed to a variety of careers in the Communications and Information Technology sector, including computer engineering and programming, animation, audio engineering, photography, film/video production, desktop publishing and graphic design. Students will experience hands-on how to transfer information using electronic, live, and graphic communication methods.	<b>East</b>	<u><b>Oakville</b></u> <ul style="list-style-type: none"> <li>T.A. Blakelock H.S.</li> </ul>
		<b>North</b>	<u><b>Acton</b></u> <ul style="list-style-type: none"> <li>Acton District H.S.</li> </ul> <u><b>Milton</b></u> <ul style="list-style-type: none"> <li>Bishop Reding S.S.</li> <li>E.C. Drury H.S.</li> </ul> <u><b>Georgetown</b></u> <ul style="list-style-type: none"> <li>Christ the King Catholic S.S.</li> </ul>
		<b>West</b>	<u><b>Burlington</b></u> <ul style="list-style-type: none"> <li>Assumption Catholic S.S.</li> <li>Notre Dame Catholic S.S.</li> </ul>

 <b>PROGRAMS</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>AREA</b>	<b>LOCATION</b>
<b>Specialist High Skills Major - Manufacturing</b>	The Manufacturing Specialist High Skills Major offers secondary school students entering grade 11 a unique opportunity to integrate the skills and knowledge learned in math, science, business and technology in a diversified manufacturing environment. Students will be exposed to an understanding of potential career directions for all pathways, blueprint literacy, team building and problem solving. Topics covered include design, computer assisted design, precision measurement and layout, hand and machine tools and welding and fitting.	<b>East</b>	<b><u>Oakville</u></b> <ul style="list-style-type: none"> <li>White Oaks S.S. (Dual Credit Program with Sheridan College)</li> </ul>
		<b>North</b>	<b><u>Milton</u></b> <ul style="list-style-type: none"> <li>Milton District H.S.</li> </ul>
		<b>West</b>	<b><u>Burlington:</u></b> <ul style="list-style-type: none"> <li>Burlington Central H.S (Dual Credit with Mohawk College)</li> <li>M.M. Robinson H.S.</li> </ul>
<b>Specialist High Skills Major - Non-Profit</b>	This program will provide students with tools to become engaged community members and will help them to identify and analyse problems, propose viable solutions and be active change participants.	<b>East</b>	<b><u>Oakville</u></b> <ul style="list-style-type: none"> <li>Abbey Park H.S.</li> </ul>
		<b>North</b>	<b><u>Milton</u></b> <ul style="list-style-type: none"> <li>Milton District H.S.</li> </ul>
		<b>West</b>	<b><u>Burlington:</u></b> <ul style="list-style-type: none"> <li>M.M. Robinson H.S.</li> </ul>
<b>Specialist High Skills Major – Transportation</b>	The Transportation Specialist High Skills major focuses on the motive power. This program provides students with a strong foundation in the service; repair and modification of vehicles and vehicle systems related to the organization and management of transportation services and mass transit systems.	<b>East</b>	<b><u>Oakville</u></b> <ul style="list-style-type: none"> <li>White Oaks S.S.</li> </ul>
		<b>North</b>	<b><u>Georgetown</u></b> <ul style="list-style-type: none"> <li>Georgetown District H.S.</li> </ul> <b><u>Milton</u></b> <ul style="list-style-type: none"> <li>Bishop Reding Catholic S.S.</li> </ul>
		<b>West</b>	<b><u>Burlington</u></b> <ul style="list-style-type: none"> <li>Nelson H.S.</li> <li>M.M. Robinson H.S.</li> <li>Robert Bateman H.S.</li> </ul>

See the guidance department or visit [www.schooltocareer.ca](http://www.schooltocareer.ca) for more detailed course/program information. To apply for these programs, go to [www.onsorts.ca](http://www.onsorts.ca)

# CONCENTRATED OYAP



Concentrated OYAP students have the opportunity to earn secondary school credits and credit for the first level of Academic Apprenticeship Training concurrently. These programs require a minimum of 4 in-school credits + 2 co-op credits in grade 11, 12 or 12+.


These courses can cost between \$2,000 and \$6,000 when taken at community colleges and private vocational schools.


Concentrated OYAP programs are offered at designated schools throughout the region. Students must be prepared, if necessary, to attend a school that offers the Concentrated OYAP program in grade 11, 12 or 12+. A fee is charged for the materials and certifications that the student receives during the course. The course will do the following:


- prepare for academic success in the apprenticeship courses
- earn advanced academic standing in the first apprenticeship course usually taught at a local community college
- **receive special safety and first aid training & certification**

Please see the School to Career guidance counsellor in your school for more information or go to [www.schooltocareer.ca](http://www.schooltocareer.ca) to obtain more information.

To apply for the OYAP programs below, you can go to [www.onsorts.ca](http://www.onsorts.ca).

 <b>Programs</b>	<b>DESCRIPTION</b>	<b>PROGRAM PLANNING</b>	
		<b>SEMESTER 1 START</b>	<b>SEMESTER 2 START</b>
<b>Auto Body &amp; Automotive Painter OYAP *</b>	This prepares students for jobs/apprenticeships in auto body repairer, auto body & collision damage repairer or automotive painter.	<b>Program Location: Robert Bateman **</b>  4 auto body credits + coop in Sem. 2	
<b>Chef / Baker OYAP</b>	This prepares students for jobs/apprenticeships as cooks, chefs, patissier, or baker. It is also excellent preparation for students wishing to enter a Culinary Arts diploma program at a community college.	<b>Program Location: Robert Bateman</b>  4 hospitality credits+ coop in semester 2	
<b>Carpentry/Cabinet Making OYAP</b>	This prepares students for careers /apprenticeships in carpentry, cabinet making, or framing and prepares students for similar programs offered at the college level.	<b>Program Location: M.M. Robinson** (Carpentry only)</b>  2 part program 2 construction credits +1 coop in each semester	<b>Program Location: Georgetown District</b>  4 credits + 2 summer coop

	DESCRIPTION	PROGRAM PLANNING	
Programs		SEMESTER 1 START	SEMESTER 2 START
<b>Child and Youth Worker OYAP</b>	Earn credits towards apprenticeship, secondary school and college. Students are signed as apprentices and earn Mohawk College CYW credits.		<b>Program Location:</b> <b>Bishop P. F. Reding</b>  4 credit coop + college credits
<b>Early Childhood Educator OYAP</b>	This program prepares students to work as Early Childhood Educators by teaming up with either Seneca College, Mohawk College or Sheridan College in a dual credit program.	<b>Program Location:</b> <b>Two new programs will be starting in schools in the Halton District School Board (locations to be announced)</b>	<b>Program Locations:</b> <b>Bishop P. F. Reding</b>
<b>Electrical OYAP</b>	This program is designed to prepare students for apprenticeships in the electrical field and prepares students for Electrical programs at the college level. ( <i>Prerequisite: senior construction class and physics course</i> )	<b>Program Location:</b> <b>Bishop P.F. Reding</b> 4 credits + 2 summer coop  <b>M.M. Robinson</b>  <b>OR→</b>	<b>Program Location:</b> <b>Bishop P.F. Reding</b>  4 credits + 2 summer coop
<b>Hairstylist OYAP</b>	This program is designed to help student prepare to become hairstylist. It teaches the level one and level 2 apprenticeship curriculum as well as the Ontario curriculum. They have an opportunity to write exemption exams for Hairstylist. It is also excellent preparation for students wishing to study aesthetics at college.	<ul style="list-style-type: none"> <li>➤ <b>M.M. Robinson, Notre Dame, Robert Bateman</b></li> <li>➤ <b>Abbey Park, St. Thomas Aquinas, White Oaks</b></li> <li>➤ <b>Bishop P. F. Reding, E.C. Drury, Georgetown District</b></li> </ul> <p><b>Check with guidance to see which semester they are offered.</b></p>	

	DESCRIPTION	PROGRAM PLANNING	
Programs		SEMESTER 1 START	SEMESTER 2 START
<b>HVAC OYAP/SHSM</b>	This Heating, Ventilation, Air Conditioning program is designed to prepare students for a career in the HVAC industry.	<b>Program Location:</b> <b>M.M. Robinson</b>  <b>2 part program</b> 2 in-school HVAC credits each semester and minimum of 2 coop credits	
<b>Precision Machining/Millwright OYAP</b>	This program is specifically designed to help students with careers as general machinists, tool & die, or millwrights. It is also excellent preparation for many other industrial sector apprenticeships as well as similar college and university programs.	<b>Program Locations:</b> <b>M.M. Robinson **</b>  <b>2 part program</b> 3 credits each semester + coop	<b>Program Locations:</b> <b>White Oaks</b>  <b>2 part program</b> 3 credits each semester + coop
<b>Transportation OYAP</b>	This prepares students for careers / apprenticeships as automotive service technicians, marine engine truck and coach, small engine apprenticeships. It is also excellent preparation for most other Motive Power sector apprenticeships.	<b>Program Location:</b> <ul style="list-style-type: none"> <li>➤ <b>Georgetown District **</b></li> <li>➤ <b>M.M. Robinson, Burlington **</b></li> </ul> <b>2 part program</b> begins in semester 1 with 2 credit transportation each semester + minimum 2 credit coop	<b>Program Locations:</b> <ul style="list-style-type: none"> <li>➤ <b>White Oaks</b></li> </ul> <b>2 part program</b> begins in semester 2 with 2 credit transportation each semester + minimum 2 credit coop
<b>Welding OYAP</b>	This prepares students for careers or apprenticeships as welders or welder fitters. This also provides excellent preparation for the Precision Machining/Millwright OYAP program or Welding Technician programs at college.	<b>Program Location:</b> <b>Loyola</b>  4 manufacturing credits + coop in semester 2	

# OTHER SPECIALTY SCHOOL TO CAREER PROGRAMS

PROGRAMS	DESCRIPTION	PROGRAM PLANNING	STUDENTS HAVE THE OPPORTUNITY TO:
<p><b>Bronte Creek Project **</b></p>	<p><b>Program Location:</b>  <b>Gary Allan High School - Camp Sidrabene, 5100 Appleby Line, Burlington</b>  <b>Program begins in semester 1 or 2</b>            *Students are recommended to consider the Environmental Specialist High Skills Major as part of their BCP experience. All pathways destinations are available.</p> <p>See guidance department or visit <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> for more detailed course info. See also: <a href="http://www.brontecreekproject.org">www.brontecreekproject.org</a></p>	<p>This an Environmental Education and Leadership program appropriate for grade 11 or grade 12 students. This is a program designed for students who have a passion for the environment and are looking for challenges and experiences in applying their knowledge outside of the traditional classroom.</p> <p><b>Student Fees:</b> Please look on the website for up to date information.</p>	<ul style="list-style-type: none"> <li>• Explore the Natural Environment and debate environmental issues,</li> <li>• Learn in an outdoor classroom</li> <li>• Teach elementary students in the <i>Earthkeepers</i> program</li> <li>• Develop Group Skills</li> <li>• 5 day adventure trip in Algonquin Park or Temagami</li> <li>• Gain First Aid /CPR and Leadership Training</li> <li>• Go rock climbing, snowshoeing, hiking, canoeing and learn how to use cutting edge GPS systems</li> </ul>
<p><b>Trailhead</b></p>	<p><b>Program Location:</b>  <b>Gary Allan High School - Camp Sidrabene, 5100 Appleby Line, Burlington</b>  <b>Program begins in semester 1 or 2.</b></p> <p><b>Earn Four Credits</b>            (3 compulsory credits)</p> <p>See guidance department or visit <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> for more detailed course info. See also: <a href="http://www.brontecreekproject.org">www.brontecreekproject.org</a></p>	<p>This an Environmental Education and Leadership program appropriate for grade 10 students. This is a program designed for students who have a passion for the environment and are looking for challenges and experiences in applying their knowledge outside of the traditional classroom.</p> <p><b>Student Fees:</b> Please look on the website for up to date information.</p>	<ul style="list-style-type: none"> <li>• explore your community</li> <li>• hands on learning</li> <li>• wilderness travel</li> </ul> <p><b>Some other Program Highlights Include:</b></p> <ul style="list-style-type: none"> <li>• Participate in a 4-5 day wilderness canoe trip in Algonquin Park</li> <li>• Teaching the Novice Earthkeepers Program to grade 4 students</li> <li>• Keeping a journal throughout the semester</li> <li>• Exploring English class outdoors</li> <li>• Working as a Team</li> <li>• Exploring different careers</li> <li>• Participating in the design and implementation of a community civics project to make a difference!</li> </ul>

PROGRAMS	DESCRIPTION	PROGRAM PLANNING	STUDENTS HAVE THE OPPORTUNITY TO:
<b>Canadian Forces Coop **</b>	<p>Program offers students a chance to explore possible careers in the military while earning Canadian Forces qualifications and secondary school credits.</p> <p>Students must have at least 15 Credits, be a Canadian citizen and be 16 years of age at the time of application for this program.</p> <p>*Application form is available on <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> and should be given to your guidance counsellor.</p>	<p><b>Canadian Forces – North **</b> Students earn 4 coop credits (located in Georgetown)</p> <p><b>Canadian Forces – South **</b> Students earn 2 coop, one physical education and one English credit (located in Burlington)</p>	<ul style="list-style-type: none"> <li>• earn Canadian Forces qualifications and secondary school credits at the same time</li> <li>• be paid for Co-op component of program</li> <li>• explore summer employment</li> <li>• explore careers in the Armed Forces</li> </ul>
<b>Construction Transition</b>	<p>The Construction Transition program is a four-credit coop program that provides a unique opportunity for students to explore a career in the construction industry.</p>	<p><b>Program location: Bishop P.F. Reding</b> in semester 2.</p> <p>4 credit coop</p>	<ul style="list-style-type: none"> <li>• Improve employability skills</li> <li>• Homebuilding and carpentry skills</li> <li>• Leadership skills and team work Skills</li> <li>• Build self-confidence</li> </ul>
<b>Halton Home Builders</b>	<p>Provides students with a unique opportunity to participate in the building of a home. A home building company provides a project house in the community, which will meet the same quality control considerations as other houses in the subdivision.</p>	<p><b>Program location: White Oaks</b> <b>Co-op location:</b> TBA Requires full semester in grade 11 or 12 Students earn 4 credits:</p> <ul style="list-style-type: none"> <li>▪ 2 Construction Technology credits and 2 Co-op credits</li> <li>▪ offered in semester 2 only.</li> </ul> <p>See guidance department or visit <a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a> for more detailed course info.</p>	<ul style="list-style-type: none"> <li>• earn high school credits while building a home from the ground up</li> <li>• say “I built that home!”</li> <li>• explore potential future careers in the construction trades</li> </ul>

PROGRAMS	DESCRIPTION	PROGRAM PLANNING	STUDENTS HAVE THE OPPORTUNITY TO:
LINK	LINK is a Cooperative Education program in which high school students are part of a team that develops, markets and delivers a specialized program to elementary students. Each team represents a sponsoring organization. You are the individual who LINK's the business world and the school in partnership	Students earn 2 Cooperative Education credits.	<ul style="list-style-type: none"> <li>• explore science &amp; environmental issues</li> <li>• explore entrepreneurship</li> <li>• work as a team</li> <li>• use creative skills in designing, marketing, and presenting</li> </ul>

## Part 10: Course Offering Through Gary Allan High School – Adult, Alternative And Community Education Programs



The options available to students who wish to consider alternative methods for earning credits include:

### ***EX-CEL Program***

A continuous intake, full-day, off campus co-op program for students 16 years of age or older. It serves as a temporary intervention so that students can stay registered in school, continue to earn credits and later re-integrate into conventional, alternative or vocational school settings. Appropriate students are those who are working, or who demonstrate work-ready skills. Students are referred to the program by their home school administration or school team.

### ***Self-Reliant and Adult Programs***

Adolescent or adult students who require a flexible schedule or who may not be able to get a particular course at their home high school may consider adult learning. These courses are offered at sites in Burlington, Halton Hills, Milton and Oakville. For more information see your guidance counsellor or visit the website at [www.garyvallon.ca](http://www.garyvallon.ca).

### ***SCORE (School Community Outreach Experience)***

A program for 14-15 year old students who have struggled in terms of attendance and credit accumulation for at least one semester in a Halton District School Board secondary school. The program operates in the 4 communities of Halton through Gary Allan High School and accommodates small class sizes at any given time. The program provides for individualized instruction in compulsory courses, credit recovery opportunities, and co-op or work experience opportunities. Students are referred to the program by their home school administration or school team. For more information, speak to guidance, visit the website at [www.garyvallon.ca](http://www.garyvallon.ca) or call Kevin Rogers, Program Head, at 905-632-2944

### ***SMART (Student Mentorship and Re-engagement for Transitions)***

A program for 16-20 year old students who have struggled in terms of attendance and credit accumulation for several semesters. Students are referred directly from their HDSB secondary school (under 18 and/or enrolled in a Halton Secondary School) or can call their community Gary Allan site for an intake appointment (over 18 and not enrolled in school). The program provides instruction in compulsory credits and has a specific focus on developing learning skills necessary for success. For more information, speak to guidance, visit the website at [www.garyvallon.ca](http://www.garyvallon.ca) or call Kevin Rogers, Program Head, at 905-632-2944

### ***STEP (Secondary Teen Education Program)***

Alternative learning offers credit programs for students ages 16 to 20 at community sites in Burlington, Halton Hills, Milton, and Oakville. STEP is for students who are able work independently, attend regularly, contribute to a positive learning environment and have accumulated a number of high school credits, including their grade 9 compulsory credits. Students in STEP are typically on an OSSD pathway. For more information, speak to guidance, visit the website at [www.garyallan.ca](http://www.garyallan.ca) or call Kevin Rogers, Program Head, at 905-632-2944.

### ***TEAM (Teen Education and Motherhood)***

Alternative learning offers credit programs for pregnant teen moms and young mothers at locations in Burlington and Halton Hills. Subsidized childcare for infants and pre-schoolers may be available for those who qualify. For more information, contact the Guidance Department, visit the website at [www.garyallan.ca](http://www.garyallan.ca) or call Kevin Rogers, Program Head, at 905-632-2944

### ***TREX (Trades Exploration)***

A program for students aged 16-20 years old interested in a trade as a future career area after high school. This practical hands on program consists of technology credits, academic work and co-operative education. Options available are construction and landscaping in Burlington only. For more information visit our web site at [www.garyallan.ca](http://www.garyallan.ca).

### ***PEAK (Partnering Empowerment and Knowledge)***

Aimed at students aged 16-20, the PEAK program provides a focus on literacy, self-discovery and community building. Beginning with an intake/interview and orientation process during the first month of the semester, students can earn three credits during their tenure in this program. Credits offered include English, leadership and peer support and managing personal and family resources. Currently, this program is only available at the Burlington site. For program information, visit [www.garyallan.ca](http://www.garyallan.ca) or call the Burlington site to speak with the site head or program leader.

### ***Night School***

Credit courses are offered in a limited number of grades 11 or 12 subjects in a limited number of secondary schools in the district. Classes operate on Monday and Wednesday evenings from 6:30 p.m. to 9:30 p.m. *Course offerings are often co-ordinated with the Halton Catholic District School Board. Visit the Guidance Department in your school or the website at [www.garyallan.ca](http://www.garyallan.ca) or [www.hdsb.ca](http://www.hdsb.ca) for more information.*

### ***Summer School***

Summer school courses are available for students who wish to earn additional credits, retake courses they have not successfully completed, improve achievement in a course, or to take transfer courses. Full-credit courses are offered for four weeks in July and consist of 110 hours. Retake courses, for students earning at least 40% in the course in question, are 2 weeks in duration (55 hours of instruction). We do not offer Grade 12 retake courses.

**Please note that courses actually run based upon sufficient student enrolment and teacher availability. Course offerings are often co-ordinated with the Halton Catholic District School Board. Visit the Guidance Department or the website at [www.garyallan.ca](http://www.garyallan.ca) or [www.hdsb.ca](http://www.hdsb.ca) for more information.**

**Gary Allan High School - Quick Phone Reference:**  
*Adult, Alternative and Community Education Program*

<p><b>Key Sites</b></p> <p>Burlington            905-632-2944  Halton Hills            905-873-8783  Milton                    905-878-1480  Oakville                 905-845-7542</p> <p><b>STEP (Secondary Teen Education Program)</b></p> <p>Burlington            905-681-1140  Halton Hills            905-873-8783  Milton                    905-693-1921  Oakville                 905-339-0313</p> <p><b>Bronte Creek Project/Trailhead</b></p> <p style="text-align: right;">905-331-3500/3502</p>	<p><b>TEAM (Teen Education And Motherhood)</b></p> <p>Burlington            905-632-5000 X624  Halton Hills            905-873-8783</p> <p><b>On Track (Adult re. Training Opportunities)</b></p> <p>Burlington            905-632-8930  Milton                    905-878-1480</p> <p><b>Night School/Summer School</b></p> <p style="text-align: right;">905-632-2944</p>
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# PART ELEVEN : COURSE DESCRIPTIONS

## THE ARTS

### **Grade 10, Dramatic Arts (Open)**

**ADA 201**

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. Grade 9 drama is recommended.

**Prerequisite:** None

### **Grade 10, Dramatic Arts for English Language Learner students (Open)**

**ADA2OE**

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience. Students will explore creative thinking and expression, creative movement, vocal skills, scene creation, role-playing, analysis, and improvisation. This course, ADA 2OE, is only for English Language Learners.

**Prerequisite:** None

### **Grade 10, Music (Open)**

**AMU201**

This course emphasizes performance of music at an intermediate level. Students will perform music representing many different styles and countries, and will play in small and large ensembles as well as solos. Students will write and perform two short compositions in specific styles in order to learn the elements of music and correct music terminology. Grade 9 Music is strongly recommended.

**Prerequisite:** None

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

**AVI201**

This course emphasizes learning through practice, building on what students know, and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives will be achieved through a comprehensive program or through a program, including painting, drawing and sculpture.

**Prerequisite:** None

### **Grade 11, Dramatic Arts (University/College Preparation) (Open)**

**ADA3M1**

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:** ADA101 or ADA201

### **Grade 11, Theatre Production (University/College Preparation) (Open)**

**ADD3M1**

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:** ADA101 or ADA201

**Grade 11, Instrumental Music (University/College Preparation) (Open)** **AMU3M1**  
This course emphasizes the performance of music through all historical eras of time, as well as popular, Canadian and non-Western music. Performance is in small and large ensembles and solos, and includes appreciation and analysis of works performed. Students will attend and evaluate a live performance. Students will write and perform a study and a melodic piece to incorporate correct music notation and terminology.

**Prerequisite:** AMU1O1 or AMU2O1

**Grade 11, Vocal Music (Open)** **AMV3O1**  
This course in vocal music develops students' artistic knowledge and skills through the performance of music and the preparation of musical performances. Students will perform appropriate works, particularly works in contemporary popular styles. Students will present to the class a topic of personal music interest, and will explore the history of popular music. Independently and in groups, they will also plan, market and produce a musical performance, making use of appropriate technology, and will evaluate the results.

**Prerequisite:** None

**Music, Grade 11, Acoustic Guitar (Open)** **AMG3O1**  
This is a beginning course in acoustic guitar in which students will learn the elements of music, chord patterns and scales in various keys in order to write and perform songs. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce a musical performance, making use of appropriate technology, and will evaluate the results. Students must provide their own acoustic guitar; rentals can be arranged.

**Prerequisite:** None

**Grade 11, Visual Arts (University/College Preparation) (Open)** **AVI3M1**  
This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgments. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media.

**Prerequisite:** AVI1O1 or AVI2O1

**Grade 11, Visual Arts, Applied Design (Open)** **AWD3O1**  
This is a crafts class that focuses on studio activities with various hands-on materials. This course focuses on studio activities in one or more of the decorative arts. Students will create arts and crafts that explore a wide range of subject matter with the focus on applied design.

**Prerequisite:** None

**Grade 12, Dramatic Arts (University/College Preparation) (Open)** **ADA4M1**  
This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in analysing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

**Prerequisite:** ADA3M1

**Grade 12, Drama – Theatre Development (University/College Preparation) (Open)** **ADP4M1**  
This course focuses on creating theatre for public audiences. Students will create original and published plays, exploring genres, character work, acting, and directing styles. This is for any student who is interested in creating and performing theatre.

**Prerequisite:** ADA3M1

**Grade 12, Music, Instrumental (University/College Preparation)****AMU4M1**

This course emphasizes the performance of music from all historical time periods, as well as jazz, popular and Canadian music. Performance is in small and large ensembles and solos, and includes analysis of written works. Students will attend and evaluate a live performance. More advanced notation and terminology are studied. Creative work includes writing and performing a piece in Twentieth Century style, and an Independent Study Unit.

**Prerequisite:** AMU3M1**Grade 12, Vocal (University/College)****AMV4M1**

This course emphasizes the appreciation, analysis, and performance of many styles of music, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. Students will also study the music from different cultures from around the world specifically: the powerful and beautiful drumming and song of West Africa and Cuba, as well as the passionate and exciting world of Japanese Taiko Drumming.

**Prerequisite:** AMV3O1**Grade 12, Instrumental Music (Acoustic Guitar) (University/College Preparation)****AMG4M1**

This course emphasizes the appreciation, analysis, and performance of musics including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

**Prerequisite:** AMG3M1**Grade 12, Visual Arts (University/College Preparation)****AVI4M1**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

**Prerequisite:** AVI3M1**Grade 12, Media Arts (University/College)****ASM4M**

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:** Any Grade 11 course in the arts.

# BUSINESS STUDIES

Business Studies includes Accounting, Entrepreneurship, Information & Communication Technology, International Business, Marketing and Business Leadership

Students who take a concentration in Business Studies are eligible to receive a **Business Education Certificate** from the Halton District School Board. Over the course of their high school career, students who earn **six or more credits** in Business Studies or related courses will receive a certificate. All Business Studies courses, as well as courses in Economics, Law, Business Math, Business English, and related Co-ops are counted as eligible credits.

**The following courses can be counted toward a certificate:**

Grade 9: TIJ1O1  
Grade 10: BBI2O1  
Grade 11: BMI3C1, BAF3M1, BDI3C1, CIE3M1, CLU3E1, MBF3C1  
Grade 12: BAT4M1, BDV4CO (online course), BOH4M1, CIA4U1, CLN4U1

**The following courses CIE3M1, CLU3E1, CIA4U1 and CLN4U1 are a part of our Canadian and World Studies program. While they do relate well to the Business program they WILL NOT count as a Group 2 requirement.**

## **Grade 10, Introduction to Business (Open)**

**BBI 2O1**

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.

There is a field trip to compliment the curriculum.

## **Grade 11, Financial Accounting Fundamentals (University/College Preparation)**

**BAF3M1**

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

**Prerequisite:** None

## **Grade 11, Entrepreneurship: The Venture (College Preparation)**

**BDI3C1**

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. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. Students will have the opportunity to actually start a small business within the school. Students will study their business environment, market their idea, finance their venture, and sell their product or service.

**Prerequisite:** None

## **Grade 11, Marketing: Goods, Services and Events (College Preparation)**

**BMI3C1**

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

**Prerequisite:** None

**Grade 11, The Individual and the Economy (University/College Preparation)****CIE3M1**

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. Students will have the opportunity to study topics like securing a mortgage, buying a car and making money in the stock market; and is appropriate for students of all levels who wish to acquire the skills required for a successful financial future.

**Prerequisite:** CHC2D1, CHC2P1 or CHC2D4

**Grade 11, Understanding Canadian Law (Workplace Preparation)****CLU3E1**

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 a 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.

There is a field trip to the Courts in Toronto to compliment the curriculum.

**Prerequisite:** CHC2D1, CHC2P1 or CHC2D4

**Grade 12, Financial Accounting Principles (University/College Preparation)****BAT4M1**

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

*Strongly recommended for students considering Business Administration or Commerce programs at university or college.*

**Prerequisite:** BAF3M1

**Grade 12, Business Leadership: Management Fundamentals (University/College Preparation)****BOH4M1**

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

**Prerequisite:** None

**Grade 12, Analysing Current Economic Issues (University Preparation)****CIA4U1**

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 microeconomics 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.

*Strongly recommended for students considering Business Administration or Commerce programs at university or college.*

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

**Grade 12, Canadian and International Law (University Preparation)****CLN4U1**

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.

There is a field trip to the Courts in Toronto to compliment the curriculum.

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

## **CANADIAN AND WORLD STUDIES** **(includes Geography, History, Law, Politics, and Economics)**

### **GEOGRAPHY**

**Gr. 11, Physical Geography: Patterns, Processes, and Interactions (University/College Preparation) CGF3M1**

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. Units of study include astronomy, earthquakes, glaciation, weather, rocks and minerals, which includes a 3 day trip to Bancroft, Canada's mineral capital.

**Prerequisite:** CGC1D1 or CGC1P1 or CGC1D4

**Grade 11, Travel and Tourism : A Regional Geographic Perspective (Open)****CGG301**

This course focuses on travel and tourism as the vehicle for studying 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. This course involves a field trip to Niagara Falls, Canada's tourism capital.

**Prerequisite:** CGC1D1 or CGC1P1 or CGC1D4

**Grade 12, Canadian and World Issues: A Geographic Analysis (University Preparation)****CGW4U1**

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 the 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 or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## **HISTORY**

### **Grade 10, Canadian History in the Twentieth Century (Academic)**

**CHC2D1**

This course explores the local, national, 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.

### **Grade 10, L'histoire Canadienne au Vingtième Siècle (académique)**

**CHC2D4**

Ce cours traite des changements survenus dans la population, les technologies et l'économie, ainsi que de l'histoire sociale et politique du Canada au XX<sup>e</sup> siècle. Les thèmes abordés sont : relations franco-anglaises, relations canado-américaines, changements démographiques, indépendance canadienne, progrès des sciences et des techniques, développement économique, changement du rôle du gouvernement, et identité canadienne. Tout au long du cours, l'élève apprend à reconnaître différentes interprétations historiques, à établir des liens de cause à effet, à soutenir des hypothèses, à faire des recherches documentaires et en présenter les résultats.

### **Grade 10, Canadian History in the Twentieth Century (Applied)**

**CHC2P1**

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.

### **Grade 10, Civics (.5 credit) (Open)**

**CHV201**

This 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.

### **10e année, Éducation à la citoyenneté, (.5 crédit)**

**CHV204**

Dans ce cours, l'élève développe des qualités et acquiert des connaissances qui l'aideront à mieux comprendre la société démocratique dans un monde en pleine évolution. L'élève découvre ce qui caractérise la citoyenne ou le citoyen responsable, ce qui l'incite à s'engager de façon concertée au service de sa communauté.

### **Grade 11, American History (University Preparation)**

**CHA3U1**

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:** CHC2D1 or CHC2P1

### **Grade 11, World History to the Sixteenth Century (University/College Preparation)**

**CHW3M1**

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:** CHC2D1 or CHC2P1

**Grade 12, World History: The West and the World (University Preparation)****CHY4U1**

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

**LAW AND ECONOMICS****Grade 11, The Individual and the Economy (University/College Preparation)****CIE3M1**

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. Students will have the opportunity to study topics like securing a mortgage, buying a car and making money in the stock market; and is appropriate for students of all levels who wish to acquire the skills required for a successful financial future.

**Prerequisite:** CHC2D1 or CHC2P1 or CHC2D4

**Grade 11, Understanding Canadian Law (Workplace Preparation)****CLU3E1**

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. There is a field trip to the Courts in Toronto to compliment the curriculum.

**Prerequisite:** CHC2D1 or CHC2P1

**Grade 12, Analysing Current Economic Issues (University Preparation)****CIA4U1**

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 microeconomics 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.

*Recommended for students entering Business Administration or Commerce programs at university or college.*

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

**Grade 12, Canadian and International Law (University Preparation)****CLN4U1**

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. There is a field trip to the Courts in Toronto to compliment the curriculum.

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

# CO-OPERATIVE EDUCATION

**Two, three and four credits**

Co-operative Education is a career-oriented program designed to integrate in-school curriculum with work experience at a placement recruited by the school.

## Students will be given the opportunity to:

- Learn specific skills of a chosen career
- Develop academic, social and employability skills of a chosen career
- Learn to work effectively and independently
- Develop self-confidence, mature attitude and essential skills
- Learn about various careers to assist with future career decisions
- Learn the importance of qualities valued by employers: punctuality, reliability, teamwork, co-operation and responsibility
- Make valuable contacts which may result in part-time or full-time employment
- Make contacts and gain exposure to highly competitive fields and programs to include in their post-secondary entrance portfolios.

## Co-operative Education experiences include:

- A Personalized Placement Learning Plan based on course curriculum expectations
- Credit delivery. Students may select the 2, 3 or 4 credit program.
- Pre-placement instruction and orientation (including health and safety)
- Provision for Workplace Safety Insurance Board coverage
- Regular monitoring at the Co-op placement by a Co-operative Education teacher

## How to Apply:

- Obtain a Co-operative Education Application and 3 Teacher Recommendation Forms from Student Services
- Return completed Application Form to the Co-op Office in Student Services
- Ask 3 different teachers to complete the Recommendations Forms
- All applicants will be interviewed

**SAMPLE** schedule for students taking the 2 credit Co-op program:

Period 1	Math	Period 1	Co-op
Period 2	English	Period 2	Co-op
Period 3	Lunch/Travel	Period 3	Lunch/Travel
Period 4	Co-op	Period 4	Math
Period 5	Co-op	Period 5	English

### Sample schedule for students taking the 3 credit Co-op program:

Period 1	Co-op
Period 2	Co-op
Period 3	Co-op
Period 4	Lunch
Period 5	English

### Sample schedule for students taking the 4 credit Co-op program:

Period 1	Co-op
Period 2	Co-op
Period 3	Lunch
Period 4	Co-op
Period 5	Co-op

# CLASSICAL AND INTERNATIONAL STUDIES

## **Grade 10, Spanish - Level 1 and 2 (Academic)**

**LWS BD1**

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. Students will be involved in activities that promote the use of the language in real-life situations. 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.

**Prerequisite:** None

## **Grade 11, Spanish - Level 3 (University)**

**LWSCU1**

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.

**Prerequisite:** LWSBD1, Academic

## **Grade 12, Spanish - Level 4 (Academic)**

**LWSDU1**

This course offers students opportunities to further develop their knowledge of Spanish 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 Spanish speaking countries through a variety of print and technological resources.

**¡Vamos a divertirnos y aprender el español!**

**Prerequisite:** Spanish, Level 2 – Academic LWSCU1

**\*Spanish may be used as the third language in category one of the course requirements to graduate.**

# ENGLISH AS A SECOND LANGUAGE

## **English as a Second Language Level 1 (Open)**

**ESLAO1**

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 use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use basic English language structures and simple sentence patterns in short conversations; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

**Prerequisite:** None

**English as a Second Language Level 2 (Open)****ESLBO1**

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

**Prerequisite:** ELSAO1 or equivalent\*

**English as a Second Language Level 3 (Open)****ESLCO1**

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

**Prerequisite:** ESLBO1 or equivalent\*

**English as a Second Language Level 4 (Open)****ESLDO1**

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

**Prerequisite:** ESLCO1 or equivalent\*

**English as a Second Language Level 5 (Open)****ESLEO1**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

**Prerequisite:** ESLDO1 or equivalent\*

**ELL Students are required to have Grade 12 “regular stream” English course to graduate with an Ontario Diploma.**

**Grade 9, Introduction to Information Technology in Business****BTT10E**

This course introduces ESL students to the use of information technology in a business environment. Students will learn how to use information technology in a work environment, perform electronic research, communicate electronically, and use common business software. They will also explore possible future occupations in information technology. This course is adapted and modified to meet the needs of ESL students.

**Grade 9, Geography of Canada, adapted for ESL, grade 9 Applied****CGC1PE**

This course combines expectations from the Geography of Canada, grade 9 Applied (CGC1P) with expectations from **English in Daily Life, ESL Level 2 (ESLBO)**, and **Literacy in Daily Life, ELD Level 3 (ELDCO)** to meet the needs of students who have recently arrived from other countries with limited knowledge of English and/or limited education experience. The emphasis is on essential skills and the Canadian Geography content will help newcomers to adapt to their new environment, enhance their acquisition of English and acquire knowledge of Canada.

**Grade 10, Canadian History in the Twentieth Century (Applied)****CHC2PE**

This course combines expectations from **Canadian History in the Twentieth Century (CHC2P)** with expectations from **English in Daily Life, ESL Level 2 (ESLBO), English for School and Work, ESL Level 3 (ESLCO) and Literacy in Daily Life, ELD Level 3 (ELDCO)** in order to meet the needs of students who have recently arrived from other countries with limited knowledge of English and/or limited educational experience. The content of Canadian History in the Twentieth Century is designed to allow students to gain an understanding of the social, economic, and political structures that form Canadian society.

**Grade 10, Civics (.5 credit) (Open)****CHV2OE**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues. This course combines expectations from **CIVICS (CHV20)** with expectations from **ESLCO** and **ELDDO** in order to meet the needs of students who have recently arrived from other countries with limited knowledge of English and/or limited educational experience.

**Grade 10, Career Studies (.5 credit) (Open)****GLC2OE**

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and way to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals. This course combines expectations from **GLC2OE** with expectations from **ESLCO** and **ELDDO** in order to meet the needs of students who have recently arrived from other countries with limited knowledge of English and/or limited educational experience.

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

**ENGLISH LITERACY DEVELOPMENT (ELD – OFFERED PRIOR TO ESL CLASSES)**

**English Literacy Development, Level 1 (Open)****ELDAO1**

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

**Prerequisite:** None**English Literacy Development, Level 2 (Open)****ELDBO1**

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

**Prerequisite:** ELDAO1 or equivalent\*

**English Literacy Development, Level 3 (Open)****ELDCO1**

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

**Prerequisite:** ELDBO1 or equivalent\*

**English Literacy Development, Level 4 (Open)****ELDDO1**

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

**Prerequisite:** ELDCO1 or equivalent\*

**English Literacy Development, Level 5 (Open)****ELDEO1**

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

**Prerequisite:** ELDDO1 or equivalent\*

## ENGLISH

**Grade 10, English (Academic)****ENG2D1**

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

**Prerequisite:** ENG1D1/ENG1P1

**Grade 10, English (Applied)****ENG2P1**

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

**Prerequisite:** ENG1D1/ENG1P1

**Grade 11, English (University Preparation)****ENG3U1**

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

**Prerequisite:** ENG2D1**Grade 11, English (College Preparation)****ENG3C1**

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

**Prerequisite:** ENG2D1/ENG2P1**Grade 11, English (Workplace Preparation)****ENG3E1**

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

**Prerequisite:** ENG2P1**Grade 11, Media Studies (Open)****EMS3O1**

This course emphasizes knowledge and skills that will enable students to understand media communication in the 21<sup>st</sup> century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media text 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.

*\*Cannot be considered as the fourth compulsory English.*

**Prerequisite:** ENG2D1/ENG2P1**Grade 12, English (University Preparation)****ENG4U1**

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 on understanding academic language and using it coherently and confidently in discussion and argument.

**Prerequisite:** ENG3U1**Grade 12, The Writer's Craft (University Preparation)****EWC4U1**

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

**Prerequisite:** ENG3U1

**Grade 12, Interdisciplinary Course****IDC4U1**

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

**Prerequisite:** ENG3U1 or any senior Social Science at the U or M Level.

\* If you plan to take IDC4U1 **and** IDC4UE speak to a guidance counsellor. Not every university will recognize them as 2 credits.

**Grade 12, English (College Preparation)****ENG4C1**

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. Essay writing will be required.

**Prerequisite:** ENG3C1

**Grade 12, Studies in Literature (College Preparation)****ETS4C1**

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

**Prerequisite:** ENG3C1

**Grade 12, English (Workplace Preparation)****ENG4E1**

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, résumés, 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. Students will further develop their abilities to read and write for the world of work. Students will read and write about topics of personal interest. No formal essay writing will be required.

**Prerequisite:** ENG3E1

**Ontario Secondary School Literacy Course (OSSLC)****OLC4O1**

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

**Prerequisite:** Students who have not successfully completed the Literacy Test after two attempts are eligible to take this course or who have been unsuccessful at least once and have had two opportunities may do so with Principal's permission.

The Ontario Secondary School Literacy Course supports the diploma requirements by:

- Satisfying the literacy requirement for graduation  
and
- Serving as a compulsory grade 11 or grade 12 English credit  
or
- Serving as a Group 1 credit  
or
- Serving as an optional credit

## **FRENCH**

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

**FSF2D1**

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:** FSF1D1

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

**FIF2D1**

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of 20<sup>th</sup> 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, newspaper and magazine articles.

**Prerequisite:** FIF1D1

### **Grade 10, Français (académique)**

**FIF 2D1**

Dans ce cours, l'élève rédige et lit une grande variété de textes, ce qui lui permet de consolider ses connaissances des textes narratifs et explicatifs et d'explorer les textes dramatiques. L'élève acquiert de l'assurance en communication orale et explore le monde des médias. En littérature, l'élève étudie au moins un roman et examine diverses autres œuvres ce qui lui permet d'acquérir des repères culturels importants.

**Cours préalable :** FIF 1D1

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

**FSF3U1**

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:** FSF2D1

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

**FIF3U1**

This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, play, poems, short stories, films and non-fiction 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:** FIF2D1

**Grade 11, Français (Cours préuniversitaire)****FIF 3U1**

Ce cours permet à l'élève de consolider ses connaissances de la langue française. L'étude d'une œuvre contemporaine ainsi que d'œuvres marquantes du XVIII<sup>e</sup> et du XIX<sup>e</sup> siècle lui assure des repères culturels tout en lui présentant une réflexion sur des questions fondamentales. L'élève perfectionne ses compétences en lecture et en écriture. L'interprétation et la production de textes variés lui permettent d'élargir son champ de connaissances générales et linguistiques. La réalisation de divers projets et le recours aux technologies de l'information et de la communication l'amènent à développer son esprit critique et son autonomie en matière d'apprentissage.

**Cours préalable :** FIF 2D1**Grade 12, Core French (University Preparation)****FSF4U1**

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:** FSF3U1**Grade 12, French Early Immersion (University Preparation)****FIF4U1**

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 the non-fiction 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 3U1**Grade 12, Français (Cours préuniversitaire)****FIF4U1**

Ce cours permet à l'élève de perfectionner sa connaissance du français par la lecture de textes courants et littéraires, l'écriture de textes variés et la présentation orale de divers types de discours. L'étude d'œuvres et d'extraits significatifs d'auteurs contemporains lui assure des repères culturels tout en lui présentant une réflexion sur des questions significatives. Les activités proposées lui permettent de les apprécier, de les analyser et d'y réagir d'une façon critique. Un projet de recherche autonome d'envergure lui donne l'occasion d'explorer un champ d'intérêt particulier.

**Cours préalable :** FIF 3U1

## LEARNING RESOURCES

**Grade 9, Learning Strategies 1: Skills for Success in Secondary School (Open)****GLS1O1/GLE1O/GLE2O1**

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

**Prerequisite:** For GLS1O1 None  
For GLE1O1 and GLE 2O1 – students identified by an IPRC

**Grade 12, Advanced Learning Strategies: Skills for Success After Secondary School****(Open)****GLS4O1/GLE4O1/GLE3O**

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

**Prerequisite:** None

# GUIDANCE AND CAREER EDUCATION

## **Grade 10, Career Studies (.5 credit) (Open)**

**GLC201**

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

**Prerequisite:** None

## **10e année, Exploration de carrière, (.5 crédit) (cours ouvert)**

**GLC204**

Ce cours permet à l'élève d'apprendre comment développer et atteindre des objectifs personnels sur le plan des études, du travail et de la vie communautaire, durant et après ses études secondaires. L'élève évalue ses intérêts, ses caractéristiques personnelles, ses habiletés et explore les tendances économiques et sociales actuelles, les possibilités d'emploi ainsi que les façons d'accéder au marché du travail. Le cours explore les possibilités d'apprentissage de destinations postsecondaires et de métiers et de professions. De plus, il prépare l'élève à gérer les transitions inhérentes à la vie et au travail, et l'aide à se concentrer sur ses objectifs par l'entremise du développement d'un plan de carrière. L'élève reconnaît les avantages de connaître les deux langues officielles du Canada sur le plan professionnel.

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

**GPP301**

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

**Prerequisite:** None

# HEALTH AND PHYSICAL EDUCATION

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

**(Female) PPL20F  
(Male) PPL20M**

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

**Prerequisite:** None

Students may take each of the Gr. 11 Physical Education courses for credit.

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

**PPL301**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety. Some activities include large-group games like basketball, volleyball, football, rugby and small-group activities like tennis, archery and badminton.

**Prerequisite:** None

**AND/OR**

**Grade 11, Health for Life (Open) (Female)**

**PPZ30F**

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. This is a female-focus fitness course focusing on female health issues and include activities such as pilates/yoga, circuit-training, running, strength-training and aerobics.

**Prerequisite:** None

**AND/OR**

**Grade 11, Large Group Activities – Rugby Focus (Open)**

**PAL301**

This course focuses on the development of a healthy lifestyle and participation in a variety of sports and physical activities. This course focuses on large group activities and rugby skill development through various teaching techniques, drills and proper training methods in order to promote interest in rugby and other sports throughout students' lives. Students will be encouraged to develop personal competence in movement skills, practice goal setting, decision-making, social, interpersonal and leadership skills while working with each other and sport development within the community. Students will also study the components of healthy relationships and conflict resolution, personal safety and injury prevention, mental health and healthy growth.

**Prerequisite:** None

**Grade 12**

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

**PPL401**

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

**Prerequisite:** None

**AND/OR**

**Grade 12, Personal and Fitness Activities (Open)**

**PAF401**

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. All of these learnings will be addressed through a variety of personal and fitness activities.

**Prerequisite:** None

**AND/OR**

**Grade 12, Exercise Science (University)**

**PSE4U1**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. **Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in Health and Physical Education

**Grade 12, Recreation and Fitness Leadership (College)**

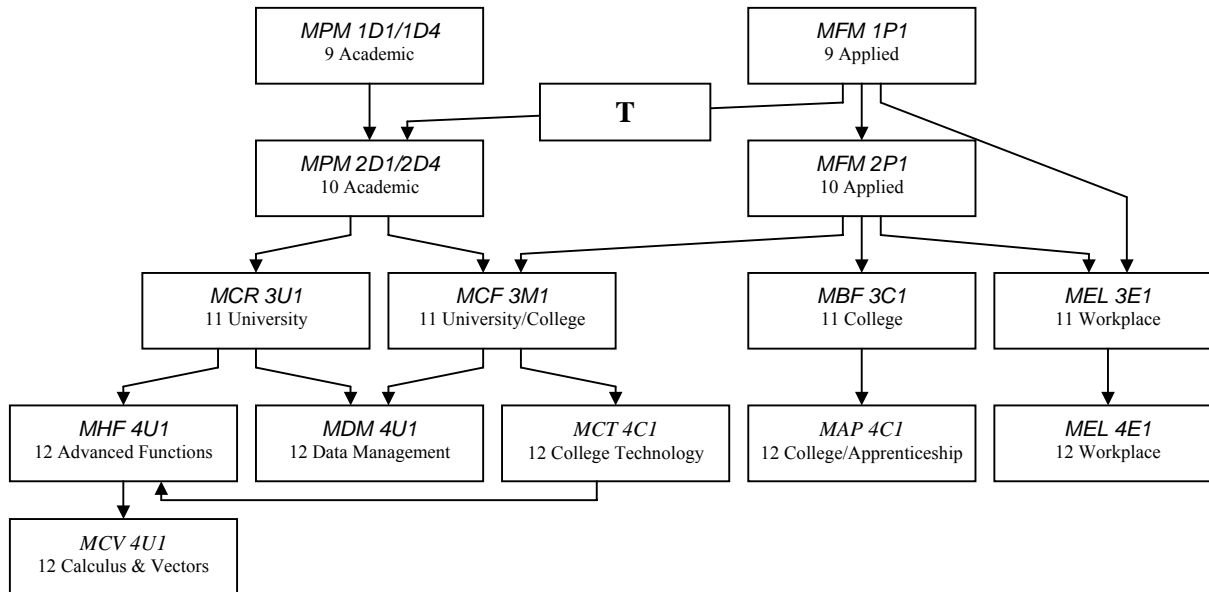
**PLF4C1**

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

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

# MATHEMATICS

## Course Pathways



\* **T – Transfer Credit**

\***Students require three math courses to graduate.**

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

**MFM2P1**

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

**Prerequisite:** MPM1D1, MPM1D4 or MFM1P1

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

**MPM2D1**

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

**Prerequisite:** MPM1D1 or MPM1D4 or Mathematics Transfer

**Grade 10, Principes de mathématiques (académique)****MPM2D4**

Ce cours vise à renforcer la compréhension des relations, à développer l'habileté à résoudre des problèmes à étapes et la capacité de l'élève à utiliser des notions mathématiques formelles et abstraites. Par exploration, l'élève résout des systèmes d'équations du premier degré dans le cadre d'applications, analyse des situations se modélisant par des fonctions du second degré, démontre les propriétés des figures planes à l'aide de la géométrie analytique et développe les principes de la trigonométrie dans des triangles rectangles et acutangles. L'élève applique de nouveaux concepts algébriques à la résolution de problèmes.

**Cours préalable :** MPM1D4**Grade 11, Mathematics of Personal Finance (College Preparation)****MBF3C1**

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:** MFM2P1**Grade 11, Functions and Applications (University/College Preparation)****MCF3M1**

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. Please follow teacher recommendation before selecting this course.

**Prerequisite:** MPM2D1 or MFM2P1**Grade 11, Functions (University Preparation)****MCR3U1**

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

**Prerequisite:** MPM2D1 or MPM2D4**Grade 11, Mathematics for Everyday Life (Workplace Preparation)****MEL3E1**

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:** MPM1P1, or MPM1D1 or MPM1D4**Grade 12, Advanced Functions (University Preparation)****MHF4U1**

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:** MCR3U1 or MCT4C1

**Grade 12, Calculus and Vectors (University Preparation)****MCV4U1**

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.

**Co-requisite:** MHF4U1**Note:** The new Advanced Functions may be taken con-currently with or must precede Calculus and Vectors.**Grade 12, Mathematics of Data Management (University Preparation)****MDM4U1**

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, and the humanities will find this course of particular interest.

**Prerequisite:** MCR3U1 or MCF3M1**Grade 12, Foundations for College Math (College Preparation)****MAP4C1**

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; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; 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:** MBF3C1 or MCF3M1**Grade 12, Mathematics for College Technology (College Preparation)****MCT4C1**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, rational, 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, and vectors. 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:** MCF3M1 or MCR3U**Grade 12, Mathematics for Everyday Life (Workplace Preparation)****MEL4E1**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will use statistics in investigating questions; apply the concept of probability to solve problems in 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:** MEL3E1



**There are no chemistry and physics courses at the college level in Grade 11. These courses are offered at the Grade 12 level.**

**Grade 10, Science (Academic)**

**SNC2D1**

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:** SNC1D1

**Grade 10, Sciences (académique)**

**SNC2D4**

Les élèves planifieront et entreprendront des expériences afin de développer leur compréhension des théories scientifiques de la relation entre les cellules et les différents systèmes chez les animaux et les plantes; les relations chimiques, soulignant particulièrement les réactions acide-base, les forces qui affectent le climat et le changement de climat ainsi que l'interaction entre la lumière et la matière.

**Cours préalable:** SNC 1D4

**Grade 10, Science (Applied)**

**SNC2P1**

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:** SNC1P1 or SNC1D1

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

**SBI3U1**

This course furthers students' understanding of the processes involved in biological systems. Students will study the diversity of living things, evolution, cellular functions, genetic continuity, internal systems and regulation, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. This course prepares students to take Grade 12 University Preparation Biology and is also a requirement of many college level medical programs.

**Prerequisite:** SNC2D1 or SNC2D4

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

**SBI3C1**

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. 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:** SNC2P1 or SNC2D1 or SNC2D4

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

**SCH3U1**

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. Emphasis will also be placed on the importance of chemistry in all other branches of science.

**Prerequisite:** SNC2D1

**Grade 11, Physics (University Preparation)****SPH3U1**

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SNC2D1**Grade 11, Environmental Science (Workplace preparation)****SVN3E1**

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:** SNC2D1 or SNC2P1**Grade 11, Environmental Science (University/College Preparation)****SVN3M1**

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:** SNC2D1, SNC2P1**Grade 12, Biology (University Preparation)****SBI4U1**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, biochemistry, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** SBI3U1**Grade 12, Chemistry (University Preparation )****SCH4U1**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

**Prerequisite:** SCH3U1**Grade 12 Chemistry (College Preparation)****SCH4C1**

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ 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 in the development of new technologies and products.

**Prerequisite:** SNC2D1 or SNC2D4 or SNC2P1*College Chemistry is offered in Grade 12 in alternating years.*

**Grade 12 Physics (University Preparation)****SPH4U1**

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 examples how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principals. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SPH3U1**Grade 12 Physics (College Preparation)****SPH4C1**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts as they relate to mechanical, electrical, fluid (hydraulic and pneumatic), and communications systems, as well as to the operation of commonly used tools and equipment. They will develop scientific-inquiry skills as they verify accepted 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:** SNC2D1 or SNC2D4 or SNC2P1**College Physics is offered in Grade 12 in alternating years.****Grade 12, Science (Workplace)****SNC4E1**

This course provides students with the science-related knowledge and skills they need to help them make informed decisions in the workplace and in their personal lives. Students will explore a range of topics, including chemistry at home and at work; communications technology; medical technology; gardening, horticulture, landscaping, and forestry; and alternative life sustaining environments. Emphasis is placed on relating these topics directly to students' experiences both in the world of work and in daily life.

**Prerequisite:** SNC2P1 or LDCC in Science

## **SOCIAL SCIENCE AND HUMANITIES**

**(includes Family Studies, World Religions, General Social Science, and Philosophy)**

**Family Studies****Grade 10, Individual and Family Living (Open)****HIF2O1**

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. This is a life-skills course containing such topics as goal-setting, decision making, money, housing, time, clothing and food/health management as well as skill building in communication, research, basic sewing and cooking.

**Prerequisite:** None**Grade 11, Fashion and Creative Expression (Open)****HNC3O1**

Through a "hands-on" approach students will develop the skills necessary for creative expression in fashion. 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.

Emphasis will be placed on developing sewing skills, pattern reading and design. Male and female students will choose from a variety of projects to suit their interests and skill level. This course is for students who have no previous sewing experience and should be taken before HNB4O1.

**Prerequisite:** None

**Grade 11, Parenting (Open)**

**HPC3O1**

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.

**Prerequisite:** None

**Grade 12, Food and Nutrition Sciences (University/College Preparation)**

**HFA4M1**

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 Sciences and Humanities, English, or Canadian and World Studies

**Grade 12, Individuals and Families in a Diverse Society (University/College Preparation)**

**HHS4M1**

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 Sciences and Humanities, English, or Canadian and World Studies

**Grade 12, The Fashion Industry (Open)**

**HNB4O1**

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. This course is only for students who have taken HNC3O1 or who can read and use a commercial pattern. Students are expected to choose and pay for their own fabric and notions.

**Prerequisite:** None

## **TECHNOLOGICAL EDUCATION**

**Grade 10, Construction Technology (Open)**

**TCJ2O1**

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

**Prerequisite:** None

**Grade 10, Technological Design (Open)****TDJ201**

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

**Prerequisite:** None**Grade 10, Computer Technology (Open)****TEJ201**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology.

**Prerequisite:** None**Grade 10, Communications Technology (Open)****TGJ201**

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

**Prerequisite:** None**Grade 10, Computer and Information Science (Open)****ICS201**

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

**Prerequisite:** None**Grade 10, Manufacturing Technology (Open)****TMJ201**

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

**Prerequisite:** None**Grade 10, Transportation Technology (Open)****TTJ201**

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

**Prerequisite:** None

## GRADE 11 TECHNOLOGY

### **Grade 11, Construction Engineering Technology (College Preparation)**

**TCJ3C1**

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.

**Prerequisite:** None

### **Grade 11, Technological Design (University/College Preparation)**

**TDJ3M1**

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

**Prerequisite:** None

### **Grade 11, Computer Engineering Technology (University/College Preparation)**

**TEJ3M1**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about college and university programs leading to careers in computer engineering.

**Prerequisite:** None

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

**TGJ3M1**

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

**Prerequisite:** None

### **Grade 11, Photography and Digital Imagery (University/College Preparation)**

**TGG3M1**

This course is for students interested in designing the yearbook and other engaging multimedia content for the school community. A commitment to be available outside of the scheduled course time to photograph and to document school events is required.

This course will allow students to learn about photography, digital image manipulation, graphic design, illustration, animation, video and professional print production using industry standard software. This course will help students enhance their leadership skills and gain an in-depth understanding of visual culture. **Students taking this course must be prepared to commit to participating in a variety of school events, both during class time and also as needed during lunch and after school.**

**Prerequisite:** None

**Grade 11, Introduction to Computer Programming (College Preparation)****ICS3C1**

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 environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

**Prerequisite:** None**Grade 11, Computer & Information Science (University)****ICS3U1**

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

**Prerequisite:** None**Grade 11, Manufacturing Technology (College Preparation)****TMJ3C1**

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.

**Prerequisite:** None**Grade 11, Manufacturing Engineering Technology (University/College Preparation)****TMJ3M1**

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** None**Grade 11, Transportation Technology (College Preparation)****TTJ3C1**

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

**Prerequisite:** None**GRADE 12 TECHNOLOGY****Grade 12, Construction Engineering Technology (College Preparation)****TCJ4C1**

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:** TCJ3C1

**Grade 12, Technological Design (University/College Preparation)****TDJ4M1**

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:** TDJ3M1**Grade 12, Computer Engineering Technology (University/College Preparation)****TEJ4M1**

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:** TEJ3M1**Grade 12, Photography and Digital Imagery--Yearbook and Media Creation****TGG4M**

This course will build on students' skills in photography, digital image manipulation, graphic design, illustration, animation, video and professional print production using industry standard software. Students will produce the current yearbook and also be involved in the development of multimedia content for the school community. Students will assume a leadership role in the production of content and project management and thus enhance their leadership skills and further their understanding of the production process. Students will be asked to manage and co-ordinate the media content for a variety of school needs, including the production of the current yearbook. **Students taking this course must be prepared to commit to participating in a variety of school events, both during class time and also as needed during lunch and after school.**

**Pre-requisite:** TGJ3M or TGG3M or prior experience with yearbook production**Grade 12, Communications Technology (University/College Preparation)****TGJ4M1**

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:** TGJ3M1**Grade 12, Introduction to Computer Programming (College Preparation)****ICS4C1**

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:** ICS3C1**Grade 12, Computer and Information Science (University Preparation)****ICS4U1**

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 analyze 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:** ICS3U

**Grade 12, Interdisciplinary Studies: Engineering Design (University Preparation)****IDC4UE**

This course combines the expectations of *Interdisciplinary Studies, Grade 12, University Preparation* with selected expectations from Mathematics, Physics and Technological Design. This course will allow students to explore the practice and profession of engineering through a series of design-build projects. Students will integrate knowledge and skills from math, science, and technology in the design, construction, testing, and evaluation of structures, mechanisms and systems. Students will examine the engineering profession, its Code of Ethics, and its governing bodies. They will analyse the impact of engineers and their works on individuals, society, the economy, and the environment.

**Prerequisite:** Any University or University/College course.

Grade 11 or 12 University or University/College preparation courses in Mathematics, Physics, or Technological Design are recommended, even if taken concurrently.

\*If you plan to take IDC4U1 **and** IDC4UE speak to a guidance counsellor. **Not every university will recognize them as 2 credits.**

**Grade 12, Manufacturing Engineering Technology (College Preparation)****TMJ4C1**

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:** TMJ3C1

**Grade 12, Manufacturing Technology (Workplace Preparation)****TMJ4E1**

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:** TMJ3E1

**Grade 12, Manufacturing Technology (University/College Preparation)****TMJ4M1**

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:** TMJ4M1

**Grade 12, Transportation Technology (College Preparation)****TTJ4C1**

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:** TTJ3C1

# PART 12: PLANNING TEMPLATES

## Course Planning Overview

No.	Year 1-Grade 9	Year 2-Grade 10	Year 3-Grade 11	Year 4-Grade 12
1.	English	English	English	English
2.	Math	Math	Math	
3.	Science	Science		
4.	Canadian Geography	Canadian History		
5.	French	Civics and Career Studies		
6.	Physical Education			
7.	Arts			
8.	Business or Technology			
Literacy Requirement and Volunteer Hrs. (40)				
Students may be able to take certain courses during summer school, night school or through eLearning in order to suit their timetable.				

**Check these off as you earn each credit or complete each requirement:**

18 Compulsory Credits:				
4	Credits in English (one per grade)*			
3	Credits in Mathematics (at least one in Grade 11 or 12)			
2	Credits in Science			
1	Credit in Canadian History			
1	Credit in Canadian Geography			
1	Credit in the Arts			
1	Credit in Health and Physical Education			
1	Credit in French as a second language			
0.5	Credit in Career Studies			
0.5	Credit in Civics			
Plus one credit from each of the following groups:				
1	<b>Group 1:</b> 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	<b>Group 2:</b> Additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language**, or Cooperative Education***			
1	<b>Group 3:</b> Additional credit in Science (Grade 11 or 12), or Technological Education, or French as a Second Language**, or Computer Studies, or Cooperative Education***			
In addition to the compulsory credits, students must complete:				
12	Optional credits (The 12 optional credits may include up to 4 credits earned through approved dual credit courses)			
40	Hours of community involvement activities			
Ontario Literacy Requirement				

\* 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 groups 1, 2, and 3 a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

\*\*\* A maximum of 2 credits in Cooperative Education now count as compulsory credits.

## Websites For Educational Planning

Organization	Description	Website
Ontario School Counsellors' Association (OSCA)	Information on many aspects of post-secondary education with links to universities, colleges, scholarships and financial assistance. Also, links to assist in career, occupational and educational research.	<a href="http://www.osca.ca">www.osca.ca</a> Scholarships and financial assistance: <a href="http://osap.gov.on.ca/">http://osap.gov.on.ca/</a> <a href="http://www.scholarshipscanada.com">www.scholarshipscanada.com</a> <a href="http://www.StudentAwards.com">www.StudentAwards.com</a>
Association of Universities and Colleges of Canada (AUCC)	A thorough overview of the Canadian higher education system.	<a href="http://www.aucc.ca">www.aucc.ca</a>
Ontario University Application Centre (OUAC)	Comprehensive information about universities and university application processes in Ontario.	<a href="http://www.ouac.on.ca">www.ouac.on.ca</a>
Ontario University Applications Centre – eINFO magazine online	eINFO – Online version only - <u>Admission Guidelines and Programs of Study finder</u>	<a href="http://www.electronicinfo.ca">www.electronicinfo.ca</a>
Ontario College Application Centre (OCAS)	Comprehensive information about colleges and application processes in Ontario. – program locator function	<a href="http://www.ontariocolleges.ca">www.ontariocolleges.ca</a>
Ontario College-University Transfer Guide	Lists programs where courses can be transferred between college and university. Also, the OCUTG can be accessed from Discover Ontario Colleges on the Ontario Colleges website.	<a href="http://www.ocutg.on.ca">www.ocutg.on.ca</a>
Apprenticeship Information	The first site gives local information about apprenticeships and opportunities.	<a href="http://www.apprenticesearch.com">www.apprenticesearch.com</a> <a href="http://www.ilc.org">www.ilc.org</a>
School to Career/Work Programs	A description of pathways from <u>school to work</u> specific to students in the Halton District School Board	<a href="http://www.schooltocareer.ca">www.schooltocareer.ca</a>
Ontario Ministry of Education Secondary School Course Descriptions and Prerequisites	A 120 page document containing course descriptions and prerequisites for all curriculum areas. <u>Click</u> : English, Elementary & Secondary, Curriculum, Course Descriptions and Prerequisites.	<a href="http://www.edu.gov.on.ca/eng/curriculum/">http://www.edu.gov.on.ca/eng/curriculum/</a>
Halton District School Board	Educational opportunities within HDSB, including alternative programs, summer school, night school, PLAR etc.	<a href="http://www.hdsb.ca">www.hdsb.ca</a> <a href="http://www.garyallan.ca">www.garyallan.ca</a> <a href="http://www.brontecreekproject.org">www.brontecreekproject.org</a> <a href="http://www.elearning.hdsb.ca">www.elearning.hdsb.ca</a>
Ontario Work InfoNet	Information on school and career related information with an Ontario base	<a href="http://www.on.workinonet.ca">www.on.workinonet.ca</a>
Youth Employment Strategy Programs Job Search Skills	Service Canada Youth Link Government of Canada	<a href="http://www.youth.gc.ca">www.youth.gc.ca</a>