



# Georgian Bay District

Secondary School

2024  
C O U R S E  
C A L E N D A R  
2025

# Georgian Bay District Secondary School

## About us

Georgian Bay District Secondary School is a lively and vibrant school that provides a diverse academic and cocurricular program for our students. We value the worth of each individual by providing a safe and caring environment and engaging programming wherein each student can realize his or her personal potential to become a responsible citizen. From the visual, musical, and dramatic arts to horticulture, marketing, and equity, our clubs offer a diverse group of students a diverse and welcoming opportunity to get involved in their school community. Team spirit and support cannot be rivaled, nor can the inclusiveness of our numerous sports teams. Georgian Bay District Secondary School thrives on its school spirit and pride.

## Program Highlights

- Specialist High Skills Majors
  - ***Health and Wellness***
  - ***Information and Communication Technology***
  - ***Sports***
  - ***Arts and Culture***
  - ***Hospitality and Tourism***
- French Immersion- A 10 credit program designed for those students who have successfully completed the elementary school French Immersion Program offered in Simcoe County or equivalent.
- Outdoor Education Program
- Advanced Placement in Biology, Chemistry, French, Physics
- Elite Athlete Program
- Ontario Youth Apprenticeship
- Dual Credits (offering students the opportunity to earn college credits while in high school)
- Co-op program and experiential learning
- E-learning courses
- Flexible pathways planning

## Course selection information – timelines and due dates:

Grades 8 – 12 Friday, March 1, 2024

The Secondary section of the SCDSB website provides families and students with detailed, accurate, and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. Additionally, the website provides information on county-wide programs, Specialist High Skills Majors, school-based supports, and Student Success initiatives. To access the page, visit [www.scdsb.on.ca/secondary/planning\\_for\\_high\\_school](http://www.scdsb.on.ca/secondary/planning_for_high_school).

This information is also available in the SCDSB Secondary Student Handbook in a downloadable, printable format and can be accessed on the SCDSB website at the link above.



## Georgian Bay District Condensed Course Calendar

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Drama	<a href="#">ADA1O</a>	<a href="#">ADA2O</a>		
Drama (Univ./College)			<a href="#">ADA3M</a>	<a href="#">ADA4M</a>
Drama- (Production)			<a href="#">ADD3M</a>	<a href="#">ADD4M</a>
Music – Instrumental (Open) (experienced)	<a href="#">AMI1O</a>	<a href="#">AMI2O</a>		
Music- Instrumental (Open) (beginner)	<a href="#">AMU1O</a>	<a href="#">AMU2O1</a>		
Music – Instrumental (Univ./College)			<a href="#">AMI3M</a>	<a href="#">AMI4M</a>
Music –Music and Computers (Open)			<a href="#">AMM3O</a>	<a href="#">AMM4O</a>
Music- Music and Computers (College/University)			<a href="#">AMM3M</a>	<a href="#">AMM4M</a>
Music - Guitar		<a href="#">AMG2O</a>	<a href="#">AMG3O</a>	
Music-Repertoire		<a href="#">AMR2O1</a>	<a href="#">AMR3M1</a>	<a href="#">AMR4M1</a>
Music- Vocal (Open)		<a href="#">AMV2O</a>	<a href="#">AMV3O</a>	
Music- Vocal (University/College)			<a href="#">AMV3M</a>	<a href="#">AMV4M</a>
Expressions of First Nations, Metis and Inuit Culture	<a href="#">NAC1O</a>			
Integrated Arts (French Immersion)	<a href="#">ALC10U</a>			
Integrated Arts (Indigenous Focus)	<a href="#">ALC1O</a>			
Visual Arts	<a href="#">AVI1O</a>	<a href="#">AVI2O</a>	<a href="#">AVI3O</a>	
Visual Arts (Univ./College)			<a href="#">AVI3M</a>	<a href="#">AVI4M</a>
Visual Arts- Crafts		<a href="#">AWA2O</a>	<a href="#">AWA3O</a>	
Visual Arts – Digital Media		<a href="#">AWS2O</a>	<a href="#">AWS3O</a>	
			<a href="#">AWS3M</a>	
Visual Arts – Illustration (Open)		<a href="#">AWK2O</a>	<a href="#">AWK3O</a>	
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>BUSINESS</b>				
Building the Entrepreneurial Mindset (Open)	<a href="#">BEM1O</a>			
Launching and Leading Business		<a href="#">BEP2O</a>		
Financial Accounting Fundamentals (University)			<a href="#">BAF3M</a>	
				<a href="#">BAT4M</a>
Financial Accounting Principles (University/College)				
Marketing: Goods, Services, and Events (College)			<a href="#">BMI3C</a>	
Entrepreneurial Studies: Venture Planning (College)			<a href="#">BDI3C</a>	
Business Leadership: Management Fundamentals				<a href="#">BOH4M</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
Geographie du Canada (French Immersion, Academic ) Issues in Canadian Geography (Academic)	<a href="#">CGC1WU</a> <a href="#">CGC1W</a>			
Travel and Tourism: A Geographic Perspective- <b>(Offered 2025-2026)</b>			<a href="#">CGG3O</a>	
Histoire du Canada depuis la Premiere Guerre mondiale (French Immersion-Academic) Histoire du Canada depuis la Premiere Guerre mondiale (French Immersion-Applied) Canadian History since World War I (Academic) Canadian History since World War I (Applied) Canadian History since World War I (Locally developed)		<a href="#">CHC2DU</a>  <a href="#">CHC2PU</a>  <a href="#">CHC2D</a> <a href="#">CHC2P</a> <a href="#">CHC2L</a>		
Civics and Citizenship (half credit taken with a half Careers)		<a href="#">CHV2OH</a>		
World History since 1900: Global and Regional Interactions, (Open) World History to the End of the Fifteenth Century (Univ./College) West and the World (College) World History since the Fifteenth Century (University)			<a href="#">CHT3O</a>  <a href="#">CHW3M</a>	   <a href="#">CHY4C</a> <a href="#">CHY4U</a>
Understanding Law (Univ./College) Understanding Law in Everyday Life (Workplace) Canadian and International Law (University) (Univ./College Preparation) World Issues: A Geographic Analysis (College) World Issues: A Geographic Analysis (University)			<a href="#">CLU3M</a> <a href="#">CLU3E</a>	   <a href="#">CLN4U</a>  <a href="#">CGW4C</a> <a href="#">CGW4U</a>
<b>Course Titles</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>CO-OPERATIVE EDUCATION</b>				
Discovering the Workplace Designing Your Future (2 credits) Designing Your Future (4 credits)		<a href="#">GLD2O</a>		  <a href="#">GLN4O2</a> <a href="#">GLN4O4</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>				
English English (Academic) English (Applied) English (Locally Developed)	<a href="#">ENL1W</a>   <a href="#">ENG1L</a>	 <a href="#">ENG2D</a> <a href="#">ENG2P</a> <a href="#">ENG2L</a>		
English (College) English: Contemporary First Nations, Metis, and Inuit Voices, (College) English: Contemporary First Nations, Metis, and Inuit Voices, (Workplace) English: Contemporary First Nations, Metis, and Inuit Voices, (University) English (University)			<a href="#">NBE3C1</a> <a href="#">NBE3E</a> <a href="#">NBE3U</a>	<a href="#">ENG4C</a>    <a href="#">ENG4U</a>



English (Workplace)				<a href="#">ENG4E</a>
Literacy Course				<a href="#">OLC4O</a>
Media Studies			<a href="#">EMS3O</a>	
The Writer's Craft (College)				<a href="#">EWC4C</a>
The Writer's Craft (University)				<a href="#">EWC4U</a>
<b>Course Titles</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>FRENCH IMMERSION</b>				
French Immersion (Academic)	<a href="#">FIF1DU</a>	<a href="#">FIF2DU</a>		
French Immersion (Applied)		<a href="#">FIF2PU</a>		
French Immersion (University)			<a href="#">FIF3U</a>	<a href="#">FIF4U1</a> <a href="#">FIF4UP</a>
Geographie du Canada (French Immersion)	<a href="#">CGC1WU</a>			
Integrated Arts OPEN (French Immersion)	<a href="#">ALC10U</a>			
Healthy Active Living (French Immersion)	<a href="#">PPL1OU</a>			
Histoire du Canada depuis la Première Guerre mondiale Academic (French Immersion)		<a href="#">CHC2DU</a>		
Histoire du Canada depuis la Première Guerre mondiale Applied (French Immersion)		<a href="#">CHC2PU</a>		
Civics and Careers (French Immersion)		<a href="#">CIV2CU</a>		
Discovering the Workplace (French Immersion)		<a href="#">GLD2OU</a>		

<b>Course Titles</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>FIRST NATIONS, METIS, &amp; INUIT STUDIES</b>				
Expressions of First Nations, Metis, and Inuit Culture	<a href="#">NAC1O</a>			
First Nations, Metis, and Inuit in Canada		<a href="#">NAC2O1</a>		
English Contemporary First Nations, Metis, and Inuit Voices, (College)			<a href="#">NBE3C</a>	
English: Contemporary First Nations, Metis, and Inuit Voices, (Workplace)			<a href="#">NBE3E1</a>	
English: Contemporary First Nations, Metis, and Inuit Voices, (University)			<a href="#">NBE3U1</a>	
Contemporary Indigenous Issues and Perspectives in a Global Context, (University/College)				<a href="#">NDW4M</a>
Ojibwe	<a href="#">LNOAO</a>	<a href="#">LNOBO</a>		
<b>Course Titles</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>FRENCH AND INTERNATIONAL LANGUAGES</b>				
French – Advanced Placement (University)				<a href="#">FSF4UP</a>
Core French (Academic)	<a href="#">FSF1D</a>	<a href="#">FSF2D</a>	<a href="#">FSF3U</a>	<a href="#">FSF4U</a>
Core French (Applied)		<a href="#">FSF2P</a>		
French Immersion (Academic)	<a href="#">FIF1DU</a>	<a href="#">FIF2DU</a>		
French Immersion (Applied)		<a href="#">FIF2PU</a>		
French Immersion (University)			<a href="#">FIF3U</a>	<a href="#">FIF4U1</a> <a href="#">FIF4UP</a>
French Immersion – Advanced Placement (University)		<a href="#">GLD2OU</a>		
Discovering the Workplace (French Immersion)				
Ojibwe	<a href="#">LNOAO</a>	<a href="#">LNOBO</a>		

\*The Advanced Placement (AP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
GUIDANCE & CAREER EDUCATION & SPECIAL EDUCATION (* Only for students with an Individual Education Plan)				
Learning Strategies: Skills for Success In Secondary School	<a href="#">GLE10*</a>	<a href="#">GLE20*</a>		
Learning Strategies: Skills for Success In Secondary School	<a href="#">GLS10</a>			
Learning Strategies: Skills for Success After Secondary School			<a href="#">GLE30*</a>	<a href="#">GLE40*</a>
Career Studies (half credit taken with a half Civics and Citizenship)		<a href="#">GLC20H</a>		
Leadership and Peer Support (Open)			<a href="#">GPP301</a>	
Leadership (University)				<a href="#">IDC4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
HEALTH AND PHYSICAL EDUCATION				
Health Active Living Education (F=female, M=male)	<a href="#">PPL1OF</a> <a href="#">PPL1OM</a>	<a href="#">PPL2OF</a> <a href="#">PPL2OM</a>	<a href="#">PPL301</a>	<a href="#">PPL401</a>
Health Active Living Education (French Immersion)	<a href="#">PPL1OU</a>			
Healthy Living and Personal Fitness Activities	<a href="#">PAF1O</a>	<a href="#">PAF2O</a>	<a href="#">PAF3O</a>	<a href="#">PAF4O</a>
Introductory Kinesiology (University)				<a href="#">PSK4U</a>
Recreation and Fitness Leadership				<a href="#">PLF4M</a>
Large Group Activities – Hockey		<a href="#">PAL2O</a>		
Large Group Activities – Basketball			<a href="#">PAL301</a>	
Large Group Activities – Volleyball				<a href="#">PAL4O</a>
Individual and Small Group Activities – Cross Training		<a href="#">PAI201</a>	<a href="#">PAI3O</a>	<a href="#">PAI4O</a>
Rhythm and Movement – Yoga & Pilates			<a href="#">PAR3O</a>	<a href="#">PAR4O</a>
Healthy Living and Outdoor Activities (Open)		<a href="#">PAD201</a>	<a href="#">PAD301</a>	<a href="#">PAD401</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
INTERDISCIPLINARY STUDIES				
Leadership (Open)				<a href="#">IDC4U</a>
Forensics and Biotechnology (University)			<a href="#">IDC3O</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
MATHEMATICS				
Grade 9 Mathematics	<a href="#">MTH1W</a>			
Mathematics (Locally Developed)	<a href="#">MAT1L</a>	<a href="#">MAT2L</a>		
Principles of Mathematics (Academic)		<a href="#">MPM2D</a>		
Foundations of Mathematics (Applied)		<a href="#">MFM2P</a>		
Functions (University)			<a href="#">MCR3U</a>	
Functions and Applications (Univ./College)			<a href="#">MCF3M</a>	
Foundations for College Mathematics (College)			<a href="#">MBF3C</a>	<a href="#">MAP4C</a>
Mathematics for Work and Everyday Life (Workplace)			<a href="#">MEL3E</a>	<a href="#">MEL4E</a>
Advanced Functions (University)				<a href="#">MHF4U</a>
Calculus and Vectors (University)				<a href="#">MCV4U</a>
Mathematics of Data Management (University)				<a href="#">MDM4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Science (Academic)	<a href="#">SNC1W1</a>			
Science (Academic)		<a href="#">SNC2D</a>		
Science (Applied)		<a href="#">SNC2P</a>		
Science (Locally Developed or Workplace)	<a href="#">SNC1L</a>	<a href="#">SNC2L</a>		
Biology – Advanced Placement (University)			<a href="#">SBI3UP</a>	<a href="#">SBI4UP</a>
Biology (University)			<a href="#">SBI3U</a>	<a href="#">SBI4U</a>
Biology (College)			<a href="#">SBI3C</a>	
Chemistry (College)				<a href="#">SCH4C</a>
Chemistry – Advanced Placement (University)			<a href="#">SCH3UP</a>	<a href="#">SCH4UP</a>
Chemistry (University)			<a href="#">SCH3U</a>	<a href="#">SCH4U</a>
Environmental Science (Workplace)			<a href="#">SVN3E</a>	
Earth and Space Science (University)				<a href="#">SES4U</a>
Forensics and Biotechnology			<a href="#">IDC3O</a>	
Physics (College)				<a href="#">SPH4C</a>
Physics – Advanced Placement (University)			<a href="#">SPH3UP</a>	<a href="#">SPH4UP</a>
Physics (University)			<a href="#">SPH3U</a>	<a href="#">SPH4U</a>

\*The Advanced Placement (AP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCE AND THE HUMANITIES</b>				
Exploring Family Studies	<a href="#">HIF1O</a>			
Food and Nutrition		<a href="#">HFN2O</a>		
Challenge and Change in Society (University)				<a href="#">HSB4U</a>
Introduction to Anthro, Psych, Sociology (College)			<a href="#">HSP3C</a>	
Introduction to Anthro, Psych, Sociology (University)			<a href="#">HSP3U</a>	
Raising Healthy Children - Parenting (Open)			<a href="#">HPC3O</a>	
Philosophy: Questions and Theories (University)				<a href="#">HJT4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION</b>				
Technology and Skilled Trades	<a href="#">TAS1O</a>			
Exploring Technologies-Technology	<a href="#">BlockA</a>			
Exploring Technologies-Health Care and Hairstyling and Aesthetics	<a href="#">BlockP</a>			
Communications Technology (Open)		<a href="#">TGJ2O</a>		<a href="#">TGJ4O</a>
Communications Tech – Photography (College/University)			<a href="#">TGP3M</a>	<a href="#">TGP4M</a>
Communications Tech – Videography (College/University)			<a href="#">TGV3M</a>	<a href="#">TGV4M</a>
Construction Technology		<a href="#">TCJ2O</a>	<a href="#">TCJ3C</a>	<a href="#">TCJ4C</a>
Custom Woodworking			<a href="#">TWJ3E</a>	<a href="#">TWJ4E</a>
Hairstyling and Aesthetics	<a href="#">TXJ1O</a>	<a href="#">TXJ2O</a>	<a href="#">TXJ3E</a>	<a href="#">TXJ4E</a>
Health Care (Open)	<a href="#">TPJ1O</a>			

Health Care (University/College) Health Care (College) Health Care: Mental Wellness Focus (Open) Health Care: Child Development and Gerontology (College) Health Care: Support Services (Workplace)		<a href="#">TPJ201</a>	<a href="#">TPJ3M</a> <a href="#">TPJ3C</a>	<a href="#">TPJ4M</a>  <a href="#">TOJ4C</a> <a href="#">TPJ4E</a>
Hospitality and Tourism Hospitality and Tourism -Two credit (Cooking) Hospitality and Tourism-Baking		<a href="#">TFJ2O</a>	<a href="#">TFC3E2</a> <a href="#">TFB3E2</a>	<a href="#">TFC4E2</a> <a href="#">TFB4E2</a>
Technological Design Technological Design (Univ./College) Technological Design (Univ./College) Robotics Focus		<a href="#">TDJ2O</a>	<a href="#">TDJ3M</a> <a href="#">TDR3M</a>	<a href="#">TDJ4M</a>
Transportation Technology Transportation Technology (College) Transportation Technology – Two Credit (College) Transportation Technology – Two Credit (Workplace)		<a href="#">TTJ2O</a>	<a href="#">TTJ3C</a> <a href="#">TTJ3C2</a>	<a href="#">TTJ4C</a> <a href="#">TTJ4C2</a> <a href="#">TTJ4E2</a>
<b>Course Titles</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>SPECIAL COURSE PACKAGE</b>				
French Immersion Geographie, Education Physique- <b>Choose Block F- 2 Credit Package</b>				<a href="#">BLOCKF</a>
Geographie du Canada, French Immersion (academic)				<a href="#">CGC1DU</a>
Healthy Active Living, French Immersion (Open)				<a href="#">PPL1OU</a>
OUTDOOR LEADERHIP EDUCATION– <b>CHOOSE BLOCKO</b> 2 Credit Package (Univ./College) The Environment and Resource Management, (Univ./College Preparation) Recreation and Healthy Active Living Leadership (Univ./College Preparation)				<a href="#">BLOCKO</a>  <a href="#">CGR4M</a>  <a href="#">PLF4M</a>
OUTDOOR LEADERHIP EDUCATION <b>CHOOSE BLOCKL</b> 2Credit Package (Workplace/Open)				<a href="#">BLOCKL</a>  <a href="#">CGR4E</a>
Living in a Sustainable World, (Workplace)				<a href="#">PAD4O1</a>
Healthy Living and Outdoor Activities, (Open)				



## Summer School 2023

Students who are interested in taking a Simcoe County District School Board delivered summer school course can check the offerings using the link below. If a student would like to register in a summer school course, they should speak to a Guidance Counsellor.

[https://www.thelearningcentres.com/programs/summer\\_school](https://www.thelearningcentres.com/programs/summer_school)

## SCDSB Night School

Students who are interested in taking a Simcoe County District School Board delivered night school course can check the offerings using the link below. If a student would like to register in a night school course, they should speak to a Guidance Counsellor.

<http://www.thelearningcentres.com/adult-student/night-school>

## SCDSB eLEARNING

Students who are interested in taking a Simcoe County District School Board delivered eLearning course can check the offerings using the link below. If a student would like to choose an eLearning course, they should speak to a Guidance Counsellor to register.

SCDSB eLearning					
Departments and Course Titles		Grade 9	Grade 10	Grade 11	Grade 12
ARTS	Media Arts (open)		<a href="#">ASM2OV</a>		
	Visual Arts – Digital Media (open)			<a href="#">AWS3OV</a>	
	Visual Arts (Univ./College)			<a href="#">AVI3MV</a>	
BUSINESS	International Business Fundamentals (Univ./College)				<a href="#">BBB4MV</a>
	Business Leadership (Univ./College)				<a href="#">BOH4MV</a>
	Marketing: Goods, Services, Events (College)			<a href="#">BMI3CV</a>	
	Entrepreneurship: The Venture (College)			<a href="#">BDI3CV</a>	
	Marketing: Retail and Service (Workplace)			<a href="#">BMX3EV</a>	
	Financial Accounting Fundamentals (Univ./College)			<a href="#">BAF3MV</a>	
	Canadian and International Law (University)				<a href="#">CLN4UV</a>
	World Issues: A Geographic Analysis				<a href="#">CGW4UV</a>
CANADIAN AND WORLD STUDIES	Legal Studies (College)				<a href="#">CLN4CV</a>
	The Environment and Resource Management (Univ./College)				<a href="#">CGR4MV</a>
	Travel and Tourism: A Geographic Perspective (Open)			<a href="#">CGG3OV</a>	
	Understanding Canadian Law (Univ./College)			<a href="#">CLU3MV</a>	
	Civics (Open)		<a href="#">CHV2OV</a>		
	Civics (Open) FRENCH		<a href="#">CHV2OUV</a>		
	Issues in Canadian Geography (Academic)	<a href="#">CGC1DV</a>			
	Issues in Canadian Geography (Academic) FRENCH	<a href="#">CGC1DUV</a>			
	English (University)				<a href="#">ENG4UV</a>
	English (College)				<a href="#">ENG4CV</a>
ENGLISH	Writer's Craft (University)				<a href="#">EWC4UV</a>
	English: Understanding Contemporary First Nations, Métis and Inuit Voices (University)			<a href="#">NBE3UV</a>	
	English: Understanding Contemporary First Nations, Métis and Inuit Voices (College)			<a href="#">NBE3CV</a>	
	Media Studies (Open)			<a href="#">EMS3OV</a>	

<b>GUIDANCE AND CAREER EDUCATION</b>					
	Career Studies (Open)		<a href="#">GLC2OV</a>		
	Career Studies (Open) <b>FRENCH</b>		<a href="#">GLC2OUV</a>		
	Designing Your Future (Open)			<a href="#">GWL3OV</a>	
<b>MATH</b>	Data Management (University)				<a href="#">MDM4UV</a>
	Advanced Functions (University)				<a href="#">MHF4UV</a>
	Foundation for College Mathematics (College)				<a href="#">MAP4CV</a>
	Functions (University)			<a href="#">MCR3UV</a>	
	Foundations of Mathematics (College)			<a href="#">MBF3CV</a>	
	Mathematics for Work and Everyday Life (Workplace)			<a href="#">MEL3EV</a>	
	Mathematics for Work and Everyday Life (Workplace)				<a href="#">MEL4EV</a>
<b>HEALTH AND PHYSICAL EDUCATION</b>	Kinesiology (University)				<a href="#">PSK4UV</a>
	Health for Life (College)			<a href="#">PPZ3CV</a>	
	Physical Education: Personal and Fitness Activities (Open)	<a href="#">PAF1OV</a>			
<b>SCIENCE</b>	Science (Univ./College)				<a href="#">SNC4MV</a>
	Science (Workplace)				<a href="#">SNC4EV</a>
	Biology (University)				<a href="#">SBI4UV</a>
	Environmental Science (Workplace)			<a href="#">SVN3EV</a>	
	Chemistry (University)			<a href="#">SCH3UV</a>	<a href="#">SCH4UV</a>
<b>SOCIAL STUDIES</b>	Philosophy: Questions & Theories (University)				<a href="#">HZE4UV</a>
	Human Growth & Development (Univ./College)				<a href="#">HHG4MV</a>
	Equity and Social Justice (Univ./College)				<a href="#">HSE4MV</a>
	Personal Life Management (Open)				<a href="#">HIP4OV</a>
	Food and Culture (Univ./College)			<a href="#">HFC3MV</a>	
	Food and Culture (University/College) <b>FRENCH</b>			<a href="#">HFC3MUV</a>	
	Gender Studies (Univ./College)			<a href="#">HSG3MV</a>	
	Introduction to Anthropology, Psychology and Sociology (University)			<a href="#">HSP3UV</a>	
	Families in Canada (University)				<a href="#">HHS4UV</a>
	Challenge and Change (University)				<a href="#">HSB4UV</a>

**NOTE: The above courses are being offered online.** Students will select these courses in myBlueprint at the time of course selection.

### To be successful in online courses, students should:

- Sign in and participate in course activity daily
- Interact with other students in the discussion area, including small group collaboration
- Expect to spend 75 minutes each day plus homework time on the course

### Things to remember when taking an eLearning course:

- Students taking eLearning courses must have access to a computer (laptop or desktop) and a reliable internet connection. Smartphones and tablets are not sufficient
- Students with online courses are not always directly supervised. It is expected that they work independently and with their teacher
- Attendance is taken weekly in eLearning courses and students will be marked absent if they do not engage with the course in any given week
- Students will be removed from courses for non-attendance
- Courses are hosted through Brightspace (D2L) and teachers may also communicate with students through their SCDSB email

Correspondence regarding eLearning courses will be sent to the student's SCDSB email. It is the student's responsibility to check this regularly.

## **ARTS**

### **ASM2OV: Media Arts**

#### **Grade 10 Open**

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

Prerequisite: None

### **AWS3OV: Digital Media**

#### **Grade 11 Open**

This course uses digital media for the creation of fine art and graphic design. Students will use computer software, as the medium, to create artistic images by learning various illustration techniques, image manipulation and processes, techniques and styles. Students will also learn how to use these skills and create graphic designs such as posters. Understanding of the elements and principles of design, visual literacy, will teach students how to make effective compositions and analyze others. The history of digital art and graphic design will be studied.

Prerequisite: Visual Arts or Digital Media, Grade 9 or 10 Open recommended

### **AVI3MV: Visual Arts**

#### **Grade 11 University/College Preparation**

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

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## **BUSINESS STUDIES**

### **BBB4MV: international Business Fundamentals, Grade 12 University/College Preparation**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

### **BOH4MV: Business Leadership: Management Fundamentals Grade 12 University/College Preparation**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. Students will take a hands-on approach to learning the functions of management, using various pieces of software.

Prerequisite: None

### **BDI3CV: Entrepreneurship: The Venture Grade 11 College Preparation**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. Prerequisite: None

### **BMI3CV: Marketing: Goods, Services, Events Grade 11 College Preparation**

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

Prerequisite: None

### **BMX3EV: Marketing: Retail and Service Grade 11 Workplace Preparation**

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning,

students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace. Prerequisite: None

### BAF3MV: Financial Accounting Fundamentals Grade 11 University/College Preparation

Every business school in the world teaches accounting. 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

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## **CANADIAN AND WORLD STUDIES**

### CLN4UV: Canadian and International Law Grade 12 University Preparation

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

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

### CGW4UV: World Issues: A Geographic Analysis Grade 12 University Preparation

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

### CLN4CV: Legal Studies Grade 12 College Preparation

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal



thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.

Prerequisite: Civics and Citizenship, Grade 10, Open

### **CGR4MV: The Environment and Resource Management** **Grade 12 University/College Preparation**

This course investigates interactions between natural and human systems, with a emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. During their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

### **CLU3MV: Understanding Canadian Law** **Grade 11 University/College Preparation**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

### **CGG3OV: Travel and Tourism: A Geographic Perspective** **Grade 11 Open**

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

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

### **CHV2OV: Civics and Citizenship** **Grade 10 Open**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry

process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them

Prerequisite: None

## CHV2OUV: Civics and Citizenship **FRENCH** Grade 10 Open

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

Prerequisite: None

## CGC1DV: Issues in Canadian Geography Grade 9: Academic

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

Prerequisite: None

## CGC1DUV: Issues in Canadian Geography **FRENCH** Grade 9: Academic

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

Prerequisite: None

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## **ENGLISH**

## ENG4UV: English Grade 12 University Preparation

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: English, Grade 11, University Preparation

## ENG4CV: English Grade 12 College Preparation

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

Prerequisite: English, Grade 11, College Preparation

## EW4UV: The Writer's Craft Grade 12 University Preparation

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

Prerequisite: English, Grade 11, University Preparation

## NBE3UV: (English) Understanding Contemporary First Nations, Métis, and Inuit Voices Grade 11 University Preparation

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: English, Grade 10, Academic

## NBE3CV: English - Understanding Contemporary First Nations, Métis and Inuit Voices Grade 11 College Preparation

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

Prerequisite: English, Grade 10, Academic or Applied

## EMS3OV: Media Studies

### Grade 11 Open

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

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## **GUIDANCE**

## GLC2OV: Career Studies

### Grade 10 Open

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

## GLC2OUV: Career Studies **FRENCH**

### Grade 10 Open

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

## GWL3OV: Designing Your Future

### Grade 11 Open

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success. Prerequisite: None

## **HEALTH AND PHYSICAL EDUCATION**

### PAF1OV: Personal and Fitness Activities

#### Grade 9 Open

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

### PSK4UV: Introductory Kinesiology

#### Grade 12 University Preparation

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

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

### PPZ3CV: Health for Life

#### Grade 11 College Preparation

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

Prerequisite: None

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## **MATHEMATICS**

### **MBF3CV: Foundations for College Mathematics** **Grade 11 College Preparation**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Foundations of Mathematics, Grade 10, Applied

### **MEL3EV: Mathematics for Work and Everyday Life** **Grade 11 Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

### **MCR3UV: Functions** **Grade 11 University Preparation**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic

### **MDM4UV: Mathematics of Data Management** **Grade 12 University Preparation**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

### **MHF4UV: Advanced Functions** **Grade 12 University Preparation**

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

functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

### MAP4CV: Foundations for College Mathematics Grade 12 College Preparation

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

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

### MEL4EV: Mathematics for Work and Everyday Life Grade 12 Workplace Preparation

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

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

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## **SCIENCE**

### SNC4MV: Science Grade 12 University/College Preparation

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

## SNC4EV: Science

### Grade 12 Workplace Preparation

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy. Prerequisite: Science, Grade 10, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science

## SVN3EV: Environmental Science

### Grade 11 Workplace Preparation

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. Prerequisite: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

## SCH3UV: Chemistry

### Grade 11 University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite: Science, Grade 10, Academic

## SCH4UV: Chemistry

### Grade 12 University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: Chemistry, Grade 11, University Preparation

## SBI4UV: Biology

### Grade 12 University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of

biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

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## **SOCIAL STUDIES AND HUMANITIES**

### **HZT4UV: Philosophy: Questions and Theories**

**Grade 12 University Preparation**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). \*Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

### **HHS4UV: Families in Canada**

**Grade 12 University Preparation**

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

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

### **HSB4UV: Challenge and Change in Society**

**Grade 12 University Preparation**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

## HHG4MV: Human Development throughout the Lifespan

### Grade 12 University/College Preparation

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

## HSE4MV: Equity and Social Justice: From Theory to Practice

### Grade 12 University/College Preparation

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

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

## HIP4OV: Personal Life Management

### Grade 12 Open

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

Prerequisite: None

## HFC3MV: Food and Culture

### Grade 11 University/College Preparation

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None



## HFC3MUV: Food and Culture

### Grade 11 University/College Preparation, FRENCH

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

## HSG3MV: Gender Studies

### Grade 11 University/College Preparation

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

Prerequisite: None

## HSP3UV: Introduction to Psychology, Sociology and Anthropology

### Grade 11 University Preparation

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

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## Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

### Definition of “online learning” for this graduation requirement.

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform. Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:

examinations and other final evaluations  
occasional meetings with educators and other school staff, and  
access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition).

In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led. Students from the same online class may follow different timetables and be from different schools or school boards. Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan. In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: Up to one secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent. Check with your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

## SPECIALIST HIGH SKILLS MAJOR COURSES

Course Titles		Grade 11		Grade 12	
SHSM INFORMATION & COMMUNICATION TECHNOLOGIES (ICT)					
<b>Major Credits</b> • 4 Required • At least 1 from each Grade level	Science	SPH3U		SCH4C SPH4C	SPH4U
	Technological Education	TDJ3M TGP3M	TGV3M	TGJ4O TGP4M	TGV4M
<b>English</b> • 2 Required	English	NBE3C NBE3E	NBE3U	ENG4C ENG4E	ENG4U OLC4O1
	First Nations, Inuit & Metis	NBE3C			
<b>Mathematics</b> • 1 Required	Mathematics	MBF3C MCR3U	MCF3M MEL3E	MAP4C MCT4C MEL4E	MHF4U MCV4U MDM4U
<b>Other</b> • 1 Required	Arts	ADA3M AMK3O AWS3M	AVI3O AVI3M	ADA4M AVI4M	AWS4M
	Science	SBI3C SBI3U	SCH3U SPH3U	SBI4U SCH4C	SCH4U SPH4C
<b>Co-op</b> • 2 Credits Required		GLN4O2		GLN4O2 GLN4O4	
Course Titles		Grade 11		Grade 12	
SHSM HEALTH & WELLNESS					
<b>Major Credits</b> • 4 Required • At least 1 from each Grade level	Health Care Technology		TPJ3M TPJ3C	TPJ4E	TPJ4M
	Health & Physical Education	PAF3O PAI3O PAL3O	PAR3O PPL3O	PAI4O PAL4O PAR4O	PPL4O PSK4U PLF4M
	Science	SBI3C SBI3U	SCH3U SPH3U	SBI4U SCH4C	SCH4U SPH4U
	Social Science & Humanities	HSP3C HPC3O	HSP3U	HFL4E HHS4U	HSB4U HZN4U

<b>English</b> • 2 Required	English	NBE3C NBE3E	NBE3U	ENG4C ENG4E	ENG4U OLC4O
	First Nations, Inuit & Metis	NBE3C			
<b>Mathematics</b> • 1 Required	Mathematics	MBF3C MCR3U	MCF3M MEL3E	MAP4C MCT4C MEL4E	MHF4U MCV4U MDM4U
<b>Other</b> • 1 Required	Science	SBI3C SBI3U SVN3E	SCH3U SPH3U	SBI4U SCH4C SCH4U	SPH4C SPH4U
<b>Co-op</b> • 2 Credits Required	Cooperative Education • Placement related to SHSM program	GLN4O2 (2 credit)		GLN4O2 (2 credit) GLN4O4 (4 credit)	
		Grade 11		Grade 12	
SHSM SPORTS					
<b>Major Credits</b> • 4 Required • At least 1 from each Grade level	Health & Physical Education	PAD3O PAF3O PAI3O PAL3O	PAR3O PPL3O	PAF4O PAI4O PAL4O PAR4O	PLF4M PPL4O PSK4U
	Science	SBI3C SCH3U	SBI3U	SBI4U SCH4U SPH4U	SCH4C SPH4C
<b>English</b> • 2 Required	English	NBE3C NBE3E	NBE3U	ENG4C ENG4E	ENG4U OLC4O
	First Nations, Inuit & Metis	NBE3C			
<b>Mathematics</b> • 1 Required	Mathematics	MBF3C MCR3U	MCF3M MEL3E	MAP4C MCT4C MEL4E	MHF4U MCV4U MDM4U
<b>Other</b> • 1 Required	Business Studies	BAF3M BDI3C BMI3C	BTA3O BMX3E	BAT4M	BDV4C
	Social Science & Humanities or Science	HSP3C SVN3M	HSP3U SVN3E	HHS4U	HSB4U
<b>Co-op</b> • 2 Credits Required	Cooperative Education • Placement related to SHSM program	GLNO2 (2 credit)		GLN4O2 (2 credit) GLN4O4 (4 credit)	

Course Titles		Grade 11		Grade 12	
SHSM Production Performance					
<b>Major Credits</b> • 4 Required • At least 1 from each Grade level	Arts	ADA3O1 ADA 3M ADD 3M AMG3O AMI 3M	AMM3O AMM3M AMV3O AMV3M ATC3O	ADA4M ADD4M AMI4M	AMM4O AMM4M AMV4M
<b>English</b> • 1 Required	English			ENG4C ENG4E	ENG4U
	First Nations, Inuit & Metis	NBE3C NBE3E NBE3U			
<b>Other</b> • 1 Required		BDI3C BDP3O BMI3C BAF3M CLU3M CLU3E	BAI3E BDI3E BDP3O CHW3M	BOH4M CGW 4U CGR4M	CPW4U CLN4U CLN4C
<b>Co-op</b> • 2 Credits Required	Cooperative Education • Placement related to SHSM program	GLN4O2 (2 credit)		GLN4O2 (2 credit)	GLN4O4 (4 credit)
Course Titles		Grade 11		Grade 12	
SHSM Hospitality and Tourism					
<b>Major Credits</b> • 4 Required • At least 1 from each Grade level	Technology	TFB3E TFC3E2	TFC3E	TFB4E TFC4E2	TFJ4E
	Science and Social Science	SBI3C SCH3U	SBI3U HFC3E	SBI4U SCH4U HFA4U	SCH4C SPH4C
	Canadian and World Studies	CGG3O			
<b>English</b> • 2 Required	English	NBE3C NBE3E	NBE3U	ENG4C ENG4E	ENG4U OLC4O
	First Nations, Inuit & Metis	NBE3C			
<b>Mathematics</b> • 1 Required	Mathematics	MBF3C MCR3U	MCF3M MEL3E	MAP4C MCT4C MEL4E	MHF4U MCV4U MDM4U
<b>Other</b>	Business Studies	BAF3M	BTA3O	BAT4M	BOH4M



<b>· 1 Required</b>		BDI3C BMI3C	BMX3E BDP3O	BBB4M	
	Science	SBI3U SVN3M SCH3U	SBI3C SVN3E	SBI4U SCH4C	SCH4U
<b>Co-op</b> <b>· 2 Credits Required</b>	<b>Cooperative Education</b> <b>· Placement related to SHSM program</b>	GLN402 (2 credit)		GLN402 (2 credit) GLN404 (4 credit)	

## PROGRAM AND COURSE CALENDAR

**2023-2024**

### ***School Goals and Philosophy***

Georgian Bay District Secondary School is a vibrant school that provides a diverse academic, vocational and co-curricular program for our students. We value the worth of each individual by providing a safe and caring environment where each student can realize his or her personal potential to become a responsible citizen.

### ***Calendar Overview***

Georgian Bay District Secondary School course calendar is designed to provide the necessary information to help students in making the best course selections possible. The first step students must take toward a successful school year is the careful selection of next year's courses. The information generated from the option sheets are used to determine the organization of the school and the required staff for the following year. Therefore, each student has the responsibility of reviewing his/her own educational goals, interests and achievements, and then choosing the courses at the suitable level. The school's master timetable is then created, based on the courses requested and the teachers assigned to each department. Consultation with subject teachers, guidance teacher and your parent(s)/guardian(s) is strongly recommended when making these key decisions.

### ***Credit Information and Course Changes***

It is the responsibility of students to ensure they are earning credits that will meet their diploma requirements and career and post-secondary plans. Students should meet annually with a guidance teacher to plan their secondary course selections. Students are required to maintain 8 credits each year until they have achieved 24 credits.

- If there are extenuating circumstances, which require a student to maintain less than the 8 credits per year, this change is to be approved by a guidance teacher, parent or guardian and Vice Principal.
- Students must follow procedures in place to add, drop or change a course, including proper documentation with signatures (add/drop sheet) being completed and submitted to the guidance office.
- A student must continue in the course until a change is approved and a new timetable showing the change is received.

### **ROLES AND RESPONSIBILITIES**

As a SCDSB school we believe in the importance and value of planning a multi-year plan together with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society.

## ***Code of Conduct***

The Simcoe County District School Board Code of Conduct supports and enhances the Ontario Code of Conduct by setting clear standards of behavior. These norms apply not only to students, but to all individuals involved in our school system. It is recognized that discipline works best when viewed as a positive learning process and when integrated with effective teaching practices. This Code of Conduct is just one of a number of initiatives designed to create and maintain safe, supportive school environments. All members of the school community, including students, staff, parents/guardians, volunteers, visitors, have the right to be safe and feel safe in their school. With this right comes the responsibility to contribute to the provision of a safe, positive and violence and harassment free learning environment. The Code of Conduct sets clear standards and specifies consequences for student actions that do not comply with these standards. These standards apply on school property, on school buses and at all school related activities. Details of the school's Standards of Behaviour may be found in the student agenda.

## ***Students***

The Ontario secondary school program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The program will prepare students for further education or work, to help them to become independent, productive, and responsible members of society. To prepare students effectively for the challenges that await them, our school offers an educational program that promotes a high standard of achievement that provides all students with the learning opportunities and support that is relevant to society's needs and expectations.

## ***Parents/Guardians***

Parents/Guardians have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. Knowledge of the expectations in the various courses will help parents to interpret teachers' comments on student progress and to work with teachers to improve their children's learning.

## ***School***

The secondary school program is designed so that students can meet the diploma requirements. Courses are offered in ways to ensure that the students' 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, at the same time allow students to begin to focus on 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. The graduation requirements emphasize a challenging, high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis on high standards, students are required to successfully complete the provincial secondary school literacy test in order to graduate. To ensure that students develop an awareness of their civic responsibility, they must also fulfill a community involvement requirement of 40 hours to qualify for the secondary school diploma. The secondary school program includes a guidance and career education program designed to encourage and help students to learn about career opportunities. This support is intended to help each student make informed decisions about the options they will encounter in the course of their secondary school career and those they will face as they prepare to leave school.

## **POST SECONDARY DESTINATIONS**

### ***Apprenticeship and OYAP***

Apprenticeship is a hands-on training program for people who want to work in a skilled trade and who enjoy learning by doing. Employers provide about 90% of apprenticeship training in the workplace. A student who wants to begin an apprenticeship in secondary school (OYAP) should explore the possibility with the

Co-operative Education department. Students who are considering this pathway should meet with their guidance teacher in order to select the most appropriate courses.

### ***College***

The recognized guidelines for admission to college programs are:

- Completion of the Ontario Secondary School Diploma (30 credits) including satisfactory completion of the Literacy Test and 40 hours of Community Involvement.
- Grade 11 and 12 college preparation (C) and university/college preparation (M) courses will be acceptable prerequisites. University preparation courses will be acceptable, but not required. Workplace preparation (E) courses may only be used for a very limited number of programs.

Each college establishes program eligibility requirements on a program-by-program basis. Individual college program admission requirements may vary considerably.

Students who are considering this pathway are recommended to meet with their guidance teacher in order to select the most appropriate courses to meet the admission requirements for their college program.

### ***University***

The recognized guidelines for admission to university programs are:

- Completion of the Ontario Secondary School Diploma (30 credits) including satisfactory completion of the Literacy Test and 40 hours of Community Involvement.
- A minimum overall average of 60% in six Grade 12 university and or university/college courses will be necessary for consideration for admission to an Ontario university however ...
- Most universities and/or programs will require higher admission averages (70%+)
- Prerequisite university level (U) courses are required for certain programs. Once these requirements are met, Grade 12 university or university/college courses may be acceptable for admission.

Students who are considering this pathway are recommended to meet with their guidance teacher in order to select the most appropriate courses to meet the admission requirements for their university program.

### ***College/University Articulated Agreements***

Articulated Agreements are arranged with universities to assist qualified college graduates to then complete a university degree in a shorter period of time. Within this agreement, you will receive credit for some of your college courses when continuing to complete a university degree. You will graduate with a college diploma and a university degree. If you are interested in this type of degree, make certain that the college program has a university transfer agreement in place. Check out the 'Ontario College University Transfer Guide' at [www.ocutg.on.ca](http://www.ocutg.on.ca) and/or individual college calendars for a listing of their programs and agreements. We advise you to do this before you apply to college so you are guaranteed the transfer will be available upon completion of your diploma. Admission requirements are based on college standards. Thus, the 6 grade 12 U/M courses are not required.

### ***Workplace***

Most jobs in the workplace will require completion of the Ontario Secondary School Diploma (30 credits) including satisfactory completion of the Literacy Test and 40 hours of Community Involvement. Students who will move from secondary school directly to the workplace have a variety of courses to choose from at the senior level. Co-operative education experiences are strongly encouraged so students will have the opportunity to explore the workplace and help determine the career direction they would like to pursue. Co-op will also give you the opportunity to develop the employability skills that are so necessary in the workplace. Students who are considering this pathway should meet with their guidance teacher in order to select the most appropriate courses.

## Simcoe County District School Board (SCDSB) Course Calendar

The Simcoe County District School Board (SCDSB) mission is to inspire and empower learning for life, and our vision is a community of learners achieving full potential. We believe in the importance and value of regular and ongoing planning in collaboration with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society. The SCDSB's public website, Secondary page provides parents and students with detailed, accurate and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. Additionally, the calendar provides information on county wide programs, Specialist High Skills Majors, school-based supports and Student Success initiatives. To access the page, follow this link: <https://www.scdsb.on.ca/secondary>

## GRADE 9 COURSE OFFERINGS

Students in Grade 9 will take the following six (6) compulsory subjects: English, Mathematics, Science, French, Geography, and Health and Physical Education. Two (2) optional credits will be chosen from the grade 9 selections, for a total of eight credits.

### ***THE ARTS - Optional***

ADA1O1 Dramatic Arts Open  
ALC1O1 Integrated Arts- Indigenous focus  
ALC1OU Integrated Arts French Immersion Open  
AMI1O1 Instrumental Music Open(Experienced)  
AMU1O1 Instrumental Music, Open  
AVI1O1 Visual Arts Open

### ***BUSINESS STUDIES - Optional***

BEM1O Building the Entrepreneurial Mindset, Open

### ***CANADIAN AND WORLD STUDIES - Compulsory***

CGC1W1 Exploring Canadian Geography  
CGC1WU Exploring Canadian Geography, French Immersion

### ***ENGLISH - Compulsory***

ENL1W1 English Academic  
ENG1LL English Locally Developed

### ***FRENCH IMMERSION***

ALC1OU Integrated Arts ***French Immersion***, Open  
CGC1WU Geographie du Canada Academic  
FIF1DU French Immersion Academic  
PPL1OU Healthy Active Living Education (Non-gendered) French Immersion, Open

### ***FIRST NATION, METIS AND INUIT STUDIES***

LNOAO Ojibwe Open  
NAC1O1 Expressions of First Nations, Metis, and Inuit Culture Open

### ***GUIDANCE AND CAREER EDUCATION - Optional***

GLE1O1 Learning Strategies Open  
GLS1O1 Digital World Strategies Open

### ***LANGUAGES - Compulsory***

FIF1DU French Immersion Academic  
FSF1D1 Core French Academic

### ***MATHEMATICS - Compulsory***

MTH1W Mathematics  
MAT1LL Mathematics Locally Developed

**HEALTH AND PHYSICAL EDUCATION - Compulsory**

PAF1O Healthy Living and Personal Fitness Activities (Non-gendered) Open

PPL1OF Healthy Active Living Education (Female) Open

PPL1OM Healthy Active Living Education (Male) Open

PPL1OU Healthy Active Living Education (Non-gendered) French Immersion, Open

**SCIENCE - Compulsory**

SNC1W1 Science

SNC1LL Science Locally Developed

**SOCIAL SCIENCES AND HUMANITIES - Optional**

HIF1O1 Exploring Family Studies Open

**TECHNOLOGICAL EDUCATION - Optional**

TAS1O Construction Technology and Manufacturing Technology, Open

BlockA Health Care and Hairstyling and Aesthetics Open

BlockP Communication Technology and Technological Design, Open

TXJ1O1 Hairstyling and Aesthetics, Open

TPJ1O1 Technology- Health Care, Open

## GRADE 9 COURSE DESCRIPTIONS

*Note: There are no prerequisites for grade 9 courses.*

**Dramatic Arts, Open (ADA1O1)**

[Back to Arts](#)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures.

Students will use the elements of drama to examine situations and issues that are relevant to their lives.

Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

**Instrumental Music, Open (AMI1O1)**

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

Grade 9 experienced music is for students who have previous musical experience. Students must be able to read written notes and rhythms.

**Instrumental Music, Open (AMU1O1)**

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

**Integrated Arts, Open, (ALC1O1)****-Indigenous Focus-**

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works with an Indigenous focus created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles,

and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

### ***Integrated Arts, Open, (ALC10U)***

#### **-Instruction is in French-**

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

### ***Visual Arts, Open (AVI101)***

[Back to Arts](#)

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

### ***Building the Entrepreneurial Mindset, Open (BEM10)***

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

### ***Expressions of First Nations, Metis, and Inuit Cultures, Grade 9, Open (NAC101)*** [Back to FNMI Studies](#)

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

### ***Native Languages, Ojibwe, Level 1, Open (LNOAO)***

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, or demonstrates the required proficiency. This course focuses on level 1 Ojibwe.

### ***Exploring Canadian Geography, Common Curriculum (CGC1W1)***

[Back to Canadian & World Studies](#)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In



addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

### ***Géographie du Canada, De-streamed (CGC1WU)***

#### ***- Instruction is in French -***

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. This course has a focus on outdoor activities and is taught combined with PPL1OU. Students will need to be prepared to spend time outdoors on a regular basis.

### ***English, Common Curriculum (ENL1W1)***

[Back to English](#)

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

### ***English, Locally Developed (ENG1LL)***

[Back to English](#)

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their lives. In particular, the program works towards preparing students to enter the grade 11 workplace preparation course in English, and to complete the grade 10 Literacy Test. Students read a variety of narrative and expository forms, poetry and drama and practice the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school life.

### ***Learning Strategies, Open (GLE1O1)***

[Back to Guidance/Spec. Ed](#)

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.

### ***Learning Strategies, Open (GLS1O1)***

The course focuses on learning strategies using technology to become better, more independent learners. Students will use their own devices 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 will focus on using students' personal devices to build confidence as a learner.

### ***French Immersion, Academic (FIF1DU)***

#### **- Instruction is in French -**

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

Prerequisite: Minimum of 3800 hours of instruction in elementary French instruction, or equivalent

### ***Core French, Academic (FSF1D1)***

[\*\*Back to French & Int. Languages\*\*](#)

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

### ***Mathematics, Common Stream (MTH1W)***

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

### ***Mathematics, Locally Developed (MAT1LL)***

[\*\*Back to Mathematics\*\*](#)

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for grade 11 and 12 workplace preparation courses. Wherever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

### ***Healthy Living and Personal Fitness Activities, Open (PAF10 Non-gendered)***

An introduction to independent personal fitness. The focus will be on obtaining and maintaining personal fitness. The fitness journal will be used to track fitness improvements and individual activities. A leadership component will be included. Activities may include: aerobic running, tai chi, self defense, step aerobics, racquet sports and G.L.O. The health component will include wellness, health issues, fitness appraisal, alcohol/substance abuse and personal safety. All activity courses require wearing physical education clothing.

### ***Healthy Active Living Education, Open (PPL1OF Female) (PPL1OM Male)***

[\*\*Back to H. P.E.\*\*](#)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication and social skills. All activity courses require wearing physical education clothing.

### ***Healthy Active Living Education, Open (PPL1OU) Coed***

#### ***- Instruction is in French -***

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication and social skills. All activity courses require wearing physical education clothing. This course has a focus on outdoor activities and is taught combined with CGC1DU. Students will need to be prepared to spend time outdoors on a regular basis.

### ***Science, Common Stream (SNC1W1)***

[\*\*\*Back to Science\*\*\*](#)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

### ***Science, Locally Developed (SNC1LL)***

[\*\*\*Back to Science\*\*\*](#)

This course enables students to deepen their knowledge and understanding of the basic concepts in chemistry, electricity and biology as they prepare themselves for life beyond school. In the chemistry unit, students develop practical skills as they study safety in the workplace, including WHMIS and Material Safety Data Sheets, while learning about the chemical and physical properties of matter through experimentation and investigation. The electricity unit allows students the opportunity to investigate the properties of circuits and to develop a working knowledge of them with hands-on experience. In the biology unit, the theme is “staying alive” as students investigate basic functions of life, including circulation, respiration and reproduction, at the single cell level and in large organisms, while developing skill in the use of microscopes.

### ***Exploring Family Studies, Open (HIF1O1)***

[\*\*\*Back to Social Sciences and Humanities\*\*\*](#)

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.

### ***Technology and the Skilled Trades, Grade 9, Open (TAS1O)***

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. **This course has an emphasis on Construction Technology and Manufacturing Technology.**

### ***Technology and the Skilled Trades, Open (BlockA)***

[\*\*\*Back to Technological Education\*\*\*](#)

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from

various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. **This course has an emphasis on Health Care Technology and Hairstyling and Aesthetics.**

***Technology and the Skilled Trades, Open Open (BlockP)***

[\*\*Back to Technological Education\*\*](#)

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. **This course has an emphasis on Communication Technology and Technological Design.**

***Exploring Health Care, Open (TPJ10)***

This exploratory course introduces students to concepts and skills related to health care, which encompasses personal health promotion, child and adolescent health concerns, and various medical services, treatments, instruments, and technologies. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

***Hairstyling and Aesthetics, Open (TXJ10)***

Prerequisite: None

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

**French Immersion Geographie du Canada, Healthy Active Living - 2 credit bundle- BLOCKF**

***Healthy Active Living Education, Open (PPL10U) (Non-gendered)***

**- Instruction is in French -**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication and social skills. All activity courses require wearing physical education clothing. This course has a focus on outdoor activities and is taught combined with CGC1DU. Students will need to be prepared to spend time outdoors on a regular basis.

## **Géographie du Canada, (CGC1DU)**

### **- Instruction is in French -**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. This course is combined with PPL1OU. Students will spend time outdoors on a regular basis and need to be prepared to be outside.

## **GRADE 10 COURSE OFFERINGS**

Students in Grade 10 will take the following five (5) compulsory subjects: English, Mathematics, Science, History, and Civics (0.5)/Careers (0.5). Three (3) optional credits will be chosen from the grade 10 selections, for a total of eight credits. Students should choose courses that will give them the necessary prerequisites for entry into the Grade 11 and 12 courses that lead to their desired post-secondary destination. Courses in grade 10 may have prerequisites as a requirement for enrolment. Prerequisites are noted below each course name.

### ***THE ARTS - Optional***

ADA2O1 Dramatic Arts, Open

AMG2O1 Guitar-Music, Open

AMI2O1 Instrumental Music, Open

AMU2O1 Instrumental Music, Experienced

AMR2O1 Music Repertoire, Open

AMV2O1 Music Vocal, Open

AVI2O1 Visual Arts, Open

AWA2O Visual Arts. Arts and Crafts, Open

AWK2O1 Illustration, Open

AWS2O1 Digital Art and Design, Open

### ***BUSINESS STUDIES - Optional***

BEP2O1 Launching and Leading a Business, Open

### ***CANADIAN AND WORLD STUDIES – Compulsory***

CHC2DU Histoire du Canada depuis la première guerre mondiale - French Immersion, Academic

CHC2D1 Canadian History in the Twentieth Century, Academic

CHC2P1 Canadian History in the Twentieth Century, Applied

CHC2PU Histoire du Canada depuis la première guerre mondiale - French Immersion, Applied

CHC2LL Canadian History in the Twentieth Century, Locally Developed

CHV2O1 Civics (.5 credit) Open

CIVC2CU- Civics and Careers-French Immersion, Open

### ***Cooperative Education-Optional***

GLD2O1 Navigating the workplace, Open

### ***ENGLISH – Compulsory***

ENG2D1 English, Academic

ENG2P1 English, Applied

ENG2LL English, Locally Developed

### ***FRENCH Immersion- Optional***

FIF2DU1 French Immersion, Academic

FIF2PU1 French Immersion, Applied

CHC2DU Histoire du Canada depuis la première guerre mondiale, Academic

CHC2PU Histoire du Canada depuis la première guerre mondiale, Applied

GLD2OU Discovering the Workplace

**FIRST NATIONS, METIS, INUIT STUDIES– Optional**

NAC201 First Nation, Metis and Inuit Peoples in Canada, Open

**GUIDANCE AND CAREER EDUCATION - Open**

GLE201 Skills for Success in Secondary School, Open

GLD201 Discovering the Workplace Open

GLC2OH Career Studies (.5 credit) Open

**LANGUAGE - Optional**

FIF2DU French Immersion, Academic

FIF2PU French Immersion, Applied

FSF2D1 Core French, Academic

FSF2P1 Core French, Applied

**MATHEMATICS - Compulsory**

MPM2D1 Principles of Mathematics, Academic

MFM2P1 Foundations of Mathematics, Applied

MAT2LL Mathematics, Locally Developed

**HEALTH AND PHYSICAL EDUCATION - Optional**

PAF2O Healthy Living and Personal Fitness Activities Open

PAI2O1 Small Group Activities –Cross Training

PAL2O Large Group Activities - Hockey, Open

PPL2OF Healthy Active Living Education (Female) Open

PPL2OM Healthy Active Living Education (Male) Open

**SCIENCE – Compulsory**

SNC2D1 Science, Academic

SNC2P1 Science, Applied

SNC2LL Science, Locally Developed

**SOCIAL SCIENCES AND HUMANITIES - Optional**

HFN2O1 Food and Nutrition, Open

**TECHNOLOGICAL EDUCATION - Optional**

TCJ2O1 Construction Technology, Open

TDJ2O1 Technological Design, Open

TFJ2O1 Hospitality and Tourism, Open

TGJ2O1 Communications Technology, Open

TPJ2O1 Health Care, Mental Wellness Focus, Open

TTJ2O1 Transportation Technology, Open

TXJ2O1 Hairstyling and Aesthetics, Open

## GRADE 10 COURSE DESCRIPTIONS

**Dramatic Arts, Open (ADA201)**

[Back to Arts](#)

**Prerequisite: None**

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.



***Guitar - Music, Open (AMG201)******Prerequisite: None***

This course emphasizes the study of the elements of music through the use of the guitar. Students will continue to develop guitar technique which includes melody picking and providing choral accompaniments; acquisition of knowledge of the various guitar styles and playing experience with some; reading of chord charts and melodic notation; experience in providing simple choral accompaniments, alone and in a group. Students will participate in creative activities that teach them to listen with understanding. They will also further their understanding of musical terminology and its appropriate use. Acoustic guitars will be provided for this course.

***Instrumental Music, Open (AMI201)******Prerequisite: None***

[Back to Arts](#)

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

***Music-Repertoire, Open (AMR201)******Prerequisite: None (AMU101 recommended)***

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. This course will take place during after-school hours from September to June including mandatory participation in school bands and performances and the AMU201 course is also recommended.

***Instrumental Music, Open (AMU201)***

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

***Vocal Music, Open, (AMV201)***

Students will continue to develop their vocal performance skills as well as other means of performance. Creating skills will be developed with the use of computer technology.

***Visual Arts, Open (AVI201)***

[Back to Arts](#)

***Prerequisite: None***

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

***Visual Arts, Arts and Crafts Open (AWA201)***

Prerequisite: None

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 through a contemporary and historical context.

***Illustration, Open (AWK201)***

[Back to Arts](#)

***Prerequisite: None***

This is an introductory course to illustration techniques and styles. Students will be introduced to the various careers, and the basic skills, related to illustration especially comic book art, cartoon characters, and fantasy books. Students will develop their own illustrations related to ideas presented.

***Digital Art and Design, Open (AWS201)***

[Back to Arts](#)

***Prerequisite: None***

This is an introductory course that uses digital media for the creation of fine art and graphic design. Students will use computer software, as the medium, to create artistic images by learning illustration techniques, image manipulation and develop composition skills. Students will also learn how to use these skills and create graphic designs such as posters. Understanding of the elements and principles of design, visual literacy, will teach students how to make effective compositions and analyze others. The history of digital art and graphic design will be studied.

***Launching and Leading a Business, Open (BEP20)***

[Back to Business](#)

Prerequisite: None

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

***Histoire du Canada depuis la Première Guerre mondiale (Canadian History since World War I), Academic (CHC2DU)***

***Prerequisite: None***

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

***Canadian History in the Twentieth Century, Academic (CHC2D1)***

[Back to Canadian & World Studies](#)

***Prerequisite: None***

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian

society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

### ***Canadian History in the Twentieth Century, Applied (CHC2P1)***

#### ***Prerequisite: None***

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

### ***Histoire du Canada depuis la Première Guerre mondiale (Canadian History since World War I), Applied (CHC2PU)***

#### ***Prerequisite: None***

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

### ***History, Locally Developed (CHC2LL)***

#### ***Prerequisite: None***

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and World Studies workplace preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practice reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

### ***Civics, Open (CHV2OH) Credit value .5***

[\*\*\*Back to Canadian & World Studies\*\*\*](#)

#### ***Prerequisite: None***

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.

### ***Civisme et Citoyennete (Civics and Citizenship), Open (CIV2CU)***

#### ***Prerequisite: None***

This is a half credit course taken in conjunction with Career Studies and will combine for the one credit compulsory Civics/Career credit (CHV2OU/GLC2OU)

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

### ***Discovering the Workplace, (French Immersion) Open (GLD2OU)***

#### ***Prerequisite: None***

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

### ***Discovering the Workplace, Open (GLD2O)***

#### ***Prerequisite: None***

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

### ***English, Academic (ENG2D1)***

[\*\*\*Back to English\*\*\*](#)

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

This course is designed to extend the range of reading, writing, oral communication, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Student will analyze 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.

### ***English, Applied (ENG2P1)***

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

This course is designed to extend the range of reading, writing, oral communication, 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.

**English, Locally Developed (ENG2LL)**[Back to English](#)**Recommended: English, Grade 9, Applied or Locally Developed**

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their lives. In particular, the program works toward preparing students to enter the grade 11 workplace preparation course in English, and to complete the grade 10 Test of Reading and Writing Skills successfully. Students read a variety of narrative and expository forms, poetry and drama and practice the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school life.

**First Nations, Métis, and Inuit Peoples in Canada, Open (NAC20)**[Back to FNMI Studies](#)**Prerequisite: None**

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

**Native Languages, Ojibwe, Level 2, Open (LNOBO)****Prerequisite: Level 1 Ojibwe (LNOAO)**

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed NL1, or demonstrates the required proficiency. This course focuses on level 2 Ojibwe.

**Career Studies, Open (GLC2OH) Credit value .5**[Back to Guidance/Spec.Ed](#)**Prerequisite: None**

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

**Exploration de Carrière (Career Studies), Grade 10, Open (CIVC2U)**

***This is a half credit course taken in conjunction with Civics and Citizenship and will combine for the one credit compulsory Civics/Careers credit (CHV2OU/GLC2OU)***

**Prerequisite: None**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

### ***Learning Strategies, Open (GLE2O1)***

#### ***Prerequisite: None***

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.

### ***Extended French, Academic, (FIF2DU)***

#### ***Prerequisite: FIF1DU***

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

### ***Immersion Française (French Immersion), Applied, (FIF2PU)***

#### ***Prerequisite: FIF1DU or FIF1PU***

This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

### ***French, Academic (FSF2D1)***

[\*\*\*Back to French & Int. Languages\*\*\*](#)

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

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.

### ***French, Applied (FSF2P1)***

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

This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics.

### ***Principles of Mathematics, Academic (MPM2D1)***

[\*\*\*Back to Mathematics\*\*\*](#)

#### ***Prerequisite: Math, Grade 9, (MTH1W)***

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.



### ***Foundations of Mathematics, Applied (MFM2P1)***

#### ***Prerequisite: Math, Grade 9, (MTHIW)***

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.

### ***Mathematics, Locally Developed (MAT2LL)***

[Back to Mathematics](#)

#### ***Recommend: Math, Grade 9 (MTHIW) or Locally Developed (MAT1L)***

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for grade 11 and 12 workplace preparation courses. Wherever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

### ***Healthy Living and Outdoor Activities, Open (PAD201)***

#### ***Prerequisite: None***

The Outdoor Recreation Program is designed to offer students the opportunity to experience physical activities from a more traditional recreational perspective, in natural settings. Students will participate in outdoor and recreational activities that will enhance both mental and physical well-being. Through experiential learning, the objectives of skill development, safety practices, and fitness, along with personal aspects of responsibility, teamwork, and self-awareness will be developed. Activities and in class learning include hiking, orienteering and Geocaching, snowshoeing, disc golf, teambuilding games, outdoor food and nutrition, "FITT" principles, and many more fun things. Field trips may require small fees.

### ***Individual and Small Group Activities – Cross Training, Open (PAI20)***

#### ***Prerequisite: None***

The application portion of this course is designed for those students prepared to focus their efforts on improving their performance in cross training.

### ***Healthy Living and Personal Fitness Activities, Open (PAF20)***

[Back to H.P.E.](#)

#### ***Prerequisite: None***

An introduction to independent personal fitness. The focus will be on obtaining and maintaining personal fitness. The fitness journal will be used to track fitness improvements and individual activities. A leadership component will be included. Activities may include: aerobic running, tai chi, self defense, step aerobics, racquet sports and G.L.O. The health component will include wellness, health issues, fitness appraisal, alcohol/substance abuse and personal safety. All activity courses require wearing physical education clothing.

### ***Large Group Activities – Hockey, Open (PAL20)***

#### ***Prerequisite: None***

This program is focused on the development of fitness and playing ability through skills specific training in hockey. In addition to immersion in the sport, students will gain valuable experience in the areas of goal- setting, leadership, character development, nutrition, and fitness. The course is open to both female and male athletes.

***Healthy Active Living Education, Open (PPL2OF Female) (PPL2OM Male)******Prerequisite: None***

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. All activity courses require wearing physical education clothing.

***Science, Academic (SNC2D1)***[\*\*\*Back to Science\*\*\*](#)***Prerequisite: Science, Grade 9 (SNC1W)***

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.

***Science, Applied (SNC2P1)******Prerequisite: Science, Grade 9 (SNC1W)***

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.

***Science, Locally Developed (SNC2LL)***[\*\*\*Back to Science\*\*\*](#)***Recommended: Science, Grade 9 (SNC1W) or Locally Developed (SNC1L)***

This course enables students to deepen their knowledge and understanding of the basic concepts in chemistry, electricity and biology as they prepare themselves for life beyond school. In the chemistry unit, students develop practical skills as they review safety in the workplace, including WHMIS, while learning about the chemical and physical *process* of matter through experimentation and investigation. The electricity unit focuses on electrical energy, power and production with opportunities for students to build up their knowledge of electrical circuits. In the biology unit, the theme is living together as students study principles of ecology with a focus on populations and communities in nature.

***Food and Nutrition, Open (HFN2O1)***[\*\*\*Back to Social Sciences and Humanities\*\*\*](#)***Prerequisite: None***

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

***Construction Technology, Open (TCJ2O1)***[\*\*\*Back to Technological Education\*\*\*](#)***Prerequisite: None***

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.

### ***Technological Design, Open (TDJ201)***

#### ***Prerequisite: None***

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.

### **Hospitality and Tourism Technology, Open, (TFJ20)**

[\*\*Back to Technological Education\*\*](#)

#### ***Prerequisite: None***

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and post-secondary pathways leading to careers in the tourism industry.

### ***Communications Technology, Open (TGJ201)***

#### ***Prerequisite: None***

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 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.

### ***Health Care - Mental Wellness Focus, Open (TPJ201)***

#### ***Prerequisite: None***

This course introduces students to all aspects of their own mental wellness. Through a hands-on approach, students will participate in activities and strategies that promote their own physical, emotional, mental and spiritual health. Students will investigate current child and adolescent mental health concerns, medical services, treatments, and technologies all related to mental health. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being and mental wellness. They will plan recreational activities for youth, perform a dietary analysis, and evaluate current health care practices. Students will develop an awareness of cultural, environmental and societal issues related to mental health, and will explore secondary and postsecondary pathways leading to careers in the field.

### ***Transportation Technology, Open (TTJ201)***

[\*\*Back to Technological Education\*\*](#)

#### ***Prerequisite: None***

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.

### **Hairstyling and Aesthetics, Open (TXJ2O)**

[Back to Technological Education](#)

#### **Prerequisite: None**

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

## **GRADE 11 COURSE OFFERINGS**

Students in Grade 11 will take the following two (2) compulsory subjects: English and Mathematics.

The remaining six (6) optional credits may be chosen from those listed in the calendar, provided the student has the appropriate prerequisite(s). Grade 11 students will carry a total of 8 credits. Students should ensure that they have earned at least one credit from Group 1, Group 2 or Group 3 by the end of grade 11. Courses in grade 11 and 12 may have prerequisites as a requirement for enrolment. Prerequisites are noted below each course name.

### **THE ARTS**

ADA3M1 Drama, University/College Preparation

ADD3M1 Drama-Two credit bundle (production) University/College Preparation

AMG3O1 Music - Guitar

AMI3M1 Instrumental Music, University/College Preparation

AMM3M1 Music- Music and Computers, University/College Preparation

AMM3O1 Music- Music and Computer, Open

AMR3M1 Music- Repertoire, University/College

AMV3O1 Music Vocal, Open

AMV3M1 Music Vocal, University/College

AVI3M1 Visual Arts, University/College Preparation

AVI3O1 Visual Fine Arts, Open

AWA3O1 Visual Arts and Crafts, Open

AWK3O1 Illustration, Open

AWS3M1 Digital Art and Design, University/College Preparation

AWS3O1 Digital Art and Design, Open

### **BUSINESS STUDIES**

BAF3M1 Financial Accounting Fundamentals, University/College Preparation

BDI3C1 Entrepreneurial Studies: Venture Planning College

BMI3C1 Marketing: Goods, Services, and Events, College

BOH4M1 Business Leadership: Management Fundamentals, every other year

### **CANADIAN AND WORLD STUDIES**

CGG3O1 Travel & Tourism: A Regional Geography Perspective, Open (**OFFERED 2025-2026**)

CHT3O World History since 1900: Global and Regional Interactions, Open

CHW3M1 World History to the Sixteenth Century, University/College Preparation

CLU3M1 Understanding Canadian Law, University/College Preparation

CLU3E1 Understanding Law in Everyday Life, Workplace

### **CO-OPERATIVE EDUCATION**

GLN4O2 Designing Your Future, Open

**ENGLISH - Compulsory**

NBE3C1 English: First Nations, Metis and Inuit Voices, College Preparation

NBE3E1 English: First Nations, Metis and Inuit Voices, Workplace Preparation

NBE3U1 English: First Nations, Metis and Inuit Voices, University Preparation

**ENGLISH - Optional**

EMS3O1 Media Studies, Open

**GUIDANCE AND CAREER EDUCATION**

GLE3O1 Advanced Learning Strategies: Skills for Success After Secondary School, Open

**INTERDISCIPLINARY STUDIES**

IDC3O Forensics and Biotechnology

**CLASSICAL AND INTERNATIONAL LANGUAGES**

FIF3U French immersion University Preparation

FSF3U1 Core French, University Preparation

**MATHEMATICS**

MBF3C1 Foundations for College Mathematics, College Preparation

MCF3M1 Functions and Applications, University/College Preparation

MCR3U1 Functions and Relations, University Preparation

MEL3E1 Mathematics for Everyday Life, Workplace Preparation

**FIRST NATIONS, METIS, and INUIT STUDIES**

NBE3C1 English: Contemporary First Nation, Metis and Inuit Voices, College Preparation

NBE3E1 English: First Nations, Metis and Inuit Voices, Workplace Preparation

NBE3U1 English: First Nations, Metis and Inuit Voices, University Preparation

**HEALTH AND PHYSICAL EDUCATION**

PAD3O1 Healthy Living and Outdoor Activities, Open

PAF3OF Personal and Physical Activities - Fitness (Female), Open

PAI3O1 Small Group Activities –Cross Training

PAL3O1 Large Group Activities Basketball (Open) Offered every other year

PAL3O1 Large Group Activities Volleyball (Open) Offered every other year

PAR3O1 Rhythm and Movement (Yoga and Pilates)

PPL3O Healthy Active Living Education, Open

**SCIENCE**

IDC3O Forensics and Biotechnology, Open

SBI3UP Biology **Advanced Placement**, University Preparation

SBI3U1 Biology, University Preparation

SBI3C1 Biology, College Preparation

SCH3UP Chemistry **Advanced Placement**, University Preparation

SCH3U1 Chemistry, University Preparation

SPH3UP Physics **Advanced Placement**, University Preparation

SPH3U1 Physics, University Preparation

SVN3E1 Environmental Science, Workplace

**SOCIAL SCIENCES AND HUMANITIES**

HPC3O1 Parenting, Open

HSP3U1 Introduction to Anthropology, Psychology and Sociology, University Preparation

HSP3C1 Introduction to Anthropology, Psychology and Sociology, College Preparation

**TECHNOLOGICAL EDUCATION**

TCJ3C1 Construction Technology, College Preparation

TDJ3M1 Technological Design, University/College Preparation

TDR3M Technological Design (Univ./College) Robotics Focus

TFB3E2 Hospitality and Tourism-(BAKING), Workplace (Double credit)

TFC3E2 Hospitality and Tourism (COOKING), Workplace (Double credit)

TGP3M1 Communications Technology: Photography, University/College Preparation  
TGV3M1 Communications Technology: Videography, University/College Preparation  
TPJ3C1 Health Care, College Preparation  
TPJ3M1 Health Care, University/College Preparation  
TTJ3C1 Transportation Technology, College Preparation  
TTJ3C2 Transportation Technology, College Preparation (2 credit)  
TWJ3E1 Custom Woodworking, Workplace  
TXJ3E1 Hairstyling and Aesthetics, Workplace

## ***SPECIALIZED PROGRAMS***

### ***Specialist High Skills Major (SHSM)***

A Specialist High Skills Major (SHSM) is a bundle of credits, experiences and certifications that focuses on one sector of the economy. This is a ministry-approved program offered in apprenticeship, college, university and workplace pathways that allows students to focus their learning on an area of interest. Students graduate from the SHSM program with a Red Seal on their diploma that indicates they have “majored” in a particular sector. Students who wish to register for a SHSM would normally do so when selecting courses for their Grade 11 year. Registering for a SHSM does not limit a student to a career in the SHSM area; students retain flexibility of any other student and can withdraw at any time. Georgian Bay District Secondary School currently offers five SHSM programs:

#### **1. Information and Communications Technology Pathway**

This program will allow students to learn and develop an array of skills in the production of a variety of media. Designing and producing materials for print and Web publication. This would include Graphic design as it pertains to the desktop and internet publishing industries, writing for print and electronic publishing, still image production for print and digital publication and audio and video production. An interdisciplinary program with English, Art, Math, Information Technology, Co-operative Education and Community Technology teachers pooling their expertise to develop various pathways to creative and dynamic careers with destinations for Workplace, Apprenticeship, College and University. The centerpiece of the program will be the school website. Students will be responsible for design, implementation and maintenance of the school website. The Information and Communications Technology SHSM components are already part of the Ontario Secondary School Diploma. These include a bundle of courses consisting of 4 senior level courses in Communications Technology and/or Computer Studies

- 2 credits in Co-op education
- Senior English and Math courses
- 1 additional Science credit

In addition to these courses, students will also participate in

- Reach ahead activities in the area of their post-secondary destination
- Sector specific learning activities as part of their senior Math and English courses
- Industry-recognized certification and training
- Developing essential skills and work habits required in the sector using the Ontario Skills Passport

#### **2. Health and Wellness Pathway**

This program will allow students to specialize in health care, child care or social services. Students will organize school and community health promotion education activities and awareness, and childcare and community service events while developing effective teamwork and communication skills. They will receive a variety of training in the health care environment and in child care centers and community services facilities. Cooperative placements will enable students to use the skills they have developed in the classroom in workplace settings. The Health and Wellness SHSM provides students with an opportunity to gain a wide



range of experiences in the health related sector, including placements in a variety of healthcare and childcare fields including nursing or retirement homes, hospitals, day care centers, schools, pharmacies, physiotherapy and occupational therapy centers. Completion of the SHSM will be valuable when looking for a job after high school, when applying for an apprenticeship or when registering for post-secondary programs in the related field.

Students will earn industry-recognized certifications such as:

- First Aid and CPR, Level Health Care Provider
- WHMIS
- Infection Control
- SafeTALK
- Ambulation and Lifting Patients
- Laboratory Practices
- Advanced Care (such as IV insertion, catheterization etc.)
- Feeding Assistance
- Specialized Care (Wound Care)

The Health and Wellness SHSM components are already part of the Ontario Secondary School Diploma. These include a bundle of courses consisting of:

- 4 senior level courses from Science or Physical Education, Health Care Technology or Social Sciences credits
- 2 credits in Co-op education
- Senior English and Math courses
- 1 additional Science or Social Science credit

In addition to these courses, students will also participate in:

- Reach ahead activities in the area of their post-secondary destination
- Sector specific learning activities as part of their senior Math and English courses
- Industry-recognized certification and training
- Developing essential skills and work habits required in the sector using the Ontario Skills Passport

### **3. Performance Production Pathway**

The Performance Production SHSM is a specialized program designed to provide students with opportunities to explore the performing arts sector. This program is open to students in any pathway (i.e.

University/College/Workplace) who may be interested in pursuing careers in the performing arts.

Through this program, students will build a foundation of performing arts knowledge and skills, gain valuable work experience and receive employer recognized certifications and training. The Ministry of Education provides SHSM funding on a per-enrolled-student basis. All SHSM components are provided for students registered to be working towards the SHSM free of charge. Students who complete all SHSM components will have this certification recognized on their high school diploma and transcript. Full SHSM completion is recommended to enroll in this program, but not required.

### **4. Sports Pathway**

The Sports Specialist High Skills Major is a Ministry approved program offered to students at no cost, that helps make successful transitions to a variety of post secondary destinations. The Sports Specialist High Skills Major is designed to meet the needs of students who would like to pursue an apprenticeship, college or university studies or employment in Sports sector. Students who successfully complete all program components will earn a red seal on their OSSD which indicates that the student has focused his/her high school experience on a career path that matches his/her skills and interests.

If your passion is sports, fitness or recreational activities this SHSM is for you. The sports SHSM is for students working at all levels: Workplace, Apprenticeship Training, College and University. The program is designed to give grade 11 and 12 students a “leg up” to pursue post secondary opportunities in a variety of employment

sectors. At no cost, students will be provided with “reach ahead” opportunities and certifications that expand their knowledge base and make them more employable. The components of the Sport SHSM are already part of the Ontario Secondary School Diploma. These include:

- 4 senior level courses
- 2 credits in Co-op education
- Senior English, Math and Business/Science/Social Science and Humanities
- Reach ahead opportunities
- 3 compulsory & 3 elective certifications

In addition, students in this program will form the school athletic council, organizing events, scorekeeping and Timing

### **5. Hospitality and Tourism Pathway**

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 economic and environmental controls.

#### ***SCHOOL BASED OYAP (to be continued in the grade 12 section)***

Prerequisite: None

The Ontario Youth Apprenticeship Program (OYAP) provides opportunities for students to prepare for or begin their apprenticeships in given trades while they complete the credits required for their secondary school diploma. For more information see a guidance counselor.

## **GRADE 11 COURSE DESCRIPTIONS**

### ***Dramatic Arts, University/College Preparation (ADA3M1)***

[\*\*Back to Arts\*\*](#)

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

This course requires students to create and perform in dramatic presentations. Students will analyze, 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 analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.

### ***Drama Production, University/College Preparation (ADD3M1)***

***Prerequisite: Dramatic Arts, Grade 9 and/or Grade 10.***

This course will be part one of a two credit package for students who wish to take part in the school drama production.

### ***Guitar - Music, Open (AMG3O1)***

***Prerequisite: AMG201***

This course emphasizes the study of the elements of music through the use of the guitar. Students will continue to develop guitar technique which includes melody picking and providing choral accompaniments; acquisition of knowledge of the various guitar styles and playing experience with some; reading of chord charts and melodic notation; experience in providing simple choral accompaniments, alone and in a group. Students will participate in creative activities that teach them to listen with understanding. They will also further their understanding of musical terminology and its appropriate use. Acoustic guitars will be provided for this course.

***Music, University/College (AMI3M1)***[Back to Arts](#)***Prerequisite: Music, Grade 10***

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

***Music: Music & Computers, Grade 11, College/University (AMM3M1)******Prerequisite: any grade 9 or 10 music course***

This course provides an opportunity for students to use some web-based and iPad based programs for music creation. This could be film score creation, development of their own music or taking existing music and altering it or re-arranging it to make it their own. Students' musical literacy will be developed through performance and presentation of music productions using technology. Students will create works at a level consistent with previous experience. Independently, and collaboratively, students will use current technology as well as the creative & critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods; they will develop skills transferable to other aspects of their life and their careers.

***Music: Music & Computers, Grade 11, Open (AMM3O1)******Prerequisite: none***

This course provides an opportunity for students to use some web-based and iPad based programs for music creation. This could be film score creation, development of their own music or taking existing music and altering it or re-arranging it to make it their own. Students' musical literacy will be developed through performance and presentation of music productions using technology. Students will create works at a level consistent with previous experience. Independently, and collaboratively, students will use current technology as well as the creative & critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods; they will develop skills transferable to other aspects of their life and their careers

***Music- Repertoire, University/College (AMR3M1)******Prerequisite: AMI1O1, AMU1O1 or AMI2O1, AMU2O1***

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. This course will take place during after-school hours from September to June including mandatory participation in school bands and performances and the AMI3M1 course is also recommended.

***Music, Vocal, Open (AMV3O1)***

Students will continue to develop their singing skills by performing jazz, popular and Broadway selections with opportunities to record in the studio.

***Music, Vocal, University/College (AMV3M1)***

Students will continue to develop their singing skills by performing jazz, popular and Broadway selections with opportunities to record in the studio.

### ***Visual Arts, University/College Preparation (AVI3M1)***

[Back to Arts](#)

#### ***Prerequisite: Visual Arts, Grade 9 or 10, Open***

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

### ***Visual Fine Arts, Open (AVI3O1)***

[Back to Arts](#)

#### ***Prerequisite: Visual Arts, Grade 9 or 10, Open***

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others.

### ***Visual Art, Arts and Crafts Open (AWA3O)***

Prerequisite: none

This craft course extends the ideas, materials, techniques, and processes introduced in the AWA2O course. Artistic thinking and experimentation through the study and creation of crafts will be stressed. The student will apply the elements and principles of design to the creative craft process. The relationship between form and function will be explored. Craft related careers will be explored while making connections between contemporary and historical context.

### ***Illustration (Focus on Character Design, Cartoon, Animated, Graphic Novel) (AWK3O1)***

#### ***Prerequisite: None***

This course will focus on the types of illustration used for cartooning, comic books, graphic novels, and animation as well as developing your own creative illustrations.

### ***Digital Art and Design, University College Preparation (AWS3M1)***

#### ***Prerequisite: Visual Arts Grade 9 or 10***

This course uses digital media for the creation of fine art and graphic design. Students will use computer software, as the medium, to create artistic images by learning various illustration techniques, image manipulation and processes, techniques and styles. Students will also learn how to use these skills and create graphic designs such as posters. Understanding of the elements and principles of design, visual literacy, will teach students how to make effective compositions and analyze others. The history of digital art and graphic design will be studied.

### ***Digital Art and Design, Open (AWS3O1)***

[Back to Arts](#)

#### ***Prerequisite: None***

This course uses digital media for the creation of fine art and graphic design. Students will use computer software, as the medium, to create artistic images by learning various illustration techniques, image manipulation and processes, techniques and styles. Students will also learn how to use these skills and create graphic designs such as posters. Understanding of the elements and principles of design, visual literacy, will teach students how to make effective compositions and analyze others. The history of digital art and graphic design will be studied.

***Financial Accounting Fundamentals, University/College Preparation (BAF3M1)***[\*\*Back to Business\*\*](#)***Prerequisite: None***

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.

***Entrepreneurship: The Venture, College Preparation (BDI3C1)***[\*\*Back to Business\*\*](#)***Prerequisite: None***

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

***Marketing: Goods, Services, Events, College (BMI3C)***[\*\*Back to Business\*\*](#)***Prerequisite: None***

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.

***Travel and Tourism A Regional Geography Perspective, Open (CGG3O1)***[\*\*Back to Canadian & World Studies\*\*](#)***Prerequisite: Geography of Canada, Grade 9***

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.

***World History since 1900: Global and Regional Interactions, Open (CHT3O)******Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history***

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

***World History to the End of the Fifteenth Century, University/College Preparation (CHW3M1)******Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied***

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze 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.

***Understanding Canadian Law, University/College Preparation (CLU3M1)******Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied***

This course explores Canadian law with 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.

***Understanding Canadian Law in Everyday Life, Workplace (CLU3E1)***      [\*Back to Canadian & World Studies\*](#)***Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied,***

or the locally developed compulsory course (LDCC) in Canadian history. This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today.

***Co-op (GLN4O2 - 2 credits)***[\*Back to Cooperative Education\*](#)***Prerequisite: None***

One of the best ways to "test the water" is to register the student for the Co-op option, which not only gives credits towards his/her high school diploma, but also allows for work with people in such diverse career areas as business, trades, social services, teaching, tourism and many other jobs students probably don't even know exist. In fact, that is what this time in your life should be about EXPLORING AND EXPERIENCING, as much as possible in order to clarify future goals. Co-operative Education assists students bound for university, college or the workplace by providing practical work experience. Students entering apprenticeship programs or the workplace benefit by making career decisions. As well they develop knowledge, skills and attitudes essential in today's society.

***English: Contemporary First Nation, Metis and Inuit Voices, College Preparation (NBE3C1)***[\*Back to FNMI Studies\*](#)***Prerequisite: English, Grade 10, Academic or Applied***

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

***English: Contemporary First Nation, Metis and Inuit Voices, Workplace Preparation (NBE3E1)******Prerequisite: English, Grade 10, Academic or Applied, or the Grade 10 locally developed compulsory credit (LDCC) course in English***

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written,



and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course. Prerequisite: English, Grade 10, Academic or Applied, or the Grade 10 locally developed compulsory credit (LDCC) course in English

***English: Contemporary First Nation, Metis and Inuit Voices, University Preparation (NBE3U1)***

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

[\*\*\*Back to FNMI Studies\*\*\*](#)

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

***Media Studies, Open (EMS3O1)***

Prerequisite: English, Grade 10, Academic or Applied

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

***Literacy, Open (OLC4O1)***

[\*\*\*Back to English\*\*\*](#)

***Eligibility: Students who have written the OSSLT at least once and been unsuccessful are eligible to take the course.***

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete this course successfully will meet the provincial literacy requirements 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 of their work.

***French Immersion ,University Preparation (FIF3U)***

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

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.



**Core French, University Preparation (FSF3U1)**[Back to French & Int. Languages](#)**Prerequisite: Core French, Grade 10, Academic**

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.

**Advanced Learning Strategies, Open (GLE3O1)**[Back to Guidance/Spec.Ed](#)**Prerequisite: Recommendation of Principal.**

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.

**Leadership and Peer Support, Open (GPP3O)****Prerequisite: None**

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.

**Foundations for College Mathematics, College Preparation (MBF3C1)**[Back to Mathematics](#)**Prerequisite: Foundations of Mathematics, Grade 10, Applied**

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, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Functions and Applications, University/College Preparation (MCF3M1)****Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied**

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 modeling 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.

**Functions and Relations, University Preparation (MCR3U1)**[Back to Mathematics](#)**Prerequisite: Principles of Mathematics, Grade 10, Academic**

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.

***Mathematics for Work and Everyday Life, Workplace Preparation (MEL3E1)***

***Prerequisite: Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics, Grade 9, Applied or Mathematics Locally Developed MAT2L)***

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.

***Healthy Living and Outdoor Activities, Open (PAD301)***

***Prerequisite: None***

The Outdoor Recreation Program is designed to offer students the opportunity to experience physical activities from a more traditional recreational perspective, in natural settings. Students will participate in outdoor and recreational activities that will enhance both mental and physical well-being. Through experiential learning, the objectives of skill development, safety practices, and fitness, along with personal aspects of responsibility, teamwork, and self-awareness will be developed. Activities and in class learning include hiking, orienteering and Geocaching, snowshoeing, disc golf, teambuilding games, outdoor food and nutrition, "FITT" principles, and many more fun things. Field trips may require small fees.

***Healthy Living and Personal Fitness Activities, Open (PAF30)***

**[Back to Health and Physical Education](#)**

***Prerequisite: None***

The focus will be on obtaining and maintaining personal fitness. The fitness journal will be used to track fitness improvement and individual activities. A leadership component will be included. Activities may include: aerobic running, tai chi, self-defense, step aerobics, racquet sports and G.L.O. The health component will include wellness, health issues, fitness theory and assessment, alcohol/substance abuse and personal safety, relationships and mental health issues. All activity courses require wearing physical education clothing.

***Individual and Small Group Activities – Cross Training, Grade 11, Open (PAI30)***

***Prerequisite: None***

The application portion of this course is designed for those students prepared to focus their efforts on improving their performance in cross training.

***Large Group Activities – Basketball, Open (PAL30)***

***Prerequisite: None***

This program is focused on the development of fitness and playing ability through skills specific training in basketball. In addition to immersion in the sport, students will gain valuable experience in the areas of goal-setting, leadership, character development, nutrition, and fitness. The course is open to both female and male athletes.

***Rhythm and Movement Open (PAR301) (Yoga and Pilates)***

**[Back to Health and Physical Education](#)**

***Prerequisite: None***

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

clothing.

### ***Healthy Active Living Education, Open (PPL3O1) Coed***

#### ***Prerequisite: None***

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

### ***Biology, University Preparation Advanced Placement (SBI3UP)***

[\*\*\*Back to Science\*\*\*](#)

#### ***Prerequisite: Science, Grade 10, Academic***

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

***The Advanced Placement (AP) Biology (SBI3UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.***

### ***Biology, University Preparation (SBI3U1)***

#### ***Prerequisite: Science, Grade 10, Academic***

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

### ***Biology, College Preparation (SBI3C1)***

[\*\*\*Back to Science\*\*\*](#)

#### ***Prerequisite: Science, Grade 10, Academic or Applied***

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

### ***Chemistry, University Preparation Advanced Placement (SCH3UP)***

#### ***Prerequisite: Science, Grade 10, Academic***

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 behavior 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. ***The Advanced Placement (AP) Chemistry (SCH3UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.***

### ***Chemistry, University Preparation (SCH3U1)***

[\*\*\*Back to Science\*\*\*](#)

#### ***Prerequisite: Science, Grade 10, Academic***

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 behavior 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.

### ***Physics, University Preparation Advanced Placement (SPH3UP)***

**Prerequisite:** Science, Grade 10, Academic

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. *The Advanced Placement (AP) Physics (SPH3UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.*

### ***Physics, University Preparation (SPH3U1)***

[Back to Science](#)

**Prerequisite:** Science, Grade 10, Academic

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.

### ***Environmental Science, Workplace Preparation (SVN3E)***

**Prerequisite:** Grade 9 Science, Academic or Applied, or a Grade 9 or 10 Locally Developed compulsory credit (LDCC) course in Science

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

### ***Chemistry, College Preparation (SCH4C1)***

[Back to Science](#)

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

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

### ***Forensic Science, University, (IDC30)***

This interdisciplinary studies course introduces students to biotechnology and forensic science. Biotechnology integrates studies in biology and chemistry that are relevant to biotechnology to investigate developments and careers in such diverse fields as health care, agriculture, forestry, and marine life. Forensic science introduces the distinct fields of education and study that collectively comprise the forensic sciences. These

fields include among others forensic pathology, forensic toxicology, serology and DNA typing, and forensic chemistry including drug analysis. This course will feature more laboratory time than other science courses, with a focus on analysis of data generated during laboratory time.

***Parenting, Open (HPC301)***

[\*\*\*Back to Social Sciences and Humanities\*\*\*](#)

***Prerequisite: None***

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 development needs of young children, communicate and discipline effectively, and guide early behavior. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

***Introduction to Anthropology, Psychology, and Sociology, University Preparation (HSP3U1)***

***Prerequisite: The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies).***

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

[\*\*\*Back to Social Sciences and Humanities\*\*\*](#)

***Introduction to Anthropology, Psychology, and Sociology, College Preparation (HSP3C1)***

***Prerequisite: None***

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

***Construction Technology, Workplace Preparation (TCJ3C1)***

***Recommended: Construction Technology TCJ2O, Grade 10, Open***

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects.

They will create and read technical drawings, learn construction terminology interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary career opportunities in the field.

***Technological Design, University/College Preparation (TDJ3M1)***

[\*\*\*Back to Technological Education\*\*\*](#)

***Recommended Technical Design TDJ2O, Grade 10, Open***

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.

***Hospitality and Tourism: Cooking, Workplace (TFC3E2) Double Credit******Recommended: TFJ2O***

This course focuses on the basics of professional cooking and development of entry level employability skills. Students produce a variety of foods for school and community groups gaining knowledge and skills related to the food and beverage services industry including: health and safety practices; tools and equipment; customer service fundamentals and event planning. Students also explore environmental and societal issues, and career opportunities in the food and beverage services sector. A double credit option offers additional instruction time for the practice and refinement of skills for students considering employment, apprenticeship or post secondary cooking careers.

***Hospitality and Tourism: Cooking, Workplace (TFB3E2) Double Credit******Recommended: TFJ2O***

This course focuses on the basics of professional cooking and development of entry level employability skills. Students produce a variety of foods for school and community groups gaining knowledge and skills related to the food and beverage services industry including: health and safety practices; tools and equipment; customer service fundamentals and event planning. Students also explore environmental and societal issues, and career opportunities in the food and beverage services sector. A double credit option offers additional instruction time for the practice and refinement of skills for students considering employment, apprenticeship or post secondary cooking careers. This is an emphasis course focusing on baking

***Communications Technology: Photography, University/College Preparation (TGP3M1)******Prerequisite: None***

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. Focusing on developing their own style through photographic challenges students will acquire a portfolio to showcase their expertise.

***Communications Technology: Videography, University/College Preparation (TGV3M1)******Prerequisite: None***

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. Focusing on developing their own style through video graphic challenges students will acquire a portfolio to showcase their expertise.

***Health Care, University/College, (TPJ3C)******Prerequisite: None***

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including health care terminology and the anatomical features and physiology of some major body systems. Students will develop an awareness of health and safety issues in the health care field, environmental and societal issues related to health care, professional practice standards, and career opportunities in the field.

**[Back to Technological Education](#)**



***Health Care, University/College, (TPJ3M)******Prerequisite: None***

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the healthcare field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

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

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.

***Transportation Technology, College Preparation (TTJ3C2 two credit)******Prerequisite: None***

This is a two credit course that will further enhance the student's skills by allowing additional time to complete more challenging projects.

***Custom Woodworking, Workplace Preparation, (TWJ3E)***

[\*\*\*Back to Technological Education\*\*\*](#)

***Prerequisite: None***

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, post secondary training, and pursued directly after graduation.

***Hairstyling and Aesthetics, Workplace (TXJ3E)***

[\*\*\*Back to Technological Education\*\*\*](#)

***Prerequisite: None***

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



## GRADE 12 COURSE OFFERINGS

Students in Grade 12 will take the compulsory subject; English. Five (5) or more optional credits may be chosen from those listed in the calendar, provided the student has the appropriate prerequisite. Prerequisites are noted below each course name.

### ***THE ARTS - Optional***

ADA4M1 Drama University/College Preparation  
ADD4M1 Drama, Production, University/College Preparation  
AMI4M1 Music- Instrumental, University/College Preparation  
AMM4M Music and Computers, University/College Preparation  
AMM4O Music and Computers, Open  
AMR4M Music- Repertoire, University/College Preparation  
AMV4M1 Music- Vocal, Open  
AVI4M1 Visual Arts, University/College Preparation

### ***BUSINESS***

BBB4M International Business Fundamentals (University/College) Every other year  
BOH4M1 Business Leadership: Management Fundamentals, (University/College) Every other year

### ***ENGLISH - Compulsory***

ENG4U1 English University Preparation  
ENG4C1 English College Preparation  
ENG4E1 English Workplace Preparation

### ***ENGLISH - Optional***

EWC4C The Writer's Craft College Preparation  
EWC4U The Writer's Craft University Preparation  
OLC4O1 Literacy Open

### ***CANADIAN AND WORLD STUDIES - Optional***

CGW4C1 World Issues: A Geographic Analysis, College Preparation  
CGW4U1 World Issues: A Geographic Analysis, University Preparation  
CHY4U1 World History: The West and the World University Preparation  
CHY4C1 World History: The West and the World College Preparation  
CLN4U Canadian and International Law, University

### ***CO-OPERATIVE EDUCATION - Optional***

GLN4O2- Cooperative Education 2 credits  
GLN4O4- Cooperative Education 4 credits

### ***FRENCH IMMERSION***

FIF4UP French Immersion **Advanced Placement** University Preparation  
FIF4U1 French Immersion University Preparation  
GLS4OU Learning Strategies: Skills for Success After Secondary School (Open)

### ***CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES - Optional***

FSF4UP Core French **Advanced Placement** University Preparation  
FSF4U1 Core French University Preparation

### ***MATHEMATICS- Optional***

MAP4C1 College and Apprenticeship Mathematics College Preparation  
MCV4U1 Calculus and Vectors University Preparation  
MDM4U1 Mathematics of Data Management University Preparation  
MEL4E1 Mathematics for Everyday Life Workplace Preparation  
MHF4U1 Advanced Functions University Preparation

## **FIRST NATIONS, METIS AND INUIT STUDIES**

NDW4M1 - Contemporary Indigenous Issues and Perspectives in a Global Context, University/College Preparation

## **GUIDANCE AND CAREER STUDIES**

GLE4O1 Advanced Learning Strategies: Skills for Success After Secondary School

## **HEALTH AND PHYSICAL EDUCATION - Optional**

PAF4O Healthy Living and Personal Fitness Activities, Open (Non-gendered)

PAI4O Small Group Activities –Cross Training Open (Non-gendered)

PAL4O1 Large Group Activities- Volleyball (Non-gendered)

PAR4O1 Rhythm and Movement- Yoga Pilates, Open (Non-gendered)

PLF4M1 Recreation and Fitness Leadership College (Non-gendered)

PPL4O1 Healthy Active Living Education, Open

PSK4U1 Exercise Science University Preparation

## **INTERDISCIPLINARY STUDIES**

IDC4U Leadership University Preparation

## **SCIENCE - Optional**

SBI4UP Biology **Advanced Placement** University Preparation

SBI4U1 Biology University Preparation

SCH4UP Chemistry **Advanced Placement** University Preparation

SCH4U1 Chemistry University Preparation

SCH4C1 Chemistry College Preparation

SES4U1 Earth and Space Science University Preparation

SPH4UP Physics **Advanced Placement** University Preparation

SPH4U1 Physics University Preparation

SPH4C1 Physics College Preparation

## **SOCIAL SCIENCES AND HUMANITIES - Optional**

HSB4U1 Challenge and Change in Society University Preparation

HZT4U1 Philosophy: Questions and Theories, University Preparation

## **TECHNOLOGICAL EDUCATION - Optional**

TCJ4C1 Construction Technology College Preparation

TDJ4M1 Technological Design University/College Preparation

TFB4E2 Hospitality and Tourism- Workplace- Two Credit (Baking)

TFC4E2 Hospitality and Tourism- Workplace-Two credit (Cooking)

TGJ4O1 Communications Technology Open

TGP4M1 Communications Technology (Photography) University/College Preparation

TGV4M1 Communications Technology (Videography) University/College Preparation

TOJ4C Health Care: Child Development and Gerontology, College Preparation

TPJ4M1 Health Care University/College Preparation

TPJ4E1 Health Care, Support Services Workplace Preparation

TTJ4C1 Transportation Technology College Preparation

TTJ4C2 Transportation Technology College Preparation (2 credit)

TTJ4E2 Transportation Technology Workplace (2 credit)

TWJ4E1 Custom Woodworking, Workplace

TXJ4E1 Hairstyling and Aesthetics, Workplace

## **GRADE 12 COURSE DESCRIPTIONS**

### ***Dramatic Arts, University/College Preparation (ADA4M1)***

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#### ***Prerequisite: Drama, Grade 11, University/College Preparation***

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

### ***Drama Production, University/College Preparation (ADD4M1)***

#### ***Prerequisite: Drama Production, Grade 11, University/College***

This course will be part two of a two credit package for students who wish to take part in the school drama production.

### ***Music, University/College (AMI4M1)***

[Back to Arts](#)

#### ***Prerequisite: Music, Grade 11, University/College Preparation***

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

### ***Music: Music & Computers, Grade 11, College/University (AMM4M1)***

#### ***Prerequisite: AMM3M1 Grade 11 Music and Computers, University/College Preparation***

This course provides an opportunity for students to use some web-based and iPad based programs for music creation. This could be film score creation, development of their own music or taking existing music and altering it or re-arranging it to make it their own. Students' musical literacy will be developed through performance and presentation of music productions using technology. Students will create works at a level consistent with previous experience. Independently, and collaboratively, students will use current technology as well as the creative & critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods; they will develop skills transferable to other aspects of their life and their careers.

### ***Music: Music & Computers, Grade 11, Open (AMM4O1)***

#### ***Prerequisite: AMM3O1 Grade 11 Music and Computers, Open***

This course provides an opportunity for students to use some web-based and iPad based programs for music creation. This could be film score creation, development of their own music or taking existing music and altering it or re-arranging it to make it their own. Students' musical literacy will be developed through performance and presentation of music productions using technology. Students will create works at a level consistent with previous experience. Independently, and collaboratively, students will use current technology as well as the creative & critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods; they will develop skills transferable to other aspects of their life and their careers.

### ***Music- Repertoire, University/College (AMR4M1)***

#### ***Prerequisite: AMI3M1***

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the

impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. This course will take place during afterschool hours from September to June including mandatory participation in school bands and performances and the AMI4M1 course is also recommended.

### ***AMV4M1: Music, Vocal, Open (AMV4M1)***

***Prerequisite:*** AMV3O1

Students will continue to develop their singing skills by performing jazz, popular and Broadway selections with opportunities to record in the studio.

### ***Visual Arts, University/College Preparation (AVI4M1)***

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

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

### ***Principles of Financial Accounting, University/College (BAT4M)***

***Prerequisite:*** Introduction to Financial Accounting, University/College

This course emphasizes the study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods in inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

### ***Business Leadership: Management Fundamentals, University/College Preparation (BOH4M)***

***Every other year***

[\*\*Back to Business\*\*](#)

***Prerequisite:*** None

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

### ***English, University Preparation (ENG4U1)***

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

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

### ***English, College Preparation (ENG4C1)***

[\*\*Back to English\*\*](#)

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

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in

a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

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

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

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

***The Writer's Craft, College Preparation (EWC4C)***

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

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

***The Writer's Craft, University Preparation (EWC4U1)***

[Back to English](#)

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

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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.

***Literacy, Open (OLC4O1)***

[Back to English](#)

***Eligibility: Students who have written the OSSLT at least once and been unsuccessful are eligible to take the course.***

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete this course successfully will meet the provincial literacy requirements 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 of their work.

***Living in a Sustainable World, Workplace (CGR4E)***

***Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied***

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

***The Environment and Resource Management, University/College Preparation (CGR4M)***

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

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry

process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

***World History: The West and the World, University Preparation (CHY4U1)*** [Back to Canadian & World Studies](#)

***Prerequisite: Any University or University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities***

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 communications skills to investigate the historical roots of contemporary issues and present their conclusions.

***World Issues: A Geographic Analysis, College Preparation (CGW4C)***

***Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied***

This course explores many difficult challenges facing Canada and the world today challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies.

***World Issues: A Geographic Analysis, University Preparation (CGW4U)***

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

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

***World History: The West and the World, College Preparation (CHY4C1)***

***Prerequisite: Any University, University/College, or College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities***

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

***Canadian and International Law, University Preparation (CLN4U)***

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.



**Co-op (GLN402 - 2 credits/GLN404 - 4 credits)**

[Back to Cooperative Education](#)

**Prerequisite: None**

One of the best ways to "test the water" is to register the student for the Co-op option, which not only gives credits towards his/her high school diploma, but also allows for work with people in such diverse career areas as business, trades, social services, teaching, tourism and many other jobs students probably don't even know exist. In fact, that is what this time in your life should be about EXPLORING AND EXPERIENCING, as much as possible in order to clarify future goals. Co-operative Education assists students bound for university, college or the workplace by providing practical work experience. Students entering apprenticeship programs or the workplace benefit by making career decisions. As well they develop knowledge, skills and attitudes essential in today's society.

**French Immersion, University Preparation, (FIF4U1)** [Back to French & Int. Languages](#)

**- Instruction is in French -**

**Prerequisite: FIF3U**

French Immersion, Grade 12 University Preparation FIF4U This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**French Immersion, Advanced Placement, University Preparation, (FIF4UP)** [Back to French & Int. Languages](#)

**- Instruction is in French -**

**Prerequisite: FIF3U**

French Immersion, Grade 12 University Preparation FIF4U This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. [The Advanced Placement \(AP\) French Immersion \(FIF4UP\)\) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.](#)

**Core French Advanced Placement, University Preparation, (FSF4UP)**

[Back to French & Int. Languages](#)

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

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. [The Advanced Placement \(AP\) French \(FSF4UP\) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.](#)

**Core French, University Preparation (FSF4U1)**

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

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.

***Advanced Learning Strategies, Open (GLE4O1)***

[\*\*\*Back to Guidance/Spec.Ed\*\*\*](#)

***Prerequisite: Recommendation of Principal***

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.

***Foundations for College Mathematics, College Preparation (MAP4C1 )***

[\*\*\*Back to Mathematics\*\*\*](#)

***Prerequisite: Foundations for College Mathematics of Personal Finance, Grade 11, College Preparation, or Functions, Grade 11, University/College Preparation (or Functions and Relations, Grade 11, University Preparation)***

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

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

[\*\*\*Back to Mathematics\*\*\*](#)

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

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 modeling 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.

***Mathematics of Data Management, University Preparation (MDM4U1)***

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

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

***Mathematics for Work and Everyday Life, Workplace Preparation (MEL4E1)***

[\*\*\*Back to Mathematics\*\*\*](#)

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

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will 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.

### ***Advanced Functions, University Preparation (MHF4U1)***

***Prerequisite: Functions, Grade 11, University Preparation (MCR3U)***

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.

### ***Contemporary Indigenous Issues and Perspectives in a Global Context (NDW4M)*** [Back to FNMI Studies](#)

***Prerequisite: Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or Social Sciences and Humanities***

This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights, spirituality, resilience, and advocacy for change.

### ***Outdoor Activities, Grade 12, Open (PAD4O)***

***Prerequisite: None***

This course focuses on the development of a personalized approach to healthy active living outdoors through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Snowshoeing, winter camping, hiking, canoeing and rock climbing are some of the activities. Personal fitness, safety, environmental impact, team building, and cooperative learning will be emphasized throughout the course as well as focusing on the positive impacts of activities outside on mental health

### ***Healthy Living and Personal Fitness Activities, Open (CO-ED) (PAF4O)*** [Back to Health and Physical Education](#)

***Prerequisite: None***

This co-ed course will focus on the achievement and maintenance of a fit lifestyle. This course will be an alternative to our traditional sports-oriented physical education programs based in the weight room. Students will be responsible for designing, monitoring and recording in a personal fitness journal their year's program. The health component is presented throughout the course. Health topics will include: principles of weight training, anatomy, physiology, kinesiology, sports injuries, steroid abuse and nutrition. The focus of this course is to encourage and develop sound, healthy living principles that will be incorporated into the individuals' adult life. All activity courses require wearing physical education clothing.

### ***Individual and Small Group Activities – Cross training, Grade 12, Open (PAI4O1)***

***Prerequisite: None***

Cross training level 2 is a fitness course with a focus on Olympic lifting and gymnastic movement skills performed at high intensity. The course starts with 2 weeks of base testing, followed by 2 weeks of review and 2 weeks of advanced movements skills. Classes are highly structured with daily lessons consisting of: warm-up, instruction, mobility, strength/speed and conditioning. Wednesday students do yoga, self-massage and meditation. On the final day of the week students have the option of participating in fitness Friday activities. This class is for persons who have completed the gr.11 cross training course and are looking to further

improve their abilities. The format will be similar to the gr. 11 course but the movement skills will be more advanced. All students are welcome and can be accommodated regardless of ability. The focus of the course will continue to be creating a positive fitness culture that encourages everyone to participate and improve.

### ***Large Group Activities – Volleyball, Open (PAL40)***

#### ***Prerequisite: None***

This program is focused on the development of fitness and playing ability through skills specific training in volleyball. In addition to immersion in the sport, students will gain valuable experience in the areas of goal-setting, leadership, character development, nutrition, and fitness. The course is open to both female and male athletes.

### ***Rhythm and Movement Open (PAR401) (Yoga and Pilates)***

[\*\*\*Back to Health and Physical Education\*\*\*](#)

#### ***Prerequisite: None***

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

### ***Recreation and Healthy Active Living Leadership, University/College (PLF4M1)***

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

This course enables students to explore the benefits of lifelong participation in active outdoor recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living in an outdoor setting. Snowshoeing, winter camping, hiking, canoeing and rock climbing are some of the activities. Personal fitness, safety, environmental impact, team building, and cooperative learning will be emphasized throughout the course. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

### ***Healthy Active Living Education, Open (PPL4O1) Coed***

[\*\*\*Back to Health and Physical Education\*\*\*](#)

#### ***Prerequisite: None***

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 activity courses require wearing physical education clothing.

### ***Introduction to Kinesiology, University Preparation (PSK4U1)***

#### ***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***

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, health sciences and sports administration. Fitness and skills based lab activities will require wearing physical education clothing.

### ***Leadership, University (IDC4U)***

[\*\*\*Back to Interdisciplinary Studies\*\*\*](#)

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

This course will help students develop and consolidate the leadership 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. 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.

### ***Biology Advanced Placement, University Preparation (SBI4UP)***

[\*\*\*Back to Science\*\*\*](#)

***Prerequisite: Biology, Grade 11, University Preparation - Successful completion of SCH3U1 is recommended.***

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

The Advanced Placement (AP) Biology (SBI4UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

### ***Biology, University Preparation (SBI4U1)***

***Prerequisite: Biology, Grade 11, University Preparation - Successful completion of SCH3U1 is recommended.***

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

### ***Chemistry, University Preparation (SCH4UP)***

[\*\*\*Back to Science\*\*\*](#)

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

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. The Advanced Placement (AP) Chemistry (SCH4UP) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

### ***Chemistry, University Preparation (SCH4U1)***

[\*\*\*Back to Science\*\*\*](#)

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

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of

chemical technology on the environment.

### ***Chemistry, College Preparation (SCH4C1)***

#### ***Prerequisite: Science, Grade 10, Academic or Applied***

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

### ***Earth and Space Science, University Preparation (SES4U)***

[Back to Science](#)

#### ***Prerequisite: Science, Grade 10, Academic***

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. With a climate change focus, this course encourages students to identify scientific methods, summarize complex concepts and pit scientific fact against long held beliefs. They will identify and evaluate multiple sources of information in order to answer questions or solve problems.

### ***Physics, College (SPH4C)***

#### ***Prerequisite: Grade 10 Science, Academic or Applied***

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

### ***Physics, University Preparation (SPH4UP)***

[Back to Science](#)

#### ***Prerequisite: Physics, Grade 11, University Preparation***

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. [The Advanced Placement \(AP\) Physics \(SPH4UP\) course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.](#)

### ***Physics, University Preparation (SPH4U1)***

[Back to Science](#)

#### ***Prerequisite: Physics, Grade 11, University Preparation***

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate



electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

[\*\*Back to Social Sciences and Humanities\*\*](#)

***Challenge and Change in Society, University Preparation (HSB4U1)***

***Prerequisite: Any University, University/College, or College Preparation Course in Social Sciences and Humanities, English, or Canadian and World Studies.***

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

***Philosophy: Questions and Theories, University Preparation, (HZT4U)***

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

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

***Construction Engineering Technology, Workplace Preparation (TCJ4C1)***

***Prerequisite: Construction Technology, Grade 11, College Preparation***

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

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

[\*\*Back to Technological Education\*\*](#)

***Prerequisite: Technological Design, Grade 11, University/College Preparation***

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

***Hospitality and Tourism: Cooking, Workplace (TFB4E2) Two Credits***

***Recommended: TFB3E***

This course focuses on the basics of professional cooking and development of entry level employability skills. Students produce a variety of foods for school and community groups gaining knowledge and skills related to

the food and beverage services industry including: health and safety practices; tools and equipment; customer service fundamentals and event planning. Students also explore environmental and societal issues, and career opportunities in the food and beverage services sector. A double credit option offers additional instruction time for the practice and refinement of skills for students considering employment, apprenticeship or post-secondary cooking careers. This is an emphasis course focusing on baking.

***Hospitality and Tourism - Emphasis: Professional Cooking, Workplace preparation (TFC4E2) Two Credits***

***Prerequisite: TFC3E***

This course emphasizes advanced baking and presentation skills and the development of marketable employability skills as students prepare a variety of foods for school and community groups. Students will explore menu, recipe and event planning and expand their awareness of health and safety, environmental and societal issues, and career opportunities in the food and beverage services sector. A double credit option offers additional instruction time for the practice and refinement of skills for students considering employment, apprenticeship or post secondary cooking careers.

***Communications Technology, Open (TGJ4O1)***

**[Back to Technological Education](#)**

***Prerequisite: None***

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore postsecondary education, training, and career opportunities.

***Communications Technology, University/College Preparation (TGP4M1) (Photography)***

***Prerequisite: Communications Technology, Grade 11, University/College Preparation***

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. Suited for those who are considering pursuing the field of photography as a career. Focusing on developing their own style through photographic challenges students will acquire a portfolio to showcase their expertise.

***Communications Technology, University/College Preparation (TGV4M1) (Videography)***

***Prerequisite: Communications Technology, Grade 11, University/College Preparation***

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. Suited for those who are considering pursuing the field of videography as a career. Focusing on developing their own style through video graphic challenges students will acquire a portfolio to showcase their expertise.



***Health Care- Child Development and Gerontology, College, (TOJ4C)******Prerequisite: None***

This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to child care and gerontology.

***Health Care - Support Services, Workplace (TPJ4E)***

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***Prerequisite: None***

This course enables students to develop the basic skills needed for careers in a range of health care support services. Students will practise and apply a variety of clinical procedures and infection control skills as they learn about principles of infection control, service excellence, and the nature of the health care industry. Students will also investigate workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

***Health Care, University/College, (TPJ4M)******Prerequisite: TPJ3M***

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and post-secondary destinations in the field.

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

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***Prerequisite: Transportation Technology, Grade 11, College Preparation***

This course enables students to further develop technical knowledge and skills as the 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.

***Transportation Technology, Vehicle Maintenance Workplace Preparation/College (TTJ4E1)******Prerequisite: Transportation Technology, Grade 11, Workplace Preparation***

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them.

***Transportation Technology, Workplace Preparation /College (TTJ4E2)/ (TTJ4C2)******Prerequisite: None***

This two credit course will further enhance the student's skills by allowing additional time to complete more challenging projects. Skills and knowledge will be developed, complimenting an apprenticeship or a pathway to working in this field.

### ***Custom Woodworking, Workplace Preparation, (TWJ4E)***

#### ***Prerequisite: TWJ3E***

This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

### ***Hairstyling and Aesthetics, Workplace (TXJ4E1)***

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#### ***Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation***

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

## **OUTDOOR LEADERSHIP EDUCATION—CHOOSE BLOCKO -2 Credit Package (Univ./College)**

The Outdoor Leadership Education Program is designed to offer students in the university/college pathway the opportunity to experience various activities and organized learning in a natural outdoor setting. Students will develop various outdoor leadership skills and will take part in activities such as camping, canoeing, snowshoeing, hiking, etc. that will enhance both mental and physical well-being. Students will utilize their leadership skills to plan and execute various events for others with a focus on promoting outdoor activities.

**Students selecting this course must have a strong desire to work actively in the outdoors and be willing to accept the challenge of working independently and in close cooperation with their classmates.** There will be experiential field trips that are associated with this 2 credit outdoor leadership program that will have extra costs for students. Students may speak to a Guidance Counsellor if they are experiencing financial difficulties. Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Students will receive the following two credits:

**CGR4M1:** The Environment and Resource Management Grade 12 University/College Preparation. With a focus on application taking part in an outdoor setting, this course investigates interactions between natural and human systems, with an emphasis on the impacts of human activity on ecosystems and natural processes. Students will assess resource management and sustainability practices within the environment. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

**PLF4M1** Recreation and healthy Active Living Leadership, Grade 12, University/College Preparation. This course enables students to explore the benefits of lifelong participation in active outdoor recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living in an outdoor setting. Snowshoeing, winter camping, hiking, canoeing and rock climbing are some of the activities. Personal fitness, safety, environmental impact, team building, and cooperative learning will be emphasized throughout the course. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

## **OUTDOOR LEADERSHIP EDUCATION—CHOOSE BLOCKL -2 Credit Package (Workplace/Open)**

The Outdoor Activities Education Program is designed to offer students the opportunity to experience various activities and organized learning in a natural outdoor setting. Students will develop various outdoor skills, such as camping, canoeing, snowshoeing, hiking, etc. that will enhance both mental and physical well-being. Through experiential adventure based learning, students will develop outdoor, camping, safety and survival skills, as well as learning related environmental and geographic information for a sustainable world. **Students selecting this course must have a strong desire to work actively in the outdoors and be willing to accept the challenge of working independently and in close cooperation with their classmates.** There will be experiential field trips that are associated with this 2 credit outdoor adventure program that will have extra costs for students. Students may speak to a Guidance Counsellor if they are experiencing financial difficulties. Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

Students will receive the following two credits:

CGR4E1: Living in a Sustainable World, Grade 12, Workplace. With a focus on learning outdoors, this course examines the impact of humans on the environment. Students will explore different types of outdoor settings and the impact of human decisions and choices on the environment. Students will apply concepts to learn about practical solutions to environmental issues, helping them to make more sustainable decisions at home, in the workplace, and in the local community.

PAD4O1: Outdoor Activities, Grade 12, Open This course focuses on the development of a personalized approach to healthy active living outdoors through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Snowshoeing, winter camping, hiking, canoeing and rock climbing are some of the activities. Personal fitness, safety, environmental impact, team building, and cooperative learning will be emphasized throughout the course as well as focusing on the positive impacts of activities outside on mental health.

### ***DUAL CREDITS***

#### **Prerequisite: None**

Dual credits give secondary students the opportunity to sample college and gain credit in both secondary school and college. Students take a college credit from a college faculty member and must meet the requirements to pass. If successful, they are granted the secondary school credit and will be issued a college transcript. The course will be recognized at college if they choose to attend a program for which the course is a requirement. The secondary school credit counts toward their secondary school diploma. Dual credits give students the opportunity to sample postsecondary education, work in college labs, experience a new environment and build their confidence. See Guidance if you are interested in taking a Dual Credit Course.