

NGDHS 2015-2016 COURSE CALENDAR



HOME OF THE KNIGHTS!

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<http://ngdhs.ucdsb.on.ca>

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NORTH GRENVILLE DISTRICT HIGH SCHOOL

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Website: <http://ngdhs.ucdsb.on.ca>
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Principal: Mr. Derek Cole
Vice Principal: Mr. Matthew Robinson
Guidance Counsellor: Mrs. Shari Mitchell
Office Administrator: Mrs. Rebecca Jones

Introduction

Education at the secondary level is directed toward developing students as concerned and responsible citizens, and preparing them for entry into the work force or for post-secondary education.

Students and parents/guardians should study this booklet carefully. Course selections should reflect the needs, interests, abilities, and goals of the student. While advice and information are available from school counsellors and teachers, the final decision on courses selected rests with the student and parents/guardians. It is a policy in Ontario education that individual differences be accommodated to the greatest extent possible. Within the limits of the financial and human resources available in our school, each student should be able to follow a program suited to his/her individual needs and aspirations.

The information in this calendar is accurate at the time of printing, but is subject to change as Ontario Ministry of Education and Upper Canada District School policies and procedures evolve.

In keeping with the policy of the Government of Ontario, materials and methods in our school have been designed to reflect a society to which both men and women are contributing. A list of the courses offered in the school, together with outlines of courses of study indicating credit value, course objectives, core content, evaluation practices, and texts is available in the school office for parents and students to examine.

The Goals of Education

The Ministry of Education in Ontario strives to provide, in the schools of the province, equal opportunity for all. In its contribution to programs, personnel, facilities and finances, the Ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of helping the student to:

1. Develop a responsiveness to the dynamic processes of learning;
2. Develop resourcefulness, adaptability, and creativity in learning and living;
3. Acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols;
4. Develop physical fitness and good health;
5. Gain satisfaction from participating with others in various forms of artistic expression;
6. Develop a feeling of self worth;
7. Develop an understanding of the role of the individual within the family and the role of the family within society;
8. Acquire skills that contribute to self-reliance in solving practical problems in everyday life;
9. Develop a sense of personal responsibility in society at the local, national, and international levels;
10. Develop esteem for the customs, cultures, and beliefs of a wide variety of social groups;
11. Acquire skills and attributes that will lead to satisfaction and productivity in the world of work;
12. Develop respect for the environment and a commitment to the wide use of resources;
13. Develop values related to personal, ethical, or religious beliefs, and to the common welfare of society.



Learning, Leading, Succeeding



Building Success One Student at a Time

Reaching Every Student

The Upper Canada District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills and attitudes they need for successful outcomes and smooth transitions to the postsecondary destinations of their choice. Our schools offer educational programs that promote high standards, while providing students with learning opportunities and supports needed for success.

Successful completion of secondary education in Ontario is important and a valuable step toward post-secondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to:

- Apprenticeship Programs
- College
- Community Living
- University
- The Workplace

There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's ***Individual Program Pathway (IPP)*** is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parents/guardians, teachers and guidance counsellors. Factors you must consider in your planning include:

- most recent levels of achievement
- preferred learning style
- strengths, interests and abilities
- immediate educational needs

Early success in high school is essential. Statistics in Ontario show very clearly that failure in courses in grades 9 and 10 is a significant factor in students dropping out of school. Appropriate course selection and a proactive plan for success are important.

Schools in Upper Canada have a strong focus on Student Success. In each of our high schools, Classroom Teachers, Student Success Teachers, Guidance Counsellors, Learning Resource Teachers and Administrators form strong teams who are dedicated to successful outcomes for all students. For our students making the transition from grade 8 to grade 9, there has never been greater attention paid to their strengths and needs, while focusing on opportunities for success.

This Course Calendar and our companion document, *Destinations of Choice: Education and Career Roadmap* are valuable tools to assist families in planning and reviewing a pathway to success for all students. Contact your local UCDSB School for more information.

School Beliefs

1. The student is the focus of our school and our most important asset.
2. Creating a positive learning environment is everyone's responsibility.
3. Our value system fosters the individual's self-esteem and sense of responsibility to others, to the community, and to the environment.
4. Students and staff all benefit by sharing ideas and skills.
5. Secondary education becomes a base for adapting to future change.



Upper Canada District School Board Student Transfer Policy

The Upper Canada District School Board provides accommodation and programs that meet the needs of the students and parents in its varied communities. For a number of reasons, certain students will request transfers from one school to another. The Director shall provide, wherever possible, for such requests given the following expectations:

1. Students in the geographical catchment area of the school will be accommodated first.
2. Students from outside the geographical catchment area shall be admitted if:
 - A) there is sufficient room in the school or class;
 - B) there will be no requirement for additional staff;
 - C) the student and/or parent/guardian requesting the admission recognize that no transportation will be provided;
 - D) the Superintendent and/or Director are satisfied that such an admission is in the best interests of all concerned.
3. Other than in exceptional circumstances, applications are to be made by March 15 in any year to be effective the following September 1.



Ontario Secondary School Diploma

Compulsory Credits (Total of 18 required)

4 Credits in English

3 Credits in Mathematics

2 Credits in Science

1 Credit in Canadian History

1 Credit in Canadian Geography

1 Credit in the Arts

1 Credits in Health and Physical Education

1 Credit in French as a second language

.5 Credit in Career Studies

.5 Credit in Civics

1 Additional Credit # 1 (AC1)

Additional credit in English, **OR** French as a second language, **OR** Social Sciences and the Humanities, **OR** Canadian and World , **OR** Guidance or Career Education **OR** Cooperative Education.*

1 Additional Credit #2 (AC2)

Additional credit in Health and Physical Education, **OR** the Arts, or Business Studies, **OR** Cooperative Education.*

1 Additional Credit # 3 (AC3)

Additional Credit in Science, **OR** Technological Education, **OR** Cooperative Education*

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

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits in courses of their choice, selected from the full list of courses available in or through the school. Optional credits allow students to build educational programs that suit their individual interests and meet university, college, apprenticeship, or work requirements.

An Ontario Secondary School Certificate

An Ontario Secondary School Certificate will be granted to students who earn a minimum of 14 credits.

Compulsory Credits (Total of 7 required)

2 in English

1 in Mathematics

1 in Science

1 in Arts OR Technology

1 in Canadian History OR Canadian Geography

1 in Physical & Health Education



Optional Credits (Total of 7)

In addition to the 7 compulsory credits, students must earn 7 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build educational programs that suit their individual interests and meet apprenticeship or work requirements.

A Certificate of Accomplishment

A Certificate of Accomplishment will be granted to students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate. The Certificate of Accomplishment is a way of recognizing the achievements of students who plan to take other kinds of further training or who plan to find employment after school. An Ontario Student Transcript will be attached to indicate which credits have been earned. A Certificate of Accomplishment will be issued only once.

Certificate in Extended French

The aim of the Extended French program is to develop students' French language knowledge and skills and to provide them with an understanding and appreciation of francophone culture in Canada and around the world. Schools may grant a certificate in Extended French if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French. **The class of 2016 will be the last cohort eligible for this certificate, as this is the last group who will have had Extended French as an option.**

Certificate in French Immersion

The aim of the French Immersion program is to develop and refine students' ability to communicate in French as well as to expand their knowledge of the language through the study of francophone literature. By the end of the four-year program, students will be able to participate easily in conversations and discussions; will be able to take courses at the college or university level in which French is the language of instruction; and will be able to accept employment in which French is the working language. Schools may grant a certificate in French Immersion if the student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

Specialist High Skills Major (SHSM)

Overview

The SHSM is a ministry-approved specialized program that allows **senior** students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). This career-focused program is also designed to help prepare students to make the transition from secondary school to apprenticeship training, college, university, or the workplace. A SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals. Students indicate interest in pursuing a SHSM in myblueprint when they are electing their grade 11 courses (February of grade 10 year).

Advantages of Earning a Specialist High Skills Major (SHSM)

Pursuing the SHSM enables students to: Customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD; Select a bundle of 9 required credits focused on sector-specific knowledge and skills that are designed to help prepare students for a postsecondary opportunity of their choice in this economic sector; Provide evidence of achievement of the required components of the SHSM (e.g., sector recognized certifications) for prospective employers and postsecondary educational institutions; Explore, identify, and refine career goals and make informed decisions about their post-secondary options; Take part in “reach ahead” experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps; Identify and develop Essential Skills and work habits that are required in the sector, using tools connected with the Ontario Skills Passport; Access resources, equipment, and expertise that may not be available in their secondary school.

Health and Wellness: Fitness Focus

Required Components for the SHSM – Health and Wellness

Students who complete the requirements for the OSSD and for the SHSM will receive an OSSD with the SHSM seal. Credits earned towards the SHSM are indicated on the provincial report card, and completion of the SHSM is recorded on the Ontario Student Transcript (OST). In addition, all students who participate in the SHSM program will receive a SHSM Record, which documents their achievement of the required components of the SHSM. The **five required components** for a SHSM diploma designation are designed to give students a rich and varied range of curriculum-based and experiential learning experiences, as a foundation for making a successful transition to their chosen postsecondary education or training program or occupation.

SHSM – Health and Wellness October 2013 Update									
Credits		Apprenticeship Training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (may include Maximum of 1 Cooperative Education credit)		4*		4*		4*		4*	
includes content delivered in the sector's context	English	1		1		1		1	
	Mathematics	1		1		1		1	
	Science or Social Sciences and Humanities Or Additional Cooperative Education Credit	1		1		1		1	
Cooperative Education		2		2		2		2	
Total number of credits		9		9		9		9	

*a minimum of one Gr. 11 and one Gr. 12 credit

2. Sector – Recognized Certification and Training

The SHSM in Health and Wellness requires students to complete seven (7) sector-recognized certifications and/or training courses/programs.

These include 4 Mandatory:

- Cardio-Pulmonary Resuscitation (CPR), Level C
- Standard First Aid
- Infection Control
- WHMIS (Workplace Hazardous Materials Information System)

and 3 of:

- Coaching
- Suicide Prevention
- AED
- Service Excellence
- Babysitting
- Large Group Activities

3. Experiential Learning and Career Exploration Activities

Experiential learning and career exploration activities that fulfill the SHSM requirement are planned learning activities that take place outside the traditional classroom setting and relate to the sector of the SHSM. These activities, which can include job shadowing, job twinning, worksite tours, and attendance at career conferences or competitions, enable students enrolled in the SHSM to explore careers in the sector.

4. “Reach Ahead” Experiences

“Reach Ahead” experiences provide students with an opportunity to experience the next step in their chosen pathway. Reach ahead experiences take place outside the classroom and vary in length.

5. Development of Essential Skills and Work Habits, and Use of the Ontario Skills Passport (OSP) for Purposes of Documentation

Students use the OSP to learn about Essential Skills and work habits, occupation-related tasks, and careers relevant to the SHSM. SHSM teachers provide students with opportunities to use the OSP tools to practise and build their Essential Skills and work habits. Students in their SHSM cooperative education program, will create an OSP Work Plan related to their goals, interests, and particular SHSM sector, in which their employer may assess and record the Essential Skills and work habits that the student demonstrates. It would be beneficial for students to create a skills-based resume, in preparation for interviews and meetings with employers, that clearly indicates their attainment of Essential Skills and work habits. Students can also use the OSP Tracker to plan opportunities for skills development during high school and after graduation.

Occupations in the Health and Wellness Sector

Apprenticeship Training	College	University	Workplace
Child and Youth Worker	Ambulance Attendant	Audiologist or Speech Language Pathologist	Blood Donor Clinic Assistant
Early Childhood Educator	Biomedical Engineering Technologist	Chiropractor	Certified Personal Trainer
Educational Assistant	Community and Social Service Worker	Dentist	Doctor's Office Receptionist
	Dental Hygienist or Dental Assistant	Dietician	Fitness Instructor
	Documentation Clerk	Family, Marriage and Other Counsellors	Hospital Admitting Clerk
	Funeral Director or Embalmer	Hospital Equipment Sales Representative	Hospital Cleaner
	Health Care Aide	Kinesiologist	Hospital Porter
	Hospital Information Clerk	Medical Microbiologist	Lifeguard
	Medical Laboratory Technician	Medical Sonographer	Recreation Program Leader
	Medical Secretary	Midwife	Acupuncture
	Pharmacy Technician	Nutritionist	Clinical Assistant
	Practical Nurse	Optometrist	Dietary Aide
	Primary Care Paramedic	Pharmacist	Hospital Support Services
	Registered Massage Therapist	Psychiatrist	
	Registered Orthopaedic Technologist	Registered Nurse	
	Respiratory Therapist	Sports Therapist	
	Physiotherapy Assistant and Occupational Therapy Assistant	Biomedical Toxicologist	
	Recreation and Leisure Services	Child Studies	
	Registered Nutritional Therapy	Medicine	
	Social Service Worker	Naturopathy	
	Sports Therapy/Sports Management	Occupational and Public Health	
		Occupational Therapy	
		Physical Therapy	
		Social Work	

Transportation Specialist

Required Components for the SHSM – Transportation Specialist

Students who complete the requirements for the OSSD and for the Transportation Specialist SHSM will receive an OSSD with the SHSM seal. Credits earned towards the SHSM are indicated on the provincial report card, and completion of the SHSM is recorded on the Ontario Student Transcript (OST). In addition, all students who participate in the SHSM program will receive a SHSM Record, which documents their achievement of the required components of the SHSM. The **five required components** for a SHSM diploma designation are designed to give students a rich and varied range of curriculum-based and experiential learning experiences, as a foundation for making a successful transition to their chosen postsecondary education or training program or occupation.

SHSM – Transportation October 2013 Update									
Credits	Apprenticeship Training		College		University		Workplace		
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	
Major Credits (may include maximum of 1 Cooperative Education credit)	4*		4*		4*		4*		
includes content delivered in the sector's context	English		1		1		1		
	Mathematics		1		1		1		
	Business Studies or Science or Additional Cooperative Education Credit		1		1		1		
Cooperative Education		2		2		2		2	
Total number of credits		9		9		9		9	

*a minimum of one Gr. 11 and one Gr. 12 credit

2. Sector –Recognized Certification and Training

The SHSM in Health and Wellness requires students to complete six (6) sector-recognized certifications and/or training courses/programs.

These include:

- Cardio-Pulmonary Resuscitation (CPR), Level C
- Standard First Aid
- Forklift Certification
- WHMIS (Workplace Hazardous Materials Information System)
- Health & Safety Basic
- Fall Arrest Protection
- Service Excellence
- Pleasure Craft Operator
- Drive Clean - Level 1

3. Experiential Learning and Career Exploration Activities

Experiential learning and career exploration activities that fulfill the SHSM requirement are planned learning activities that take place outside the traditional classroom setting and relate to the sector of the SHSM. These activities, which can include job shadowing, job twinning, worksite tours, and attendance at career conferences or competitions, enable students enrolled in the SHSM to explore careers in the sector.

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Occupations in the Transportation Specialist

<u>Apprenticeship Training</u>	<u>College</u>	<u>University</u>	<u>Workplace</u>
Alignment and Brakes Technician	Air Pilot	Aerospace Engineer	Aircraft Assembler and Aircraft Assembly
Auto Body Repairer	Industrial Designer	Automotive Engineer	Aircraft Assembler and Aircraft Assembly Inspector
Automotive Painter - Motor Vehicle Repair	Industrial Engineering Technician	Industrial Designer	Airport Ramp Attendant
Automotive Service Technician	Marine Engine Technician	Urban Planner	Automobile Salesperson
Marine Engine Mechanic	Mechanical Engineering Technologist		Automotive Mechanical Installers and Servicers
Motorcycle Technician	Navigation Office - Water Transport		Boat Assembler and Inspector
Parts Technician	Quality Control Assembly Inspector - Auto/Marine Engines		Boat Operators
Recreation Vehicle Service Technician	Supervisors, Motor Transport, and Other Ground Transit Operators		Bus Driver, Subway Operator, and Other Transit Operator
Small Engine Mechanic			Car Lot Attendant
Transmission Technician			Delivery and Courier Service Drivers
Truck and Coach Technician			Heavy Equipment Operators (except Crane)
Truck and Transport Vehicle Mechanic			Railway Track Maintenance Worker
			Service Station Attendant
			Tire Repairer



The Grade 10 Ontario Secondary School Literacy Test (OSSLT)

All students beginning Grade 9 in the 2000-2001 school year and in subsequent years must pass the Grade 10 Ontario Secondary School Literacy Test in order to earn a Secondary School Diploma. This test is designed by the Ontario Education Quality and Accountability Office. There is no limit to the number of times a student may retake the test.

Accommodations may be made only for students with IEPs, and in accordance with EQAO policies. Students whose Individual Education Plans indicate that they are not working towards a Secondary School Diploma may, with parental/guardian consent and the approval of the Principal, be exempted from writing the test.

Students who might benefit from deferral of the test may include those who have been identified as exceptional and students registered in English as a Second Language courses. Parents/guardians may request such deferral, as we, in consultation with Parents/Guardians, may initiate deferral. In order to achieve an Ontario Secondary School Diploma, deferred students must successfully complete the test.

Students who have been eligible to write the Ontario Secondary School Literacy Test at least twice and have attempted and been unsuccessful at least once, are eligible to take the Ontario Literacy Course (OLC4O). Upon successful completion of this course, the student will have met the literacy requirement for graduation.

Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of Community Involvement activities during their years in the secondary school program. Students, in collaboration with their parents/guardians, will decide how they will complete the Community Involvement requirement.

Community Involvement activities may take place in a variety of settings (e.g., not-for-profit organizations, hospitals, informal settings, etc.). Students may not fulfill the requirement through activities that are counted towards credits (e.g., Cooperative Education and Work Experience), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours. The Principal will decide whether students have met the requirements of both the Ministry and the Board for these activities.

The Upper Canada District School Board provides each student with a brochure outlining the requirements for Community Involvement. Blank forms for recording and authorizing hours are available in Student Services and should be returned to Student Services when completed.

Substitutions for Compulsory Credits

In order to allow the flexibility in designing a student's program and to ensure that all students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses. These courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual student's needs, the Principal may replace up to three of these courses (or the equivalent in half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

Course Changes During the Year

Changes to a student's timetable will be made only under exceptional circumstances after the semester begins. In the first ten days of Semester I, and the first five days of Semester II, a student may change courses with the advice of the counsellor. After this time, a student may change courses only with the permission of the parent and the Principal of the school.

If a student (including a student with a completed IEP) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in the semester, the withdrawal is not recorded on the Ontario Student Transcript. If the student withdraws after five instructional days following the issue of the first provincial report card in the semester, the withdrawal is recorded. The student's percentage grade at the time of the withdrawal is recorded.

Prior Learning Assessment and Recognition (PLAR)

Students enrolled in Ontario secondary schools may have their knowledge and skills evaluated against the expectations outlined in provincial policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

The "PLAR challenge process" refers to the process whereby students present evidence of prior learning for assessment. Students may proceed to a formal examination.

Students may apply for a maximum of four credits through the challenge process and for no more than two credits in one subject area. Students may only challenge courses offered by the Upper Canada District School Board.

The Ontario Student Transcript

In all Ontario secondary schools as of September 1999, the Ontario Student Transcript contains:

- A student's record of courses successfully completed in Grades 9 and 10:
- All attempts at courses in Grades 11 and 12, including courses from which the student withdraws after five days from the issue of the first Ontario Report Card of the semester.

This transcript is the official document a person must present whenever evidence of secondary education standing is required: e.g., for employment purposes or for admission to a post-secondary program.

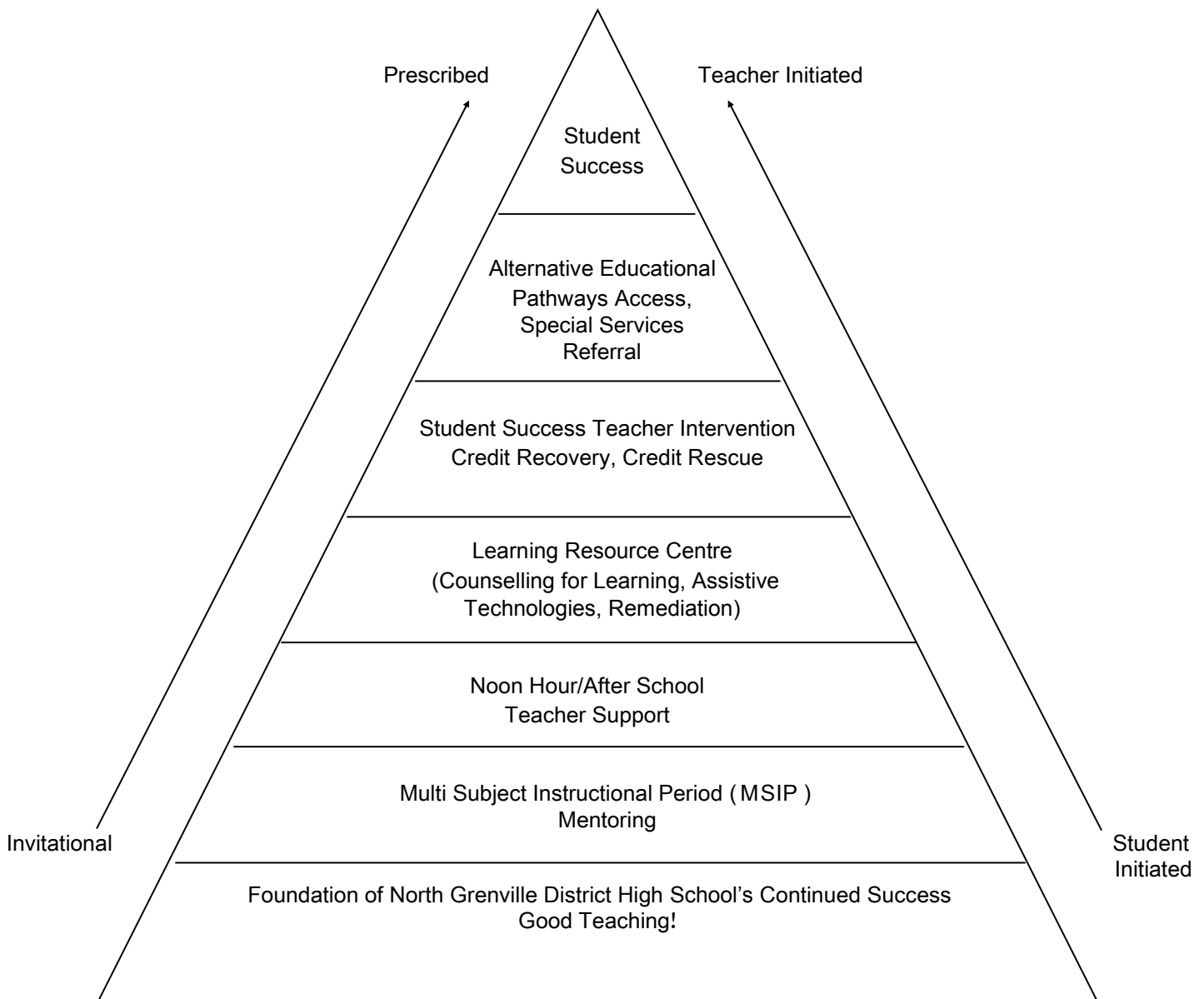
Courses Offered

All the courses offered by North Grenville District High School have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of the school and parents/guardians who wish to examine them may present their request to the Principal.

Pyramid of Interventions

NORTH GRENVILLE DISTRICT HIGH SCHOOL

How will we respond when students don't learn?



Link Crew and Grade 9 Orientation

Grade 9 orientation will be held on **Thursday August 27, 2015**. The students in the Link Crew course will welcome the grade 9 students to the school and make them feel comfortable. We strongly encourage all grade 9 students to attend the orientation, as the relationships built by grade 9 students during the orientation day will continue to develop throughout their first year of high school. From the first day to their first dance and ongoing throughout their first semester grade 9s will have their Link leaders to support and encourage them. Students in grade 9 will experience academic support by utilizing the MSIP period in the form of one on one tutoring and small group study sessions. The Link leaders will share valuable information about how to be successful both academically and in the ever changing social dynamics in high school. Contact will be made to grade 9 students by one of their two LINK leaders, during the last week of August, before the grade 9 orientation. Parents are encouraged to come in and meet their teenager's Link Leaders when they are picking their teenager up after the orientation.

Procedures for Students Who Fail or Who Do Not Complete Courses

Where a student has completed a course within the school year or semester but has not been successful in demonstrating achievement of the curriculum expectations to a passing level, the Principal and teaching staff, in consultation with the parents of the student should determine which procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Arrangements should be made so that one or more of the following options is available to the student:

- Where possible, the student should be allowed to repeat only the material relating to the expectations not achieved. The student may choose to achieve these expectations in summer school, through independent study, through an individualized remediation program, or through distance education. The student's work will be evaluated to determine whether the expectations have been successfully completed.
- If available, the student can enrol in a remediation program designed for a group of students with similar needs.
- The student may decide to repeat the entire course.

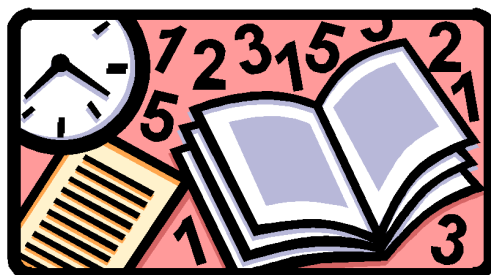
With respect to compulsory courses, a student who fails a course or who chooses to withdraw from a course during the school year or the semester (after consultation with parents and school staff) should be informed of the consequences for meeting diploma requirements. The program options available to the student to enable him or her to meet the requirements should be outlined, and possible alternative courses identified.

Student Achievement, Evaluation, and Attendance

Regular attendance at school is critical for student learning and achievement of course expectations. To encourage regular attendance by students, the school ensures that students and their parent/guardians are informed about the school's policy on attendance through the school's course calendar as well as its website: <http://www.ngdhs.ucdsb.on.ca>, in the electronic student handbook.

Where, in the Principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and the parent/guardians to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

Students of compulsory school age whose absence is reported to the school board Special Services Counsellor will have the reason for their absence investigated.



North Grenville District High School Attendance Policy

We recognize that regular attendance and promptness in all classes are essential for success in school. To encourage students to make good choices about attendance, our policy is intended to make each student accountable on a daily basis for every missed class, and to have teachers available to counsel and advise students on the importance of attendance to school achievement. We also recognize that attendance is the joint responsibility of the school, the parents/guardians, and the student.

Student absences are to be reported before 7:55 a.m. the morning of an absence. Absences can be reported in one of two ways:

1. **phone call:** 613-258-3481 (before/after hours: extension 1 for grades 7-8; extension 2 for grades 9-12)
2. **report** to the Main Office with a note ahead of time, if the absence is known in advance, or a sibling can deliver the note before 7:55 a.m. the morning of an absence (if applicable)

Please include the following information, if you are sending in a note in advance or the morning of an absence:

- student's full name
- date(s) of absence
- reason for absence
- parent/Guardian signature (for a note)
- a telephone number for contact during the school day, if necessary.

Students who are 18 years of age are required to follow these procedures as well. Unexcused absences are recorded as "truant" and will require follow-up and possible consequences.

Reporting Student Achievement

Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, Grades 9-12. The report card provides a record of the students achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and the areas in which improvement is needed, along with ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course.

Additionally, at North Grenville District High School students will receive an Interim report issued early in each semester. These reports are intended to inform students and parents of their progress in each of the student's credit courses. Issue dates for all report cards will be posted on the school's website.

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- 70% of the grade will be based on assessments and evaluation conducted throughout the course.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered toward the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement.

Final evaluations are administered towards the end of every semester. In the case of a student absence because of illness (evidenced by a medical certificate) or bereavement, the Principal will determine which actions will be taken.

Student Conduct

As a school, we believe that every student has the right to learn and every teacher has the right to teach. To support this philosophy, all members of the NGDHS family are expected to:

- Be courteous and considerate toward others;
- Resolve conflict in a mature and responsible manner;
- Use language and conduct which demonstrates respect for self and others.

The Ontario Education Act and Regulation 298 (Section 23) details the responsibilities of students:

1. A pupil shall:
 - Be diligent in attempting to master such studies as part of the program in which he/she is enrolled;
 - Exercise self-discipline;
 - Accept such discipline as would be exercised by a kind, firm, and judicious parent;
 - Attend classes punctually and regularly;
 - Be courteous to fellow pupils and obedient and courteous to teachers;
 - Be clean in person and in habit;
 - Take such tests and examinations as required under the Act or as may be directed by the Minister; and
 - Show respect for school property.
2. When a pupil is absent, a parent of the pupil /guardian or the pupil where the pupil is an adult, shall call the school before 7:55 a.m. on the day of the absence.
3. A pupil may be excused by the Principal from attendance at school temporarily at any time at the written request of the parent of the pupil, or the pupil where the pupil is an adult.
4. Every pupil is responsible for his or her conduct to the Principal of the school that the pupil attends:
 - On the school premises;
 - On out-of-school activities that are part of the school program; and
 - While travelling on a school bus that is owned by a Board or on a bus or school bus that is under contract to the Board.

Effective discipline is not about punishment alone. It is about learning how to make good decisions. Our aim at NGDHS is for each student to acquire self-discipline, and to learn to be responsible for his or her behaviour. To this end, the teachers, support staff, and administration will employ logical consequences to correct behaviour, and to help student's make better choices in the future. Inappropriate behaviour may result in counselling by a teacher or guidance counsellor, detentions, referral to the Vice-Principal, loss of certain privileges, or suspension. All students are expected to have read through the Student Handbook which outlines school expectations in detail. This is available on the school's website.



The Multi Subject Instructional Class (MSIP)

Rationale:

To provide students with the opportunity to develop independent learning (thinking, inquiry, communication, application).

Expectations for the Student in MSIP:

- All Students will be scheduled for an MSIP class each semester.
- All Students will attend MSIP prepared to work on credit courses every day. This work will be monitored by the MSIP teacher.
- Each student should have, on average, approximately 15 minutes of work per subject per day. In many cases the student is assigned a body of work to be completed throughout the school week.

Example:

- a) Weekly assignments which take about 75 minutes to complete.
 - b) Two week assignments (novel study).
 - c) A semester assignment (independent study project).
- The MSIP teacher will be assessing students according to their independent work habits and study skills. A rubric will be used to report these skills as demonstrated in the MSIP.
 - Students will maintain regular MSIP attendance which will be monitored daily. Missing time from an MSIP class equates to missing time in credit classes, as MSIP consists of instructional minutes required to obtain credits.
 - Students may access various programs of remediation during their MSIP through a referral by their subject teacher or MSIP teacher. (See the Pyramid of Interventions Model on Page 14).
 - Students may make appointments to see a counsellor in Student Services, or request access to the Learning Commons/Internet Café to do research on days when the Learning Commons is staffed

MSIP success → Course Credit success.

Student Services

The Guidance & Career Education Program

The Guidance and Career Education program is a vital and integral part of the Secondary School program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various means, including classroom instruction, orientation and exit programs, career exploration activities, and individual assistance and short-term counselling.

The goals of the Guidance and Career Education program are outlined in the policy document entitled "*Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011.*"

Student Success Office

The Student Success Centre provides all students with opportunities to develop specific skills such as studying, organization, test taking, and note taking. Students receive remediation in specific subjects either by withdrawal from class or during students' multi-subject instructional period. Student Success Teachers work closely with subject teachers to ensure students are achieving their academic potential. Student Success Teachers assist and monitor the recovery of credits when required.

Learning Commons/Internet Café

North Grenville's Learning Commons/Internet Café is a space for researching, computer use, studying, collaboration, and reading. Students have access to a collection of fiction and non-fiction printed material as well as a variety of electronic resources, including a curriculum-based Virtual Learning Commons (<http://vlc.ucdsb.ca>), online encyclopaedias, data bases, social media, ebooks, and homework help. A laser printer and Smart Board are available for students assignment use. This multi-purpose, open-concept space provides a relaxed and inviting atmosphere for students, the ideal location for noon-hour club meetings, and a great venue for small-group guest speakers and instructors. The Learning Commons Informationist is on-site five days a week from 8:00 a.m. to 12:10 p.m. to provide research assistance to staff and students, to circulate books, and to ensure resources are kept current and in good repair in order to meet curriculum requirements.

Special Education

The Upper Canada District School Board strives to provide a range of programs and services for students with exceptional needs. A summary is provided in a series of 7 guides, available on the board's website www.ucdsb.on.ca, under Programs & Initiatives. They are available at the school as well. In addition, we endeavour to provide support to parents/guardians by connecting them with various associations who represent exceptional pupils. The Special Education Advisory Committee advises the Board on Special Education matters. Information about its activities and meetings, along with documents and information about Special Education, are also published on the Board's website: www.ucdsb.on.ca

North Grenville District High School offers a variety of Special Education services for students who have been identified as exceptional or who simply have an individual education plan (IEP). The Identification Placement and Review Committee (IPRC), in consultation with the parents/guardians, will devise an appropriate program geared to meet the student's special needs. The learning experiences required to meet these needs may be supported in the Learning Resource Centre (Room 024) or in our System Designated Class (Room 097).

Locally Developed Courses - Grades 9 & 10

These courses are intended for students who:

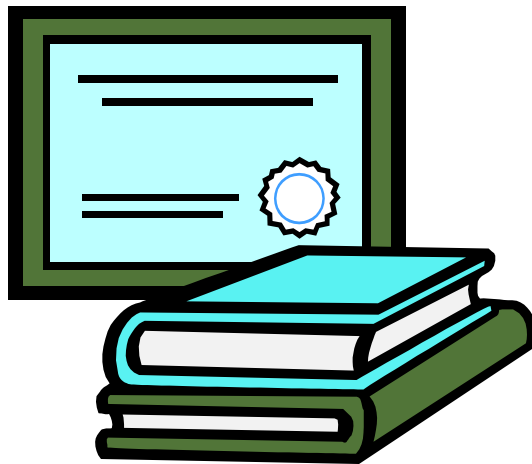
- Exhibit reading skills which are significantly below grade level, but who have some literacy and numeracy skills;
- Have an IEP, may have been identified as exceptional, and may have received resource support or alternative programming; or
- Will require additional instruction and perhaps a deferral to successfully complete the Grade 10 Ontario Secondary School Literacy Test.

Where do the Locally Developed Courses Lead?

- Grade 11 Workplace Destination courses.
- Apprenticeship, Ontario Youth Apprenticeship Program, or other school-to-work initiatives.
- When the student successfully completes the Grade 10 Ontario Secondary School Literacy Test, the Workplace Destination Courses can lead to the Ontario Secondary School Diploma.
- Certificate of Accomplishment or Ontario Secondary School Certificate (see page 4).
- There are some colleges with programs for students who have graduated with an OSSD following this pathway. See Student Services for more information.

Admission to the Locally Developed Courses will be determined through consultation with the student, parents/guardians, elementary teachers, and high school Guidance/Special Education personnel. If your teenager has been recommended for this program, please contact Student Services and the Learning Resource Teacher at the high school.

The Locally Developed Courses package includes the courses described in the Course Offerings section of this booklet.



Suggested 4 Year Program for Workplace Destination

Considering Workplace and/or Apprenticeship

	Grade 9	Grade 10	Grade 11	Grade 12
1	ENG1L1 ENGLISH	ENG2L1 ENGLISH	ENG3E1 ENGLISH	ENG4E1 OR OLC4O1 ENGLISH/LITERACY COURSE
2	MAT1L1 MATH	MAT2L1 MATH	MEL3E1 MATH	MEL4E1 MATH
3	SNC1L1 SCIENCE	SNC2L1 SCIENCE	SNC3E1 OR SNC4E1 SCIENCE	CHM4E1/CGR4E1 Adventures in World History/ Environment & Resource Management
4	CGC1PP GEOGRAPHY	CHC2L1 HISTORY	PAD3O1/PPL3O1/PAI3O1/PAF3O1 Outdoor Education/Physical Education / Strength and Conditioning/Women 's Fitness	Elective of interest
5	PPL1O1 PHYSICAL EDUCATION	CHV/GLC2O1 CIVICS/CAREERS	COOP	COOP
6	AVI1O1 or ADA1O1 or AMI1O1 VISUAL ARTS/DRAMA/MUSIC	Another Course Student Services will help	COOP	COOP
7	TIJ1O1 TECHNOLOGY	Elective of interest	COOP	COOP
8	An 8th course is chosen in consultation with Student Services. Usually another art or tech course.	Elective of interest	COOP	COOP
Course you plan to take in the summer		COOP is available in the summer	COOP is available in the summer	
Credits in this grade	8	8	8	8
Total Credits by the end of this grade	8	16	24	32

Students going into grades 9-12 will do this planning electronically at www.myblueprint.ca/ucdsb

Credits: 17 of your 18 compulsories are already in the table above.

- Student Services or parents/guardians will help you choose one more
- co-op is usually a good fit to build employable skills for transitioning to the workplace and/or to start accumulating apprenticeship hours. Coop is also available in the summer.

Other requirements:

- successfully complete the Grade 10 Ontario Secondary School Literacy Test (OSSLT) (pg. 12) or completing the Ontario Secondary School Literacy Course after attempting the test at least once. Recommendation from the Principal is needed to take this course.
- complete 40 Hours of Community Involvement

Programs Supporting Student Success

Dual Credits

Students may earn High School Credits when studying at a college in their Grade 12 year. While at college they will also earn a college credit. This opportunity allows students to acquire the education which relates to post –secondary programs and apprenticeships. Dual Credit students get a head start on their training and education for their future. Please talk to a guidance counsellor for more information.

Credit Recovery Program

Upon recommendation of the teacher and Principal, a student may be offered the opportunity for credit recovery. The student will earn a Level One upon successful completion of the credit recovery program. See Growing Success, 2010, page 84, for the ministry's policy on Credit Recovery.

UCDSB Summer Semester Program (<http://www.ucdsb.on.ca/teams/summersemester/Pages/default.aspx>)

A) Remediation Program:

Students who have earned a 40% in a core course will be invited to attend Summer School during the month of July. Parents and students may check with Student Services for registration details.

B) Reach Ahead Program:

Students who wish to take a new course may check with Student Services for the list of available courses offered during the month of July through the Summer Semester Program. These courses are on-line format.

C) Summer Coop Program:

Students may have the opportunity to earn up to 2 Co-op credits during the summer. This program operates pending sufficient enrolment and is offered through the Summer Semester Program.

D) Reinforcement Program:

Students who need to build numeracy and literacy skills may benefit from this summer program offered in July through the Summer Semester Program. Parents and students may inquire with Student Services about registration details for this excellent program.

Correspondence Courses:

Students who need courses for post secondary programs which are not offered at NGDHS or who need one or more additional credits to graduate may be eligible to enrol in a correspondence course. These courses are available through a referral process and therefore students need to consult with a counsellor in Student Services.

On-Line Learning Program

Considerations for Achieving On-Line Student Success:

- Willingness to share and learn in an on-line environment.
- Able to express yourself clearly through text (email, threaded discussions).
- Commitment to log on and participate.
- Realize online courses require as much time as in-school courses.
- Comfortable with sending email, attachments, save and organize documents.
- Familiar with the internet, use of search engines, word processing software
- Able to set short and long term goals
- Take responsibility for self directed learning

Considerations for Parents/Guardians of On-Line Students:

- Take the opportunity to review course outline, expectations and time lines
- Help establish a good work/study area at home
- Help set up a regular work/study schedule
- Discuss the course progress together

On-Line Learning Program (Continued)

UCDSB On-Line Learning Program - An Overview:

- Intended to make courses available that are not offered in the student's school.
- The courses are offered asynchronously so students and teachers are not required to be on-line at the same time.
- All courses are taught by qualified Upper Canada District School Board teachers.
- All courses meet the curriculum requirements of the Ministry of Education.
- The courses are offered in a semester format similar to in-school courses.
- A student can complete one (1) on-line course per semester.
Should an exception be necessary for a particular student, arrangements must be made through the Superintendent's office.
- If an exception is granted for a part-time student to enroll in any UCDSB On-line course, the PowerSchool set-up and tracking for this student is different. The PowerSchool team will need to be contacted to assist with the set-up in this scenario.

UCDSB On-Line Learning Courses

Upper Canada District School Board students have access to a wide range of on-line courses developed by the Ontario Ministry of Education and delivered by Upper Canada teachers. For more information on courses currently available, please check our On-line Learning web site at www.ucdsb.on.ca/programs/Pages/OnLineLearning.aspx. Our students also have a lot of on-line options through the Ontario eLearning Consortium, www.elearningstudents.ca. For more information on all the above on-line options, please consult with your school's Guidance Counsellor.

Advantages of On-Line Learning:

- Increased flexibility in delivery of course content.
- Increased student confidence in class participation.
- Direct access to the course teacher.
- Accommodation of a wide range of student learning styles.
- Extended time for considered responses.
- Reinforced sense of equality within course structure.
- Continual access to learning materials and archived discussions, guided tutorials.
- Opportunity for increased class participation through student centred teaching strategies. (threaded discussions, group assignments, virtual classrooms, shared white board, multi-media resources).
- Provides an alternative delivery mode for students with mobility issues.

Destination Planning

SCHOOL-TO-WORK TRANSITION PROGRAMS

Job Shadowing

Students may learn about careers by pairing with workers in specific occupations for one to three days. There is no credit value for this experience, but it may be related to a credit course being taken by the student. Job Shadowing may be arranged by the Teacher, Co-operative Education Teacher, or Guidance Counsellor as part of the student's school-to-work transition program.

Co-operative Education Program

The Co-operative Education Program is available to students in Grades 11 and 12, and is based on a related course (or courses) from an Ontario curriculum policy document or a Ministry-approved, Locally-Developed Course. The student must be concurrently enrolled in the related course, or have successfully completed it. The Co-operative Education Program includes a classroom component. Work placements provide students with opportunities to apply and extend their knowledge, and practise and reflect current workplace practices and standards. The student's Personal Placement Learning Plan will be designed following a placement interview. Some students will be eligible to begin an apprenticeship program through a Co-operative Education placement in a skilled trades setting. Some students will select Co-operative Education placements which will prepare them for the school-to-work transition.

Ontario Youth Apprenticeship Program (OYAP)

This is a combination of Co-operative Education and apprenticeship which allows students to learn skilled trades, while at the same time completing the requirements for the Ontario Secondary School Diploma. Students are eligible if they have completed 16 credits and are 16 years of age or older. Further information on OYAP is available from the Students Services Counsellors and Co-operative Education Teachers.

Post-Secondary Education

College

Students who have completed their Ontario Secondary School Diplomas including a Grade 12 English for Workplace*, College or University may apply to an Ontario College. Prospective North Grenville District High School applicants must register with Student Services in the fall of their final year in order to access the online applications for the following year. Students are encouraged to attend college recruiter presentations at the school during the fall of their grade 11 and 12 years and to make appointments with a Counsellor to discuss their education plans.

* *Some college but not all*

University

Students who have completed their Ontario Secondary School Diplomas including six Grade 12 4U and/ or 4M courses may apply to an Ontario University. Students must check the specific requirements for their programs at each university. Prospective North Grenville District High School applicants must register with Student Services in the fall of their final year in order to access the online applications for the following year. Students are encouraged to attend the university recruiter presentations at the school during the fall of their grade 11 and 12 year and to make appointments with a Counsellor to discuss their education plans.

Types of Courses

Students in Grades 9 and 10 will choose courses from one or more of the four types:

ACADEMIC

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

APPLIED

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

OPEN

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

ESSENTIALS/LOCALLY DEVELOPED

Locally developed courses focus on the essential skills. Using relevant and practical activities, students are provided opportunities to develop their literacy, numeracy, problem-solving, decision-making and communication skills. The locally developed courses prepare students for future studies in Grade 11 and 12 workplace courses.

Students in Grades 11 and 12: Courses offered to prepare students for their post-secondary destination include:

UNIVERSITY PREPARATION

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

UNIVERSITY/COLLEGE PREPARATION

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

COLLEGE PREPARATION

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

WORKPLACE PREPARATION

These courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. There are a few college programs available for workplace level high school students.

OPEN

Courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

TRANSFER COURSES

A course offered to students in Grades 10, 11, and 12 who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered to be essential for success in the course to be taken. Partial credits are granted for successful completion of transfer courses.

Explanation of Common Course Codes

Common Course Code Format

The Common Course Code (CCC) consists of the following components, designated by the Ministry of Education:

- Five or six code characters
- A course title

EXAMPLES: MFM1P and ADA4MD

The Common Course Code (CCC) Characters

Examples:	Discipline	Course	Grade	Type	Focus
MFM1P	M Mathematics	F M Foundations of Mathematics	1 Grade 9	P Applied	
ADA4MD	A Arts	D A Dramatic Arts	4 Grade 12	M University/ College	D Co-operative Education (2 credits)

The first three characters of the CCC are assigned by the Ministry and represent the discipline, the subject, and the course.

The fourth character refers to the grade of the course,

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

OR refers to the level of proficiency of a language such as in English as a Second Language.

A	- Level 1	B	- Level 2	C	- Level 3
D	- Level 4	E	- Level 5		

The fifth character refers to the course type. The course types are:

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

An optional sixth character is used by the school to reflect a particular focus of a course. This sixth character does not appear on the student's transcript.

U- On-line Course within UCDSB

T - taught in French for Immersion students from French language schools

O - a place holder - no particular signification

F - taught in French

D - Dual Credit Co-op

S - Single Credit Co-op

X - Girls' French Immersion Physical Education

Y - Yearbook or Boys' French Immersion Physical Education

COURSE DESCRIPTIONS



2015 - 2016

Courses listed in this section are potentially available but course selection forms will identify which courses will be offered in 2015/2016. Please note the asterisked courses on page 28 are offered in alternating years. Please see course selection forms.

COURSES AT A GLANCE

SUBJECT	GRADE 9		GRADE 10		GRADE 11		GRADE 12	
ARTS AFTER SCHOOL PROGRAMMING (Potential)	AMR1O AMP1O	ADB1O	AMR2O AMP2O	ADB2O	ADB3M	AMP3M	ADB4M	AMP4M
DRAMA	ADA1O1		ADA2O1		ADA3M1		ADA4M1	
VISUAL ARTS	AVI1O1 NAC1O1		AVI2O1 ASM2O1		AVI3M1	AWQ3M1	AVI4M1	AWQ4M1
MUSIC	AMI1O1		AMI2O1	AMG2O1	AMI3M1		AMI4M1	
BUSINESS STUDIES			BTT2O1		BDI3C1	BAF3M1*		
CANADIAN & WORLD STUDIES: CIV- ICS & HISTORY			CHC2L1* CHC2D1/F CHV2O1/F (COR2O1/F)	CHC2P1 NAC2O1	CHW3M1		CHY4U1	CHM4E1
CANADIAN & WORLD STUDIES: GE- OGRAPHY	CGC1P1 CGC1PP*	CGC1D1 CGC1DF			CGG3O1	CGF3M1	CGW4U1 CGR4MU1	
SOCIAL SCIENCES & HUMANITIES			HFN2O1		HSP3U1/F HPC3O1	HRF3O1 HQB3M1	HHS4UU (Online Only)	
ENGLISH	ENG1D1 ENG1L1	ENG1P1	ENG2D1 ENG2L1	ENG2P1	ENG3U1 ENG3E1	ENG3C1	ENG4U1 ENG4E1 OLC4O1 EWC4UU (Online Only)	ENG4C1
FRENCH	FSF1D1	FSF1P1	FSF2D1	FSF2P1	FSF3U1		FSF4U1	
FRENCH IMMERSION (French Immersion is being phased in)	FIF1D1 PPL1OF	CGC1DF*	FIF2D1 CHC2DF* CHV2OF/GLC2OF (COR2OF)		FIF3U1 CGF3MF	HSP3UF*		
EXTENDED FRENCH (Is being phased out)							FEF4U1	
GUIDANCE & CAREER EDUCATION			GLC2O1	GLC2OF	GPP3O1			
HEALTH & PHYSICAL EDUCATION	PPL1OG PPL1OF	PPL1OB	PPL2O1		PAD3O1 PAF3OG	PPL3O1* PAI3O1	PAI4O1 PAF4OG PPL4O1* PLF4C1* PSE4UU (Online Only)	
MATHEMATICS	MPM1D1 MAT1L1	MFM1P1	MPM2D1 MAT2L1 MFM2P1		MCR3U1 MBF3C1	MCF3M1 MEL3E1	MHF4U1 MAP4C1 (MVC4UU & MCT4CU) (Online Only)	MDM4U1 MEL4E1
SCIENCE	SNC1D1 SNC1L1	SNC1P1	SNC2D1 SNC2L1	SNC2P1	SBI3U1 SCH3U1	SBI3C1 SPH3U1	SBI4U1 SPH4U1* SNC4E1 SPH4CU (Online Only)	SCH4U1 SCH4C1
COMPUTER STUDIES					ICS3U1	ICS3C1	ICS4U1	ICS4C1
TECHNOLOGICAL DESIGN & COMMUNICATIONS TECHNOLOGY	TIJ1O1		TDJ2O1		TDJ3M1	TGJ3M1	TDJ4M1 TGJ4MY	TGJ4M1
CONSTRUCTION TECHNOLOGY	TIJ1O1		TCJ2O1		TWJ3E1*		TWJ4E1*	
TRANSPORTATION TECHNOLOGY	TIJ1O1		TTJ2O1		TTJ3C1*	TTA3C1	TTJ4C1*	TTA4C1
INTERDISCIPLINARY STUDIES							IDC4U1	
NATIVE STUDIES	NAC1O1		NAC2O1					
COOPERATIVE EDUCATION					COOP32	COOP34	COOP32	COOP34

* courses offered in alternating years at the discretion of the department.

SECONDARY SCHOOL COURSE PLANNING GUIDE

Name:

My Post-secondary Destination is:

Workplace Apprenticeship University College

Course Selection Summary

	Grade 9	Grade 10	Grade 11	Grade 12
1	English Applied/Academic/Locally developed	English	English	English
2	Math Applied/Academic/Locally developed	Math	Math	
3	Geography Applied/Academic/Locally developed	Canadian History		
4	Science Applied/academic/Locally developed	Science		
5	French/ Learning Strategies Applied /Academic/Immersion	Careers/Civics		
6	Physical Education			
7	Arts Option: _____			
8	Exploring Technologies			
Credits in this Grade	8	8	8	6+
Total Credits by the end of this grade	8	16	24	30+

Other requirements:

1. Successfully complete the Grade 10 Ontario Secondary School Literacy Test (OSSLT) OR OLC40 (pg. 12).
2. Complete 40 Hours of Community Involvement (pg.12).

Additional Compulsory Credits:

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

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

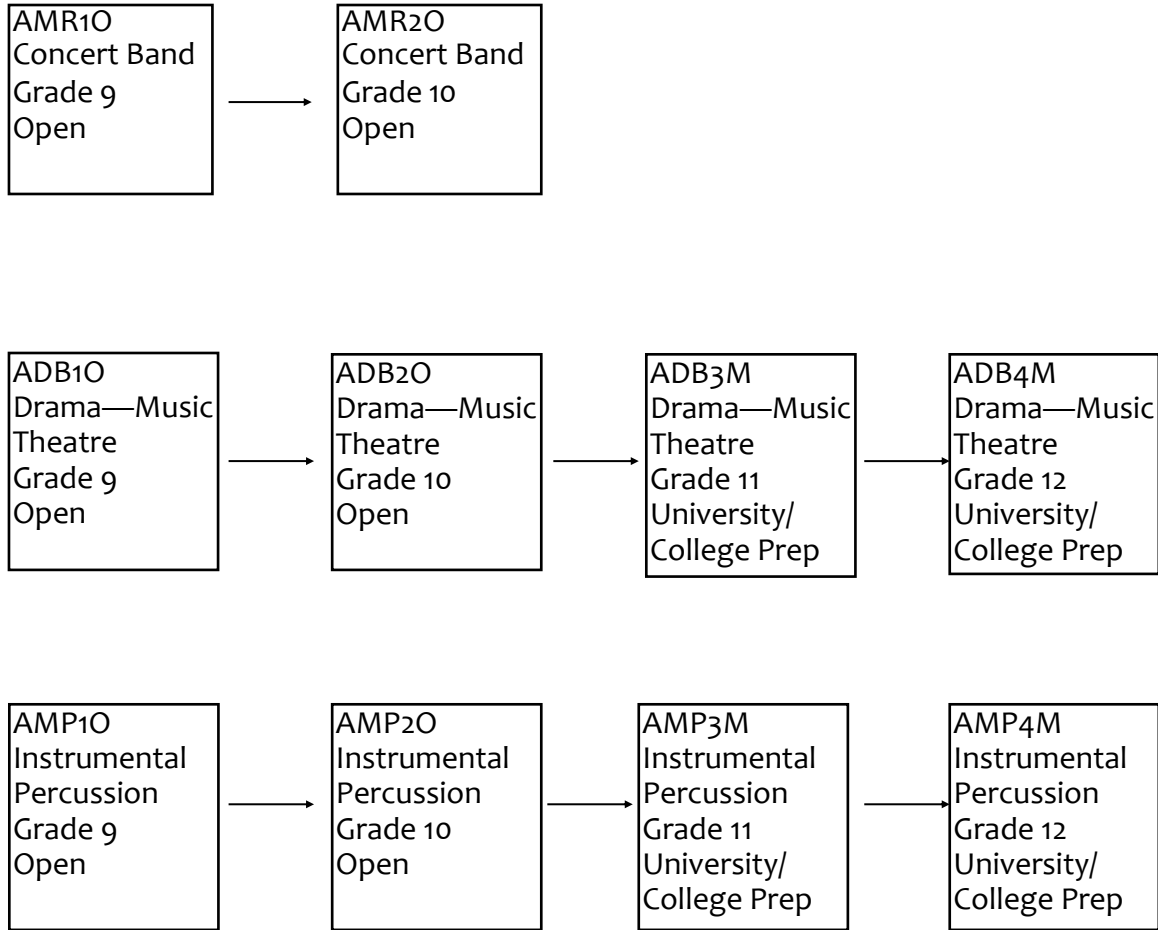
Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

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

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

PREREQUISITE CHART FOR THE ARTS AFTER SCHOOL PROGRAMMING

After School Programming—These are potential after school courses that may run for students interested in committing to a full year course one time per week on top of their full course load.



Band credit courses can be taken alone or concurrently with other music courses

ARTS AFTER SCHOOL PROGRAMMING

AMR1O **Concert Band, Grade 9, Open**

Prerequisite: **None required. *It is strongly recommended that students take this course in conjunction with AMI1O1 (After School Program)***

The students registered in this course, which may be offered outside the timetable, will performing the school band on a band instrument of their choice, in consultation with the teacher. This course emphasizes performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct music terminology and its appropriate use.

AMR2O **Concert Band, Grade 10, Open**

Prerequisite: **Music teacher consultation (After School Program)**

The students registered in this course, which may be offered outside the timetable, will perform in the school band on a band instrument of their choice, in consultation with the teacher. This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Students will participate in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music including the elements, terminology and history.

ADB1O **Dramatic Arts with a focus on Music Theatre, Grade 9, Open
(After School Program)**

This course provides opportunities for students to explore dramatic forms and techniques while focusing on music theatre. Students will use the elements of drama and music to examine situations and issues that are relevant to their lives. Students will create, perform, discuss and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

ADB2O **Dramatic Arts with a focus on Music Theatre, Grade 10, Open
(After School Program)**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques while focusing on music theatre. 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 and musical works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ARTS AFTER SCHOOL PROGRAMMING

ADB3M Dramatic Arts with a focus on Music Theatre, Grade 11, University/College Preparation

Prerequisite: Dramatic Arts, Grade 9 or 10, Open (After School Program)

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

ADB4M Dramatic Arts with a focus of Music Theatre, Grade 12, University/College Preparation

Prerequisite: Dramatic Arts, Grade 11, University/College Preparation (After School Program)

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

AMP1O Instrumental Percussion, Grade 9, Open

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

AMP2O Instrumental Percussion, Grade 10, Open

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

ARTS AFTER SCHOOL PROGRAMMING

AMP3M Instrumental Percussion, Grade 11, University/College Preparation

Prerequisite: Instrumental Percussion, Grade 9 or 10, Open

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. This course will continue to focus on percussion (i.e. African and bucket drumming), world music, and improvisation with the addition of developing soloing skills.

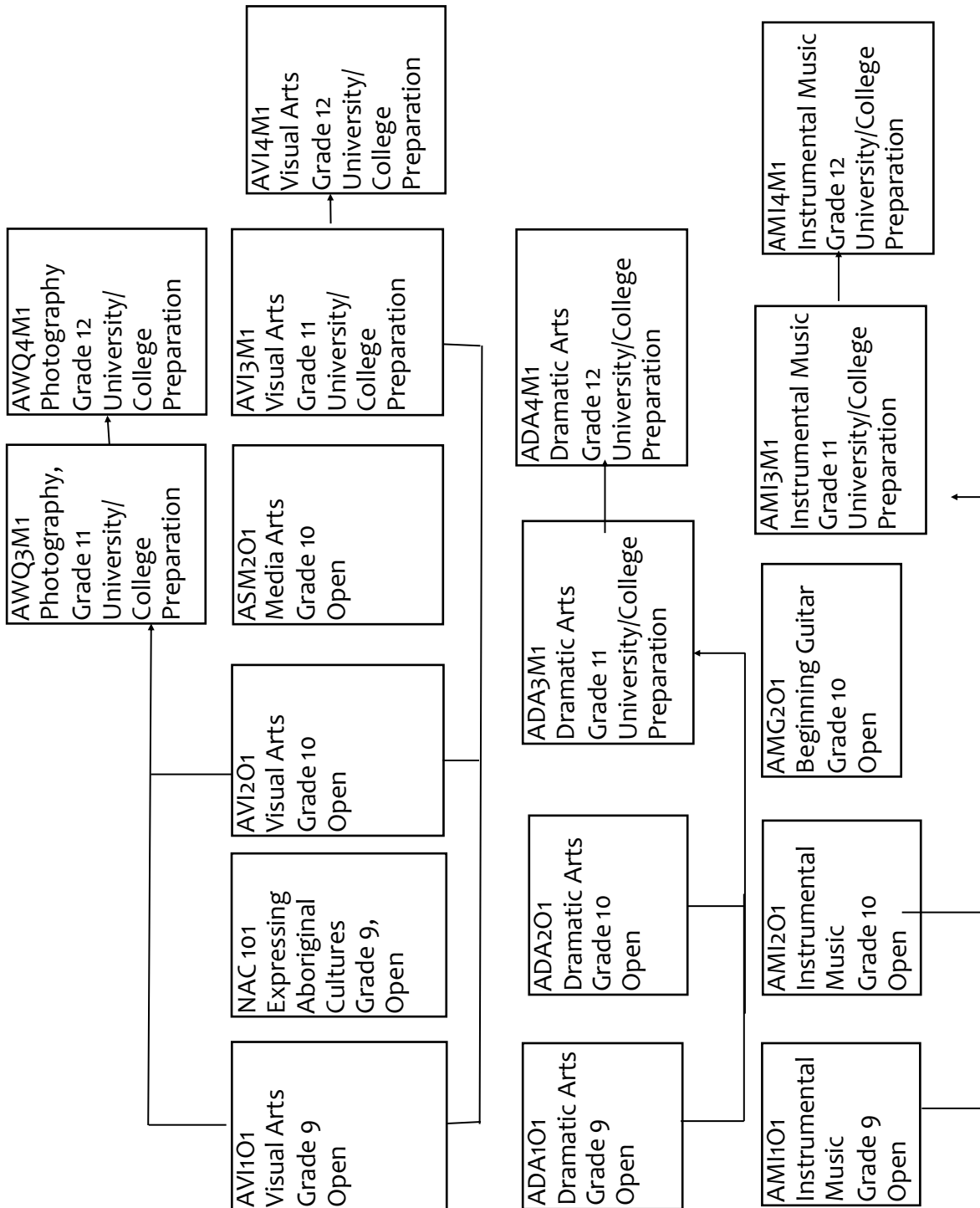
AMP4M Instrumental Percussion, Grade 12, University/College Preparation

Prerequisite: Instrumental Percussion, 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 a variety of percussive and World 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 continue to focus on percussion (i.e. African and bucket drumming and xylophones), world music, improvisation as well as small ensemble and solo performances.

PREREQUISITE CHART FOR THE ARTS

Students are encouraged to take more than one Arts discipline in their junior / senior levels to achieve the “Certificate of Recognition in the Arts”. It is also recommended that students follow the instrumental music program in a continuous sequence.



THE ARTS

The Certificate of Recognition in the Arts

Students who successfully complete six “Arts” courses will receive a “Certificate of Recognition in the Arts.”

In Grade 9 choose from:

Drama, Grade 9
Music, Grade 9
Visual Art, Grade 9
Native Art, Grade 9

In Grade 10 choose from:

Drama, Grade 10
Music, Grade 10
Visual Arts, Grade 10
Beginning Guitar, Grade 10
Media Arts, Grade 10

Senior Options:

Drama, Grade 11
Music, Grade 11
Visual Arts, Grade 11
Photography, Grade 11
Drama, Grade, 12
Music, Grade, 12
Visual Arts, Grade 12
Photography, Grade 12

***Students are encouraged to take more than the six required.**

DRAMA

ADA1O1 Dramatic Arts, Grade 9, Open

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

ADA2O1 Dramatic Arts, Grade 10, Open

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ADA3M1 Dramatic Arts, Grade 11, University/College Preparation

Prerequisite: Dramatic Arts, Grade 9 or 10, Open

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

ADA4M1 Dramatic Arts, Grade 12, University/College Preparation

Prerequisite: Dramatic Arts, 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 text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

THE ARTS

MUSIC

AMI1O1 Instrumental Music, Grade 9, Open

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

AMI2O1 Instrumental Music, Grade 10, Open

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

AMG2O1 Beginning Guitar, Grade 10, Open

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

AMI3M1 Instrumental Music, Grade 11, University/College Preparation

Prerequisite: Instrumental Music, Grade 9 or 10, Open

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

AMI4M1 Instrumental Music, Grade 12, University/College Preparation

Prerequisite: Instrumental 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.

VISUAL ARTS

AVI1O1 Visual Arts, Grade 9, Open

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

NAC1O1 Expressing Aboriginal Cultures, Grade 9, Open

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

AVI2O1 Visual Arts, Grade 10, Open

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

AVI3M1 Visual Arts, Grade 11, University/College Preparation

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, information design).

AVI4M1 Visual Arts, Grade 12, University/College Preparation

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.

AWQ3M1 Photography, Grade 11, University/College Preparation

Prerequisite: Visual Arts, Grade 9 or 10, Open

This course is an introductory photography course and challenges students to work in a variety of photographic genres. The emphasis will be on technical quality and the development of personal responses and innovative imagery. Students will examine the concepts of the middle period of photographic history and apply a full range of analytical criteria to photographic works. The emphasis is on professional standards and applications.

AWQ4M1 Photography, Grade 12, University/College Preparation

Prerequisite: AVI3M1 Visual Arts or AWQ3M1 Photography

This course further builds on established technological and design skills and introduces a number of advances approaches and techniques. The emphasis is on the development of personal strategies and development of professional portfolio. A Study of Modern and Contemporary photography will help to group and inspire student work. This course fully prepares students for post secondary study in a creative arts or use of photographic and artistic skills in various careers.

MEDIA ARTS

ASM2O1 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 CHART FOR BUSINESS STUDIES

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

BTT2O1
Information &
Communications
Grade 10
Open

BAF3M
Financial Accounting
Fundamentals
Grade 11
University/College Preparation

BDI3C1
Entrepreneurship:
The Venture
Grade 11
College Preparation

BTT2O1 Information & Communication Technology, Grade 10, Open

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

BAF3M1 Financial Accounting Fundamentals, Grade 11, University / College Preparation

This course introduces students to the fundamental principles of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant.

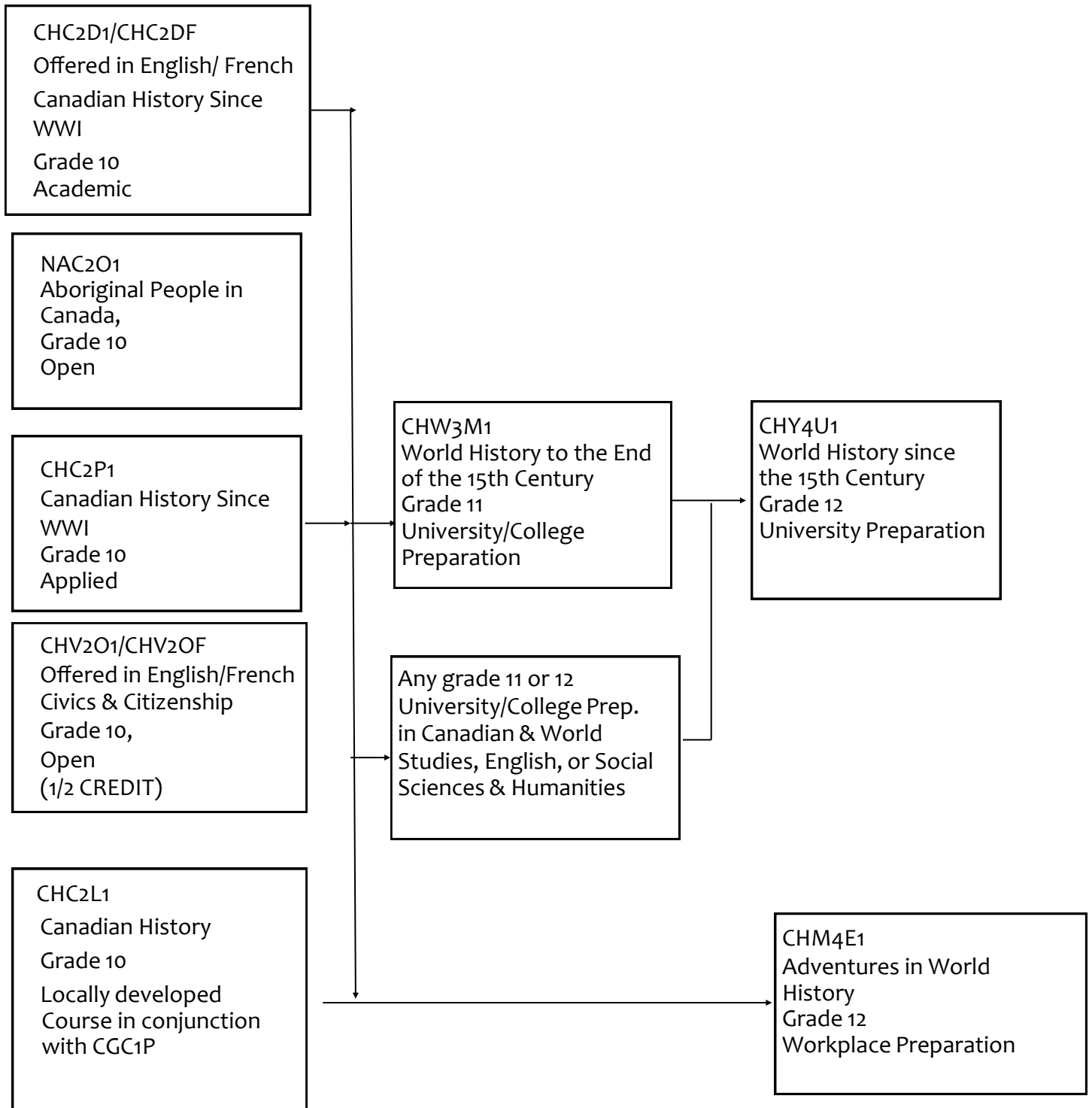
BDI3C1 Entrepreneurship: The Venture, Grade 11, College Preparation

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 CHART FOR CANADIAN & WORLD STUDIES, CIVICS & HISTORY

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



CIVICS

CHV2O1 Civics & 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.

CHV2OF Civics & Citizenship Grade 10, Open, French

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. Language of instruction is French.

HISTORY

CHC2D1 Canadian History since World War 1, Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHC2DF Canadian History since World War I, Grade 10, Academic, French

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. The language of instruction is French.

CHC2P1 Canadian History since World War I, Grade 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

CHC2L1 Canadian History, Grade 10, Locally Developed Course

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for 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 practise reading, writing, visual and oral literacy skills to identify and communicate ideas in a variety of media.

NAC2O1 Aboriginal People in Canada, Grade 10, Open

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

CHW3MI World History to the End of the Fifteenth Century, Grade 11 University/College Preparation

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

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

CHY4U1 World History since the Fifteenth Century, Grade 12, University Preparation

Prerequisite: An University/College Prep. Course in Cdn. & World Studies, English, or Social Sciences and Humanities.

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

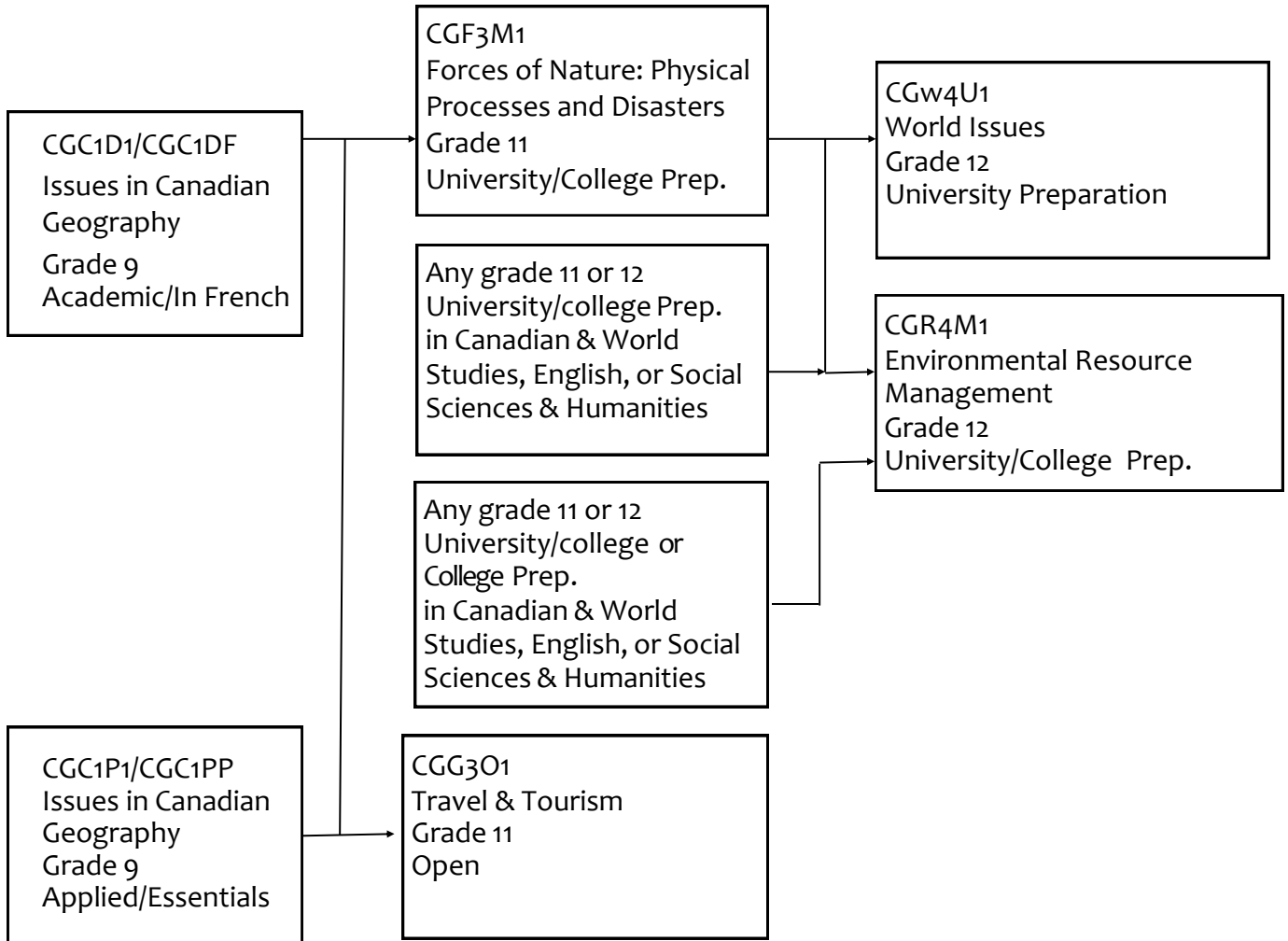
CHM4E1 Adventures in World History, Grade 12, Workplace Preparation

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

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

PREREQUISITE CHART FOR CANADIAN & WORLD STUDIES - GEOGRAPHY

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



CGC1D1 Issues in Canadian Geography, Grade 9, Academic

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

CGC1DF Issues in Canadian Geography, French Immersion, Grade 9, Academic

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

CGC1P1/CGC1PP Issues in Canadian Geography, Grade 9, Applied/Essentials

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

CGG3O1 Travel and Tourism: A Geographic Perspective, Grade 11, Open

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

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.

CGF3M1 Forces of Nature: Physical Processes and Disasters, Grade 11, University / College Preparation.

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them.

CGW4U1 World Issues - A Geographic Analysis, Grade 12, University Preparation.

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

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

CGR4M1 Environment & Resource Management, Grade 12, University/College Preparation.

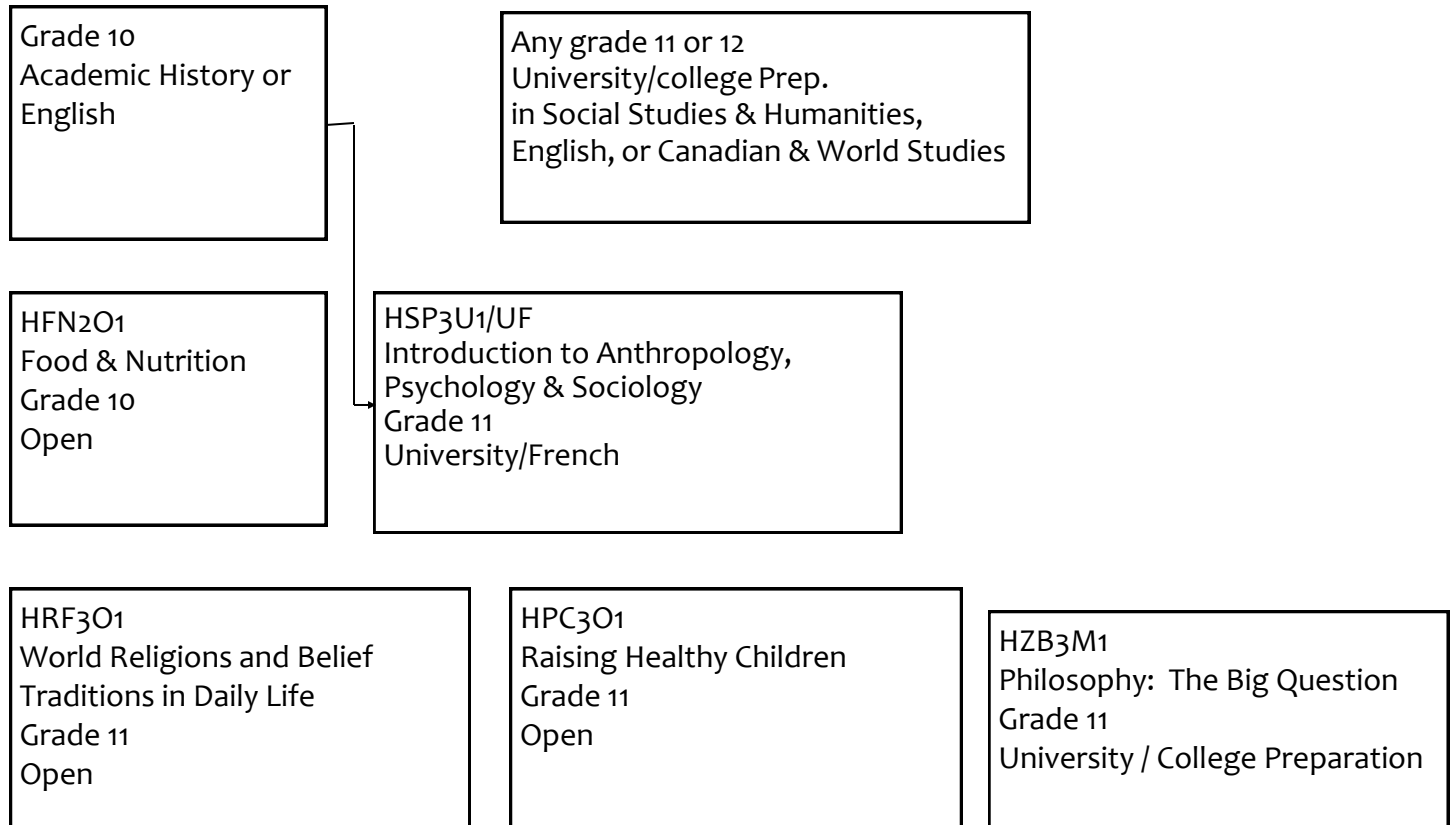
Prerequisite: Any University/College Preparation course in Canadian & World Studies, English, or Social Sciences & Humanities.

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

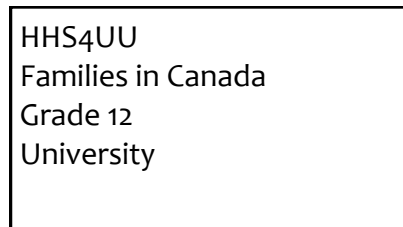


PREREQUISITE CHART FOR SOCIAL SCIENCES & HUMANITIES

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



COURSES ONLINE ONLY*:



SOCIAL SCIENCES & HUMANITIES

HFN2O1 Food and Nutrition, Grade 10, Open

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

HSP3U1/UF Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation

HSP3UF instruction is in French offered in 2015-2016

Prerequisite: **The Grade 10 *academic English* course 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.

HRF3O1 World Religions and Belief Traditions in Daily Life, Grade 11, Open

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

HPC3O1 Raising Healthy Children, Grade 11, Open

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

SOCIAL SCIENCES & HUMANITIES

HZB3M1 Philosophy: The Big Questions, Grade 11, University/College Preparation

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own response to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

COURSE ONLINE ONLY:

HHS4UU Families in Canada, Grade 12, University Preparation **Prerequisite: Any University/College course in Canadian & World Studies, English, or Social Sciences & Humanities** ***Available online only**

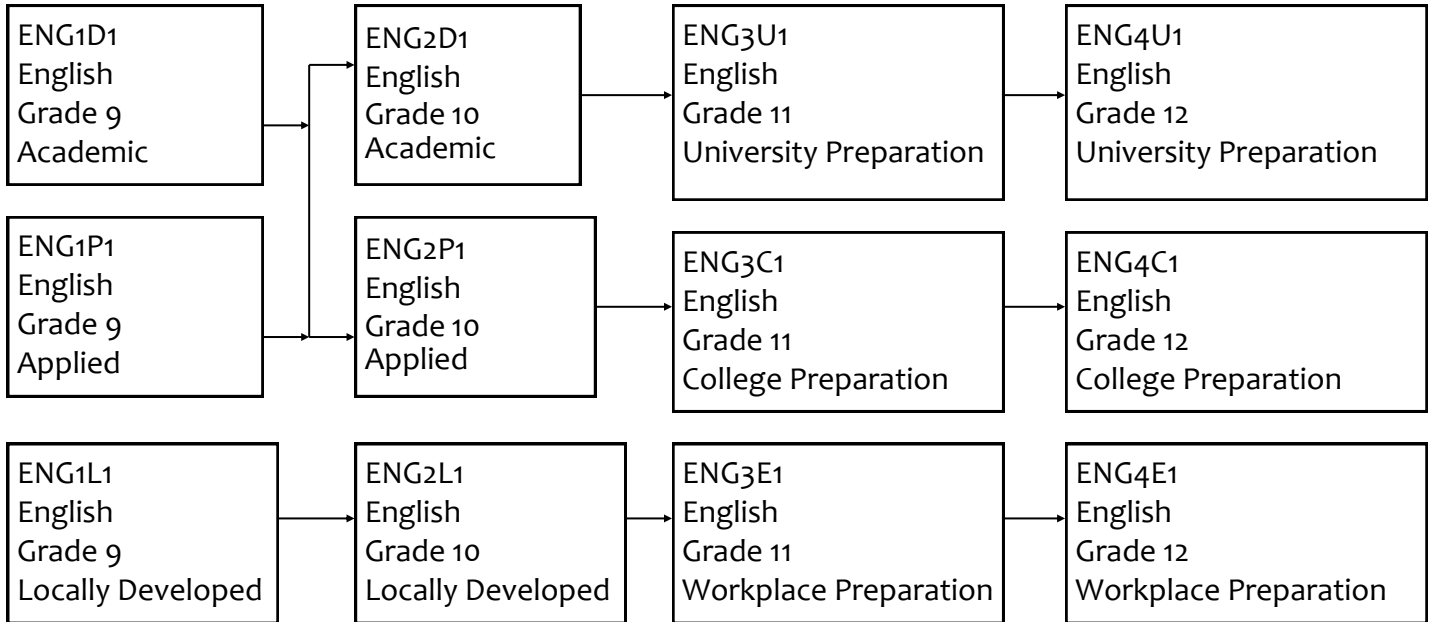
This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in 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.



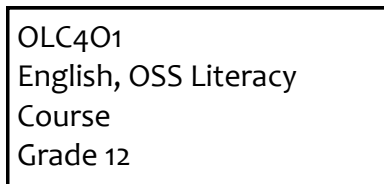
PREREQUISITE CHART FOR ENGLISH

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

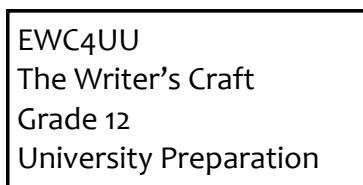
COMPULSORY COURSES



ONTARIO SECONDARY LITERACY COURSE:



COURSE ONLINE ONLY *:



COMPULSORY COURSES**ENG1D1 English, Grade 9, Academic**

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

ENG1P1 English, Grade 9, Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

ENG1L1 English, Grade 9, Locally Developed Course

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and reflect regularly upon their growth in these areas.

ENG2D1 English, Grade 10, Academic

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

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

ENG2P1 English, Grade 10, Applied
Prerequisite: English, Grade 9, Applied or Academic

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

ENG2L1 English, Grade 10, Locally Developed Course
Prerequisite: English, Grade 9, Essentials or Applied

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

ENG3U1 English, Grade 11, University Preparation
Prerequisite: English, Grade 10, Academic

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

ENG3C1 English, Grade 11, College Preparation
Prerequisite: English, Grade 10, Applied

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

ENGLISH

ENG3E1 English, Grade 11, Workplace Preparation

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

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

ENG4U1 English, Grade 12, University Preparation

Prerequisite: English, Grade 11, University Preparation

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

ENG4C1 English, Grade 12, College Preparation

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 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.

ENG4E1 English, Grade 12, Workplace Preparation

Prerequisite: English, Grade 11, Workplace Preparation or College

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

ONTARIO SECONDARY SCHOOL LITERACY

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

OLC4O1 Ontario Secondary Literacy Course, Grade 12, Open

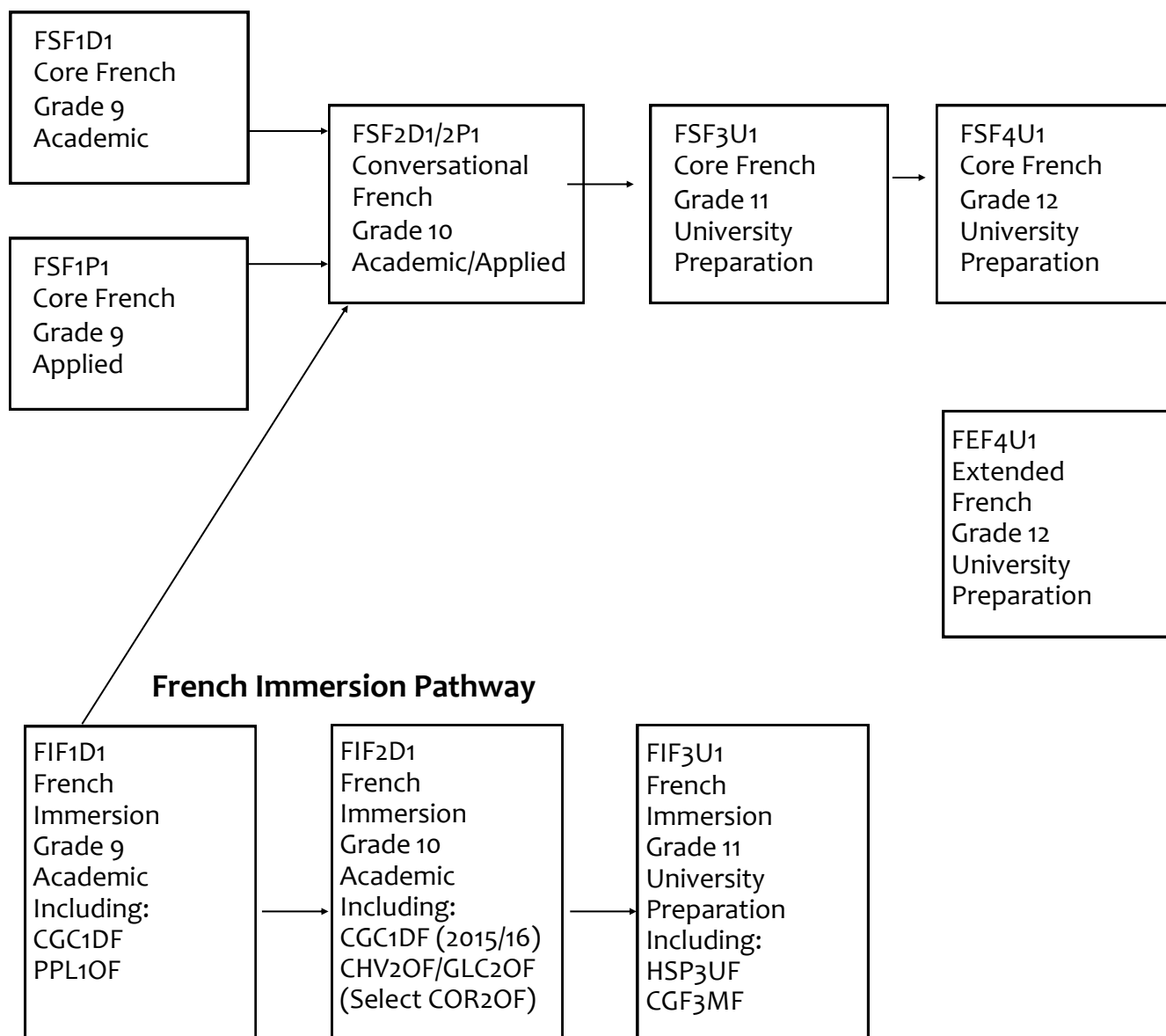
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read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

COURSE ONLINE ONLY*:**EWC4UU The Writer’s Craft, Grade 12, University Preparation**
Prerequisite: English, Grade 11, University 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. This course is usually taken as an optional 5th English Credit.

PREREQUISITE CHART FOR FRENCH AS A SECOND LANGUAGE (FSL)

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



1. The prerequisite for Grade 9 French Immersion is the elementary French Immersion program or equivalent.
2. Students who have successfully completed elementary French Immersion program and do not wish to pursue further studies in these programs should be considered for advanced placement in the Core French program, if they demonstrate the necessary knowledge and skills.
3. **UPPER CANADA DISTRICT SCHOOL BOARD EXTENDED FRENCH CERTIFICATE:** this certificate is awarded to students who have earned at least 7 Extended French credits from Grades 9-12. Of the 7 Extended French credits, four must be the following : FEF1D1, FEF2D1, FEF3U1, FEF4U1 (being phased out (2016) and not offered to new students after the 2014-2015 school year.)
4. For more details about the Certificate of French Immersion, see page 5.

FRENCH AS A SECOND LANGUAGE

FSF1D1 Core French, Grade 9, Academic

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

FSF1P1 Core French, Grade 9, Applied

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

FSF2D1/2P1 Conversational French, Grade 10, Academic/Applied **Prerequisite: Core French, Grade 9, Academic or Applied**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

FSF3U1 Core French, Grade 11, University Preparation **Prerequisite: Core French, Grade 10, Academic or Applied**

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

FRENCH AS A SECOND LANGUAGE

FSF4U1 **Core French, Grade 12, University Preparation**
Prerequisite: **Core French, Grade 11, University Preparation**

This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

FEF4U1 **Extended French, Grade 12, University Preparation**
Prerequisite: **Extended French, Grade 11, University Preparation**

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

FRENCH IMMERSION

FIF1D1 **French Immersion, Grade 9, Academic**
This course is to be taken with CGC1DF & PPL1OF
Prerequisite: **Minimum of 3800 hours of French instruction, or equivalent**

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

CGC1DF **Issues in Canadian Geography, Extended French, Grade 9, Academic**
This course is to be taken with FIF1D1 & PPL1OF

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

PPL1OF Healthy Active Living Education, Grade 9, Open, French**This course is to be taken with CGC1DF & FIF1D1**

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. Language of instruction is French.

FIF2D1 French Immersion, Grade 10, Academic**This course is to be taken with CGC1DF (2015/16) & CHV2OF/
GLC2OF (Select COR2OF)****Prerequisite: French Immersion, Grade 9**

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

CHV2OF Civics & Citizenship, Grade 10, Open, French**(Select COR2OF once Civics & Careers Courses will be chosen)**

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. Language of instruction is French.

GLC2OF Career Studies, Grade 10, Open, French**(Select COR2OF once Civics & Careers Courses will be chosen)**

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

FRENCH AS A SECOND LANGUAGE

FIF3U1 French Immersion, Grade 11, University Preparation

This course is to be taken with HSP3UF & CGF3MF

Prerequisite: Grade 10, French Immersion

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

HSP3UF Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation, French

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. The language of instruction in French.

CGF3MF Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation, French

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



To be offered in the 2016-2017 School Year

FIF4U1 **French Immersion, Grade 12, University Preparation**
Prerequisite: **Grade 11, French Immersion**

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

CHC2DF **Canadian History since World War 1, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. The language of instruction is French.



PREREQUISITE CHART FOR GUIDANCE AND CAREER EDUCATION

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

GLC201/20F
CAREER STUDIES
Grade 10
Open

GPP301
LEADERSHIP & PEER
SUPPORT
Grade 11
Open

GLC2O1 Career Studies, Grade 10, Open

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

GLC2OF Career Studies, Grade 10, Open, French

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

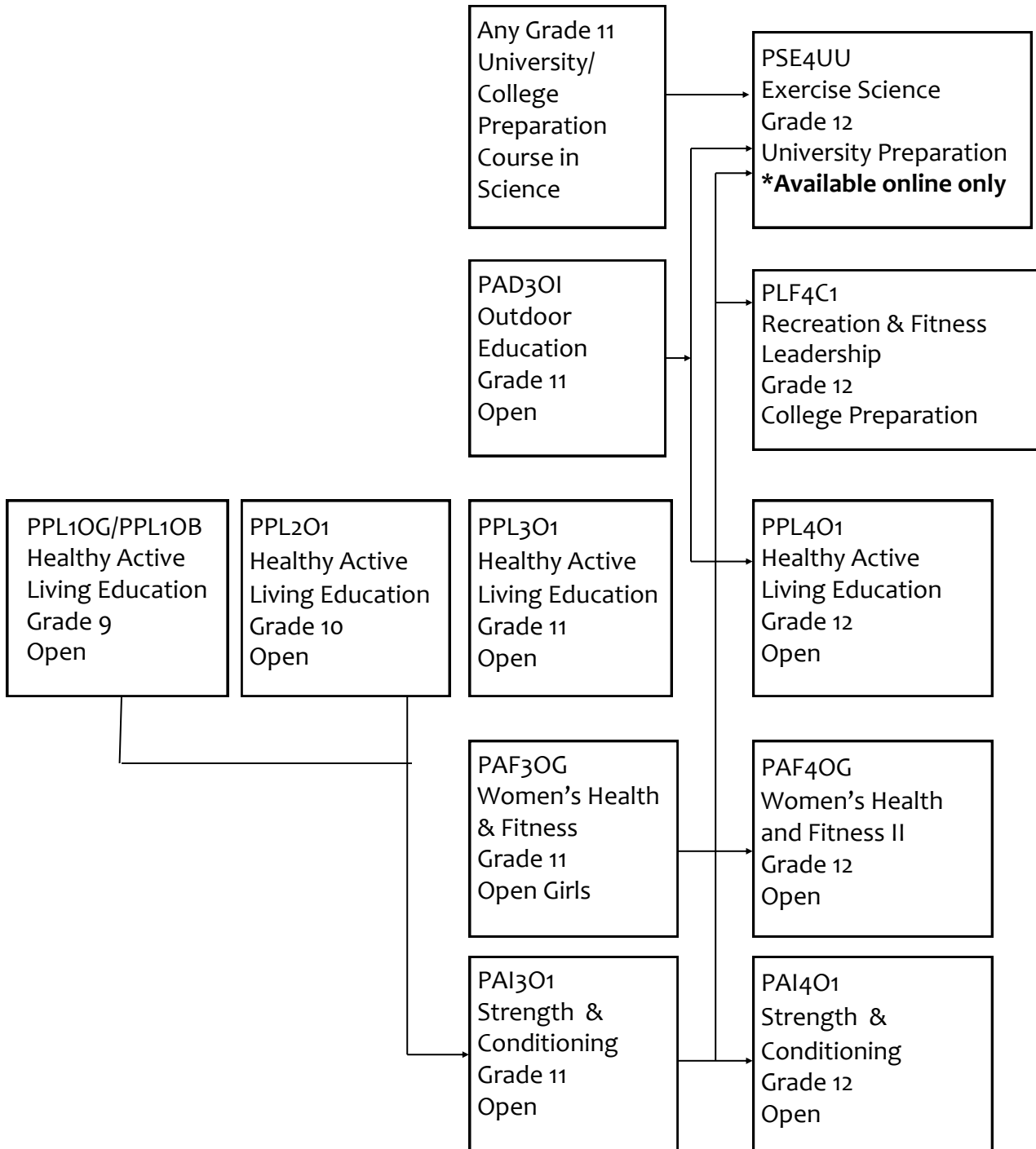
GPP3O1 Leadership and Peer Support, Grade 11, Open

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



PREREQUISITE CHART FOR HEALTH & PHYSICAL EDUCATION

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



HEALTH & PHYSICAL EDUCATION

PPL1OG/PPL1OB Girls/Boy's Healthy Active Living Education, Grade 9, Open

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

PPL2O1 Healthy Active Living Education, Grade 10, Open

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

PAD3O1 Outdoor Education, Grade 11, Open

The aim of this course is to develop outdoor skills and theories through insight into a variety of aspects of group interaction and leadership, as well as to promote the development of self-awareness as it relates to one's physical and mental capabilities. Students will be exposed to orienteering, archery, snowshoeing, cross-country skiing, hiking, curling, first aid and survival skills, and natural environmental studies. Funding permitted, downhill skiing, rock climbing, and canoeing may be part of the course experience.

PPL3O1 Healthy Active Living Education, Grade 11, Open

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

PAF3OG Women's Health and Fitness, Grade 11, Open

For females only, this dynamic course encourages young women to focus on the development of a healthy lifestyle and on the participation in a variety of enjoyable physical activities. These activities have the potential to engage students' interest in fitness and a healthy lifestyle beyond the classroom throughout their lives. Students will be given an opportunity to practise goal-setting, decision-making, social, and interpersonal skills within the context of a healthy active lifestyle for females. In addition to personal physical fitness, students will also study the components of healthy relationships, reproductive health, personal safety, female body image, and nutrition.

HEALTH & PHYSICAL EDUCATION

PAI3O1/4O1 Strength and Conditioning , Grade 11, Open

Prerequisite: One junior level course in physical education

This is a unique course designed for students interested in experiencing a variety of fitness and weight training programs and techniques. This course is valuable to any student who is passionate about achieving his or her specific personal fitness goals. In addition to weight and resistance training, the course will incorporate circuit training, running, cycling and other cross-fit principles and concepts. Students will be introduced to and guided through various forms of strength and conditioning programs with the goal of designing, implementing, and following their own personal program. In order to attain their goals in this course, students will also study topics such as proper nutrition, safety, and injury prevention. Due to its student-specific nature, this course will appeal to a wide range of students; from team athletes to those students looking to develop and maintain their own personal health and physical fitness .

PAF4OG Women’s Health and Fitness II , Grade 12, Open

For females only, this course focuses on the development of a personalized approach to healthy active living through participation in a variety of enjoyable physical activities. These activities are designed to engage students’ interest in fitness and a healthy lifestyle beyond the classroom throughout their lives. Students will have the opportunity to refine their goal-setting, decision-making, social, and interpersonal skills. In addition to personal physical fitness, students will also study the components of healthy growth and sexuality, personal safety and injury prevention, and mental health.

PPL4O1 Healthy Active Living Education , Grade 12, Open

This course focuses on the development of a personalised 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.

PLF4C1 Recreation and Fitness Leadership, Grade 12, College Preparation

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

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

HEALTH & PHYSICAL EDUCATION

COURSE ONLINE ONLY*:

PSE4UU

Exercise Science, Grade 12, University Preparation

Prerequisite:

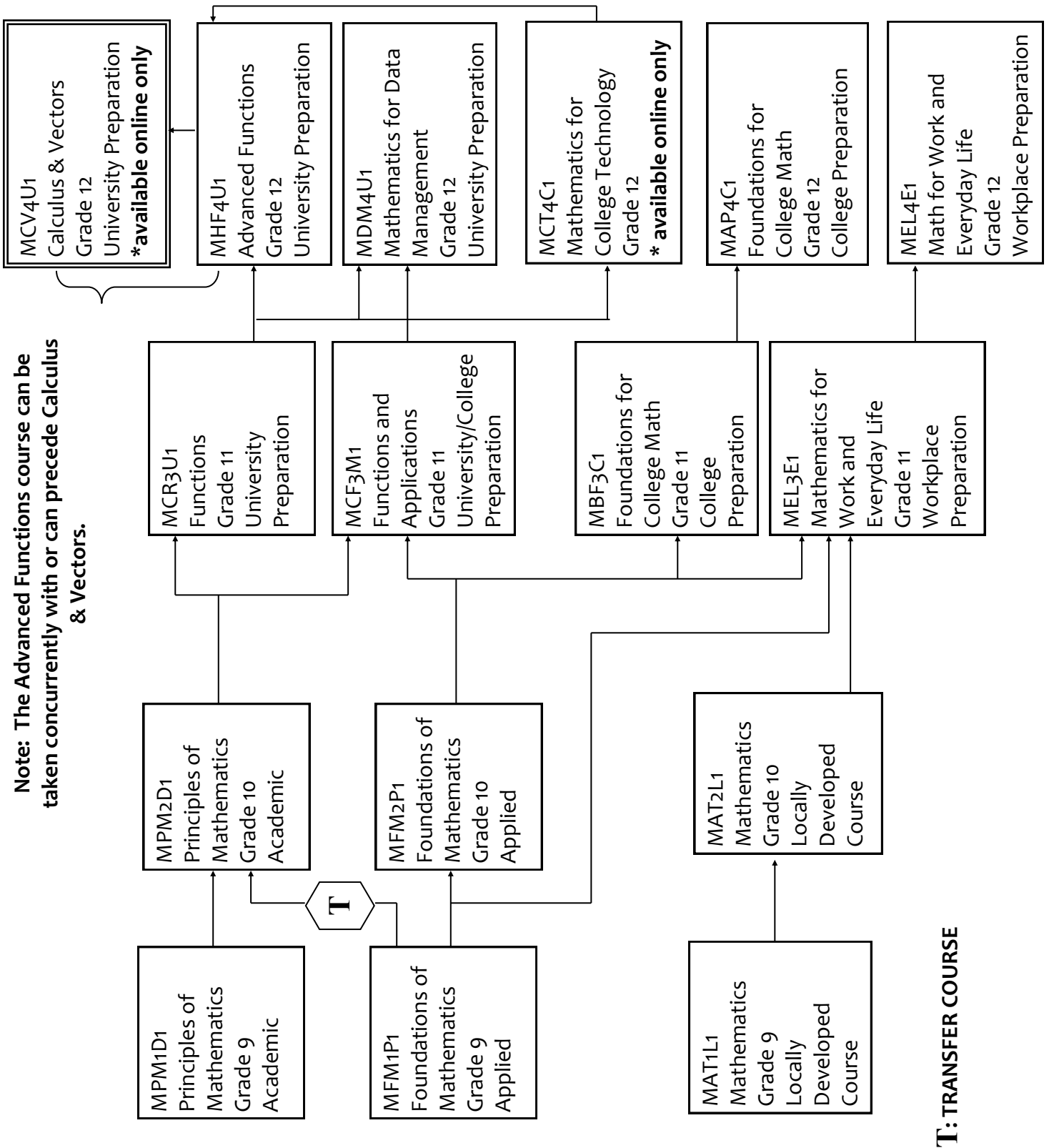
Any Grade 11 University/College Prep. Course in Science, or Grade 11 or 12 Open course in Health & Physical Education

***Available online only**

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

PREREQUISITE CHART FOR MATHEMATICS

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



MATHEMATICS

MPM1D1 Principles of Mathematics, Grade 9, Academic

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

MFM1P1 Foundations of Mathematics, Grade 9, Applied

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Note: Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to take a transfer course.

MAT1L1 Mathematics, Grade 9, Locally Developed Compulsory Credit Course

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem solving skills and to continue developing skills in reading, writing, and oral language through relevant and practical math activities.

MPM2D1 Principles of Mathematics, Grade 10, Academic

Prerequisite: Principles of Mathematics, Grade 9, Academic or Transfer course.

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 and communicate their thinking as they solve multi-step problems.

MATHEMATICS

MFM2P1 **Foundations of Mathematics, Grade 10, Applied**
Prerequisite: **Foundations of Mathematics, Grade 9, Applied**

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations 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 triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MAT2L1 **Mathematics, Grade 10, Locally Developed Compulsory Credit Course**
Prerequisite: **A Grade 9 Mathematics credit**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematical Grade 11 and Grade 12 Workplace preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

MCR3U1 **Functions, Grade 11, University Preparation**
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 application 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.

MCF3M1 **Functions and Applications, Grade 11, University/College Preparation**
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 modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MATHEMATICS

MBF3C1 **Foundations for College Mathematics, Grade 11, College Prep.**
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; 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.

MEL3E1 **Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**
Prerequisite: **Principles of Math, Grade 9, Academic, or Foundations of Math, Grade 9, Applied, or a ministry approved locally developed Grade 10 Math course**

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.

MHF4U1 **Advanced Functions, Grade 12, University Preparation**
Prerequisite: **Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College 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.

MDM4U1 **Mathematics for Data Management, Grade 12, University Preparation**
Prerequisite: **Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing 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.

MATHEMATICS

MAP4C1

Foundations for College Mathematics, Grade 12, College Preparation

Prerequisite: Foundations for College Mathematics, Grade 11, 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.

MEL4E1

Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation

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 investigation 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.

MATHEMATICS

COURSES ONLINE ONLY*:

MCV4UU ***Calculus and Vectors, Grade 12, University Preparation***

Prerequisite /Co-requisite: **Advanced Functions, Grade 12, University Preparation**

***Available online only**

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, sinusoidal and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

MCT4CU ***Mathematics for College Technology, Grade 12, College Preparation***

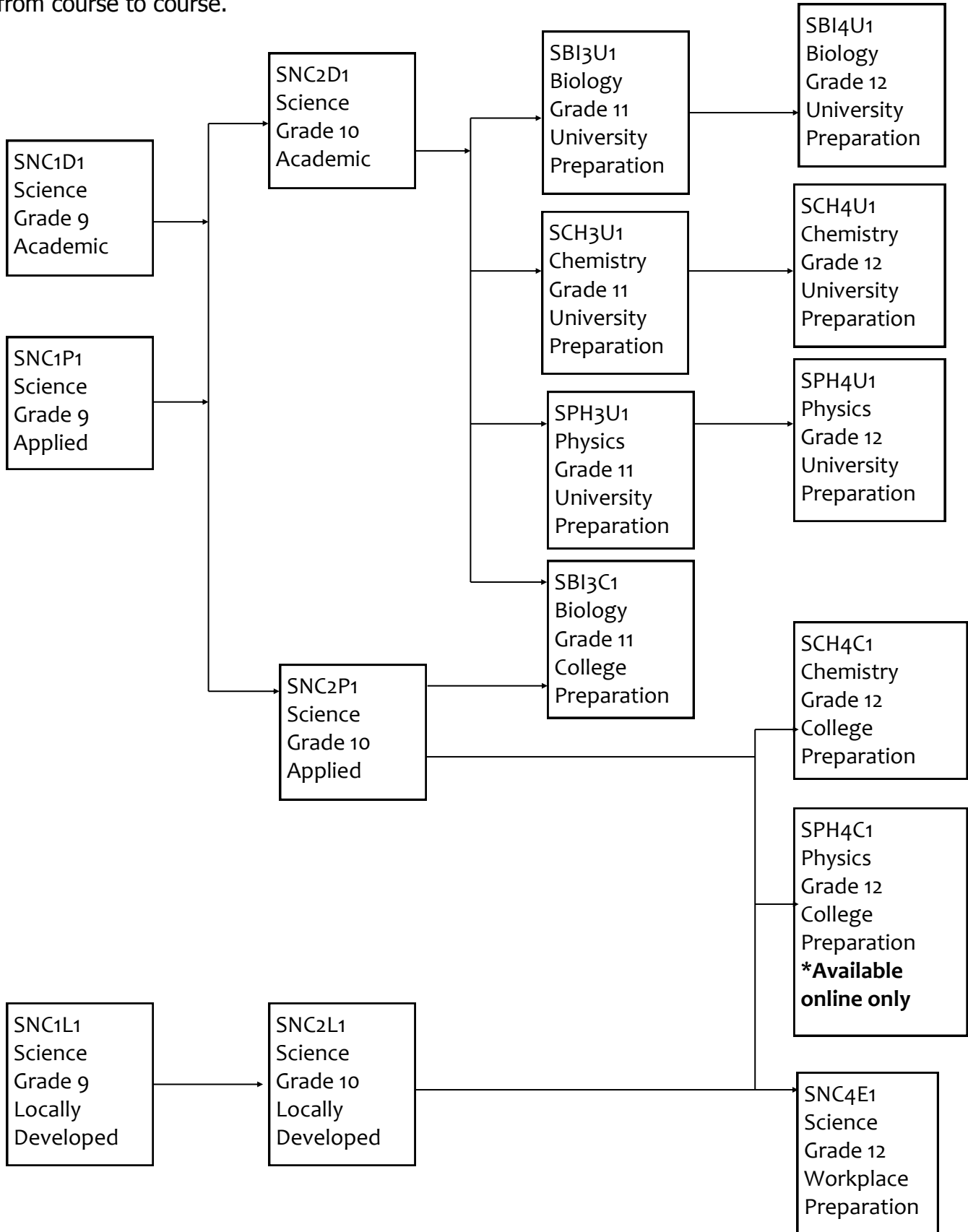
Prerequisite: **Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation**

***Available online only**

This courses enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations, and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

PREREQUISITE CHART FOR SCIENCE

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



SCIENCE

SNC1D1 Science, Grade 9, Academic

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

SNC1P1 Science, Grade 9, Applied

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

SNC1L1 Science, Grade 9, Locally Developed Compulsory Credit Course

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SNC2D1 Science, Grade 10, Academic **Prerequisite: Science, Grade 9, Applied or Academic**

This course enable students to enhance their 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 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

SNC2P1 **Science, Grade 10, Applied**
Prerequisite: **Science, Grade 9, Applied or Academic**

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.

SNC2L1 **Science, Grade 10, Locally Developed Compulsory Credit Courses**
Prerequisite: **Science, Grade 9**

This course emphasizes reinforcing and strengthening science related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SBI3U1 **Biology, Grade 11, University Preparation**
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 process; 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.

SBI3C1 **Biology, Grade 11, College Preparation**
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.

SCH3U1 **Chemistry, Grade 11, University Preparation**
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 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.

SCIENCE

SPH3U1 Physics, Grade 11, University Preparation

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

SBI4U1 Biology, Grade 12, University Preparation

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

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

SCH4U1 Chemistry, Grade 12, University Preparation

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

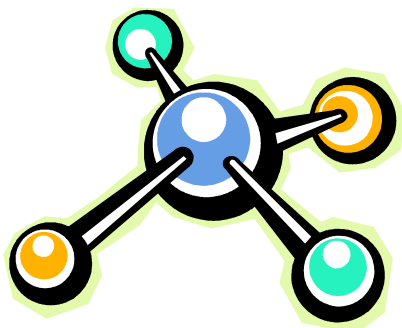
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem solving and laboratory skills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

SPH4U1 Physic, Grade 12, University Preparation

Prerequisite: **Physics, Grade 11, University Preparation (Offered in alternate years)**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of

technological applications of physics. Offered every second year not offered for 2016-2017



SCIENCE

SCH4C1 Chemistry, Grade 12, College Preparation

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

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electro-chemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills in data collection in scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and in the development of new technologies and products.

SNC4E1 Science, Grade 12, Workplace Preparation

Prerequisite: **Science, Grade 10 Applied, or a Grade 10 Locally Developed. This course is a compulsory course for students in the Workplace Pathway.**

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.

COURSE ONLINE ONLY*:

SPH4CU Physics, Grade 12, College Preparation

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

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts as they relate to mechanical, electrical, fluid (hydraulic and pneumatic), and communications systems, as well as to the operation of commonly used tools and equipment. They will develop scientific inquiry skills as they verify accepted laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

PREREQUISITE CHART FOR COMPUTER STUDIES

ICS3U
Introduction to
Computer Science
Grade 11
University Preparation

ICS3C
Introduction to Programming
Grade 11
College Preparation

ICS4U
Computer Science
Grade 12
University Preparation

ICS4C
Computer Programming
Grade 12
College Preparation

ICS3U Introduction to Computer Science, Grade 11, University Preparation

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

ICS4U Computer Science, Grade 12, University Preparation **Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

ICS3C Introduction to Programming, Grade 11, College Preparation

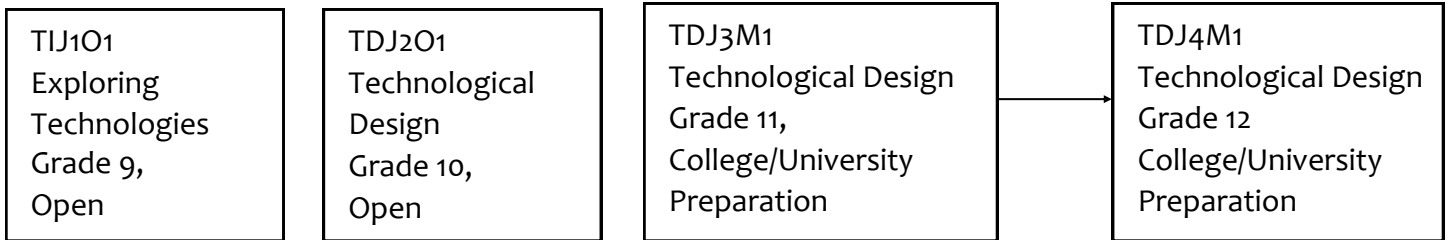
This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

ICS4C Computer Programming, Grade 12, College Preparation **Prerequisite:** Introduction to Computer Programming, Grade 11, College Preparation

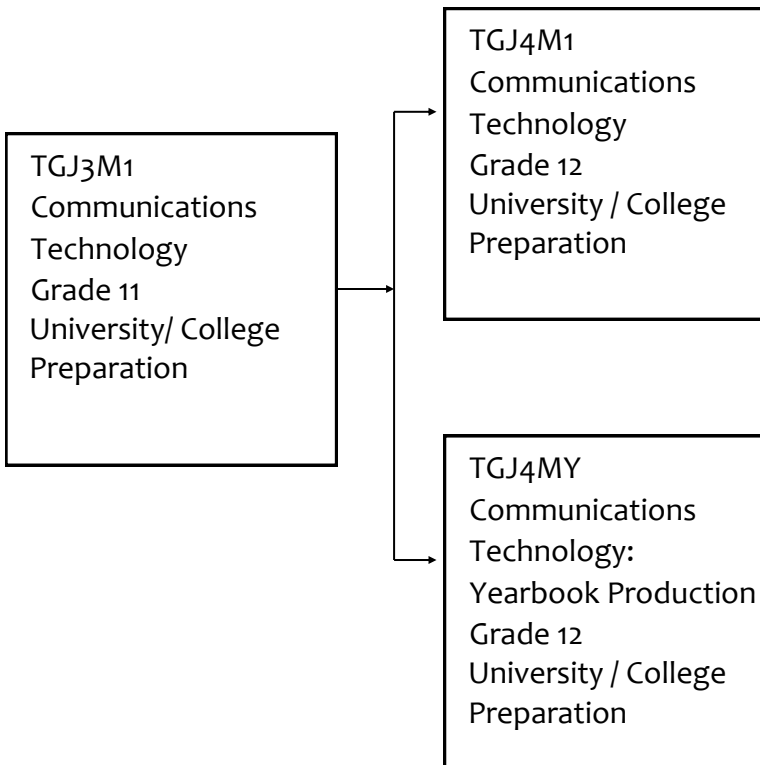
This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

**PREREQUISITE CHART FOR TECHNOLOGICAL STUDIES:
BROAD BASED TECHNOLOGY**

TECHNOLOGICAL DESIGN:

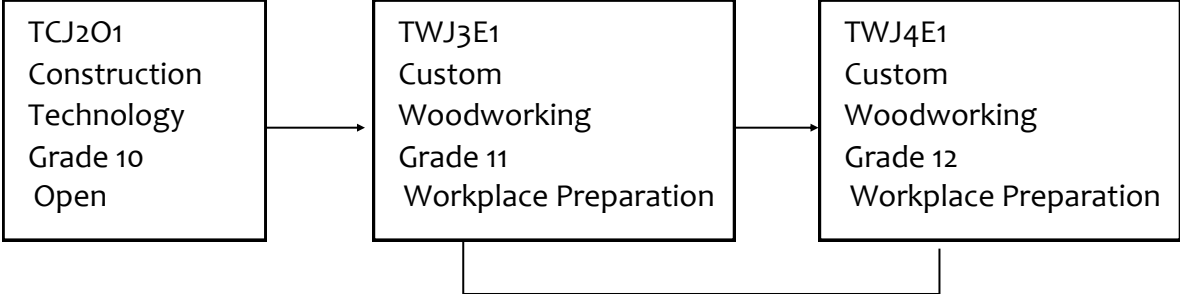


COMMUNICATIONS TECHNOLOGY

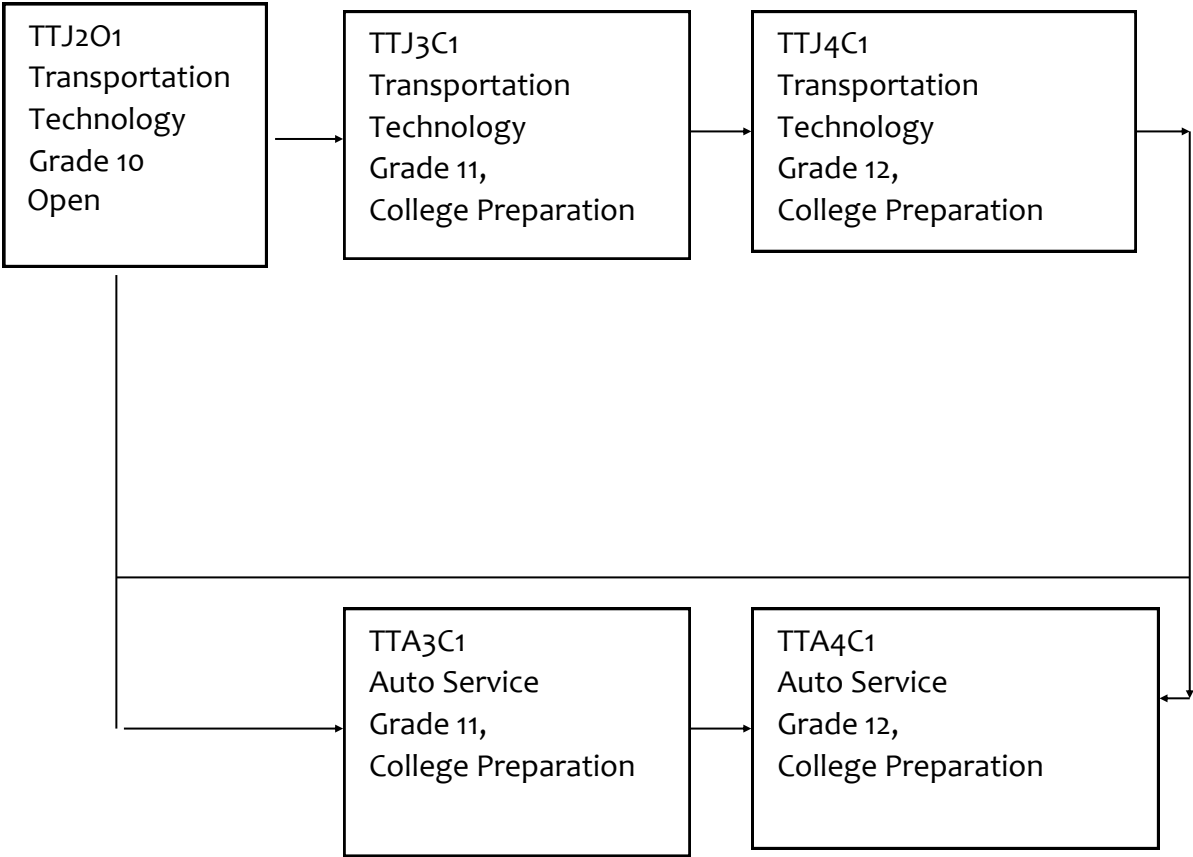


**PREREQUISITE CHART FOR TECHNOLOGICAL STUDIES:
BROAD BASED TECHNOLOGY**

CONSTRUCTION TECHNOLOGY



TRANSPORTATION TECHNOLOGY



BROAD BASED TECHNOLOGY

TECHNOLOGICAL DESIGN

TIJ1O1 Exploring Technologies, Grade 9, Open

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

TDJ2O1 Technological Design, Grade 10, Open

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

TDJ3M Technological Design, Grade 11, University/College Preparation

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.

TDJ4M Technological Design, Grade 12, University/College Preparation **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 will explore career opportunities and the postsecondary education and training requirements for them.

BROAD BASED TECHNOLOGY

COMMUNICATIONS TECHNOLOGY

TGJ3M1 Communications Technology, Grade 11, University/College

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 will explore college and university programs and career opportunities in the various communications technology fields.

TGJ4M1 Communications Technology, Grade 12, University/College Preparation

Prerequisite: **Communications Technology, Grade 11, University/College**

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.

TGJ4MY Communications Technology: Yearbook Production, Grade 12, University/College Preparation

Prerequisite: **Communications Technology, Grade 11, Open or University/College**

This course will introduce students to all phases of yearbook production. An integral part of this course will be the production of a school yearbook. Class activities will provide students with experience in interviewing, reporting, meeting deadlines, and producing a publication. The course will also include: book and ad sales, basic design, photography, reporting and writing, graphic design and desktop publishing.

BROAD BASED TECHNOLOGY

CONSTRUCTION TECHNOLOGY

TCJ2O1 Construction Technology, Grade 10, Open

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

TWJ3E1 Custom Woodworking, Grade 11, Workplace Preparation

Prerequisite: **Construction Technology, Grade 10,**

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

TWJ4E1 Custom Woodworking, Grade 12, Workplace Preparation

Prerequisite: **Custom Woodworking, Grade 11, Workplace Preparation or Construction Technology, Grade 10, Open (not offered for 2015/2016 year)**

This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. 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.



BROAD BASED TECHNOLOGY

TRANSPORTATION TECHNOLOGY

TTJ2O1 Transportation Technology, Grade 10, Open

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

TTJ3C1 Transportation Technology, Grade 11, College Preparation **Prerequisite: Transportation Technology, Grade 10 Applied, or Grade 12 College Preparation**

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

TTJ4C1 Transportation Technology, Grade 12, College Preparation **Prerequisite: Transportation Technology, Grade 11, Applied or Grade 12, College Preparation**

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

TTA3C1 Transportation Technology: Auto Service, Grade 11, College Preparation

This is an emphasis course that allows students to focus in the area of Automotive Service. This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

BROAD BASED TECHNOLOGY

TTA4C1 Transportation Technology: Auto Service, Grade 12, College Preparation

Prerequisite: **Transportation Technology, Grade 11, College Preparation**

This is an emphasis course that allows students to focus in the area of Automotive Service. This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.



INTERDISCIPLINARY STUDIES

IDC4U1 **Link Crew, Grade 12, University Preparation**

Link Crew involves leadership training and then applying that training to mentor a group of 8-10 grade 9 students. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students enrolled in **Link Crew** will welcome grade 9 students to North Grenville and make them feel comfortable throughout the first year of their high school experience. They will investigate real-life situations and career opportunities where strong leadership and communication is a key to success. As positive role models, Link Leaders are motivators, leaders and teachers who guide the new Knights to discover what it takes to be successful during the transition to high school and help facilitate success. Students will gain valuable skills in leadership, communication, team work, event organization, planning and management-all excellent resume builders. **An application and interview will be required.**

IDC4U1
LINK CREW
Grade 12
University



NAC1O1 Expressions of Aboriginal Cultures, Grade 9, Open

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

NAC2O1 First Nations, Metis, and Inuit Peoples in Canada, Grade 10, Open

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



Coop32/34 Cooperative Education Program, Grade 11 or 12, Open

The Cooperative Education Program is available to students in Grades 10, 11 and 12, and is based on a related course (or courses) from an Ontario curriculum policy document or a Ministry-approved, locally-developed course. The student must be concurrently enrolled in the related course, or have successfully completed it. The Co-operative Education Program includes a classroom component. Work placements provide students with opportunities to apply and extend their knowledge, and practise and reflect current workplace practices and standards. The student's Personal Placement Learning Plan will be designed following a placement interview. Some students will be eligible to begin an apprenticeship program through a Cooperative Education placement in a skilled trades setting. Some students will select Cooperative Education placements which will prepare them for the school-to-work transition.

COOP32
COOPERATIVE EDUCATION
Grade 11 or 12
Open
(2 credit)

COOP34
COOPERATIVE EDUCATION
Grade 11 or 12
Open
(4 credit)

CO-CURRICULAR STUDIES

North Grenville has an active **Student Council**. Any student from any grade is welcome to join the Council. The members attend Council meetings, plan student activities, and keep the student body up to date on what's happening in the school. Each June, North Grenville's students elect our leaders for the following school year.

Co-curricular activities include the following:

Yearbook Committee
Drama Club
Sarah's Hope Committee
OSAID

Music Club
Strength & Fitness
Nerd & Graphics Club
Prom Committee

NG Concert Band
Reach Team
Drumming
Band

School sports teams include:

Football - Junior & Senior Boys

Basketball - Junior & Senior Boys
- Junior & Senior Girls

Girls Hockey/Boys Hockey

Track & Field—Midget, Junior, Senior

Volleyball - Junior & Senior Boys
- Junior & Senior Girls

Rugby—Boys Varsity

Soccer - Boys & Girls Varsity

Cross Country Running

Badminton - Varsity & Rookie (Gr 9)

GO KNIGHTS!

As well as

an intramural sports program, special assemblies, including those for Remembrance Day, Christmas, Academic Awards, End of Year, Winter Carnival Week, Spring Fling Week, School Spirit Week, Clothing, Food & Toy drives, Awards Banquet, Dances *and* more!

We encourage all of our students to participate in one or more of the wide variety of co-curricular activities offered at this school. Involvement in out-of-class clubs, sports, committees, and events is a wonderful way to make new friends, learn new skills, and contribute to our school and the North

Individual Pathway Planner (IPP)—myBlueprint

North Grenville District High School is pleased to provide an exciting education planning resource available immediately to our students at school or from home.

myBlueprint Education Planner (www.myBlueprint.ca/ucdsb) lets your child create an engaging and interactive Individual Pathway Plan (IPP). They can build customized high school course plans, instantly identify the post-secondary options that are available to them and explore valuable information about apprenticeships, college programs and workplace opportunities across Canada!

With direct access from home, now you can also get more informed and involved with your child's education. Log in and learn about courses, graduation requirements, and the endless options available to your child. From their Profile, your student will be able to set goals, save unlimited plans, short-list programs and occupations of interest, record extra-curricular activities and more.

To access the site visit: www.myblueprint.ca/ucdsb and select North Grenville D.H.S.

myBlueprint helps ensure you can assist your child in making the most informed decision about his/her education. We encourage you to get started today and explore the website with him/her.

Please contact Student Services with any questions!

GETTING STARTED

Visit www.myBluepint.ca/ucdsb

Log in with your email and password. *Don't have an account?* Enter your Activation Key or select your school from the New User box: **North Grenville D.H.S.**

ACTIVITY: GOAL SETTING

1. Select **Goal Setting > Start** from your Profile and **Add a Goal**
2. Add **ONE (1) Goal** and include an Action Plan for how you intend to achieve it
Add as many additional goals as you'd like

o WHAT IS ONE (1) OF YOUR GOALS?

ACTIVITY: HIGH SCHOOL PLANNING

1. Select **High School Planner > Start** from your Profile
2. Name your plan and click **Create Plan**
3. Click **Add English** to add your first course
Add all other courses that you have completed, are currently taking or plan to take

o HOW MANY CREDITS ARE REQUIRED TO GRADUATE? _____ [Hint: Graduation Indicator]

ACTIVITY: POST-SECONDARY OR OCCUPATION PLANNING

1. Select **Post-Secondary or Occupation Planner** > **Start** from your Profile
2. Use the **Search Options** to narrow down results and click **Search** when you are ready
Pick **TWO (2)** opportunities that interest you and Favourite them

o WHAT IS THE NAME OF ONE (1) OPPORTUNITY YOU SAVED?

ACTIVITY: EXPERIENCES & RESUME

1. Select **Experiences & Resume** > **Start** from your Profile
2. Add **ONE (1)** experience to the **Hobbies and Interests** section
Add any additional experiences that you'd like to record

o WHAT EXPERIENCE DID YOU ADD?

ACTIVITY: REFLECTION

1. Select **Notes and Reflection** > **Start** from your Profile
2. Write a short (50-100 word) reflection on one of the following topics:
 - a. What you liked or didn't like about the myBlueprint website
 - b. Why you feel planning ahead may help you achieve your goals
What steps you will take in the next year to plan for the future

o WHAT REFLECTION DID YOU PICK (ABOVE)?

ACTIVITY: INTEREST SURVEY (DISCOVERY OR EXPLORATIONS)

1. Select **DISCOVERY or EXPLORATIONS** > **Start** from your Profile
Complete the interest survey questions to receive your results

o WHAT ARE YOUR TOP THREE (3) COURSE OR OCCUPATION INTEREST AREAS?