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MISSION STATEMENT

For all our students, Opeongo seeks to develop academic skills, life skills and work skills through a variety of learning experiences, while placing strong emphasis on critical thinking, problem-solving and creativity. These skills, experiences and abilities provide students with the tools and motivation to become self-directed learners and to realize that learning is a life-long process.

Through our curricular, co-curricular, and special services, we provide many opportunities for our students to experience success, and to learn to adapt to change; that is, to see change as a normal, necessary and stimulating component for growth. Every student is encouraged to work toward achieving his or her full potential, in becoming all that he or she can become.

All of the policies and procedures at Opeongo High School establish routines which focus on helping each student develop characteristics of good citizenship, and a sense of personal responsibility, self respect and respect for others. These routines are conducted in an atmosphere that is orderly, supportive and disciplined.

Belief in the dignity and worth of each person, and mutual respect are the bases of relationships among all members of the Opeongo Community. Our school motto identifies our long term commitment: the desire to help students learn to live.
Opeongo High School is a warm and inviting place to be. We are a community of learners, who share the mission “Learn to Live”. The staff at Opeongo is committed to meeting the needs of our students. We make every effort to ensure that students are reaching their full potential and learning practical skills and knowledge, which they will find useful throughout their lives. At Opeongo, we promote responsibility, respect, caring, optimism, initiative, perseverance, courage, honesty and academic excellence in a safe learning and teaching environment.

In September all students will receive a copy of Board and school policies, expectations about student responsibilities, achievement and attendance and an outline of our Code of Conduct.

This booklet is designed to assist in the selection of an educational program suited to the needs and abilities of a student. Before selecting courses, a student should read this booklet, consult teachers and counsellors regarding course options, and consider seriously both short and long term educational goals.

The courses offered at Opeongo High School have been developed according to the requirements of the Ontario Ministry of Education. Courses of study are on file in the school office for parents and students to examine.

Ultimately the responsibility for a student’s program rests with the parent and the student. However, the school offers considerable advice to assist in this decision-making process. Student Services and subject teachers can offer advice and consultation in deciding on course selection.

New! information about e-learning on pages 9 & 10
information about Specialist High Skills Majors on pages 13 & 14
WHERE DO I GET HELP?

STUDENT SERVICES

The maintenance of an effective guidance and counselling service is vital to the operation of a secondary school. The variety of curriculum choices available to students in most secondary schools makes it essential that high priority be given to consultation services. If students are to make informed decisions about course selection, they need to know as precisely as possible the philosophy and practice of the school regarding the courses that are available as well as the possible consequences of their particular choice.

AIMS OF STUDENT SERVICES

Student Services should provide students with opportunities to:

- expand their knowledge and understanding of self and develop an appreciation of their individual potential to contribute to society;
- develop an understanding of effective relationships;
- develop the knowledge, skills, and attitudes needed to make appropriate post-secondary decisions and to cope with the transition from secondary school to post-secondary studies and the world of work;
- explore potential careers, educational alternatives, and their desired lifestyles;
- annual appointments for each student.

Personal Counselling: Available to every student on a request or routine basis.

Educational-Vocational Counselling: Help in choosing courses to satisfy the requirements for the high school graduation diploma and planning your high school program to satisfy post-secondary admission requirements.

Information: A wide range of information is available to all students. Students are provided with internet sites relative to post-secondary planning.

Parent-School Liaison: Parents are encouraged to call the Guidance Department to discuss student progress, plans, and post-secondary opportunities. Parent-Teacher nights are also organized by Guidance.

Community Liaison: With various agencies, service clubs, elementary schools.

University-College Liaison: Through University Day, Community College Day and individual visits.

Student Decision-Making: A wide range of resources are available to help students make informed choices on their future.

Peer Tutoring: Students who require academic assistance can request a peer tutor.
CHOOSING COURSES AND PLANNING FOR THE FUTURE

Making Choices in Grade 9

As you prepare for Grade 9, you will have some interesting choices to make. You will have the opportunity to explore your interests and think about your future goals while keeping as many options as possible open for the future. All Grade 9 courses build on the Grade 8 curriculum, and all will require you to meet rigorous standards as they prepare you for studies in the senior grades.

In disciplines such as the arts, health and physical education, and business studies, all students will take the same type of course, called an open course. In the core subjects, however, students will now be able to choose between three different types of courses – academic, applied or locally developed. Academic and applied courses will give students the opportunity to experience two different ways of learning: academic courses draw more heavily on theory and abstract examples and problems, while applied courses focus more on practical applications and concrete examples. Locally developed courses focus on practical and basic skills and knowledge and lead to workplace courses at the grade 11 level.

For Grade 9, you will choose between academic, applied and locally developed courses in Math and English. Geography, French and History is offered in Grade 10 at the applied and academic level. You are free to take the academic course in some subjects and the applied course in others.

Your experience in academic, applied and locally developed courses in Grade 9 will give you the information you need to select the type of course in Grade 10 that will best suit your strengths, interests, and goals. As long as you successfully meet the expectations in a Grade 9 applied, academic or locally developed course, you may be able to take a different level of course in Grade 10. In some cases, cross-over courses may be necessary to transfer from one to the other.

When you are part way through Grade 9, you will choose your courses for Grade 10. Your Grade 10 courses will prepare you in specific ways for Grades 11 and 12 and for what you want to do when you finish high school – go to college or university, become an apprentice, or find a job. You can think of your Grade 11 and 12 courses as the pathways to your postsecondary destination. Many of these courses will require you to have successfully completed a particular course in Grade10 (a “prerequisite”), so you’ll have to make sure that the Grade 10 courses you want will allow you to take the senior courses you need.

Where can I get help in making decisions?

For help in deciding on the courses that are best for you, you can talk to the guidance counsellors. Your guidance counsellors can work closely with you and your parents to help you plan your courses, set goals, and keep track of your progress. Remember, until you reach the age of 18, your course selections must be approved by a parent or guardian.

Now that you’ve learned about some of the features of the new high school program, read on. The following sections provide important additional information that you’ll need in order to plan ahead.

Students should work with their parents and guidance staff to identify career interests as soon as possible to ensure the correct courses are chosen.
A. REACHING EVERY STUDENT

The Renfrew County 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 – 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 postsecondary 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 Program Pathway 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
- immediate educational needs

Early success in high school is essential. Statistics in Ontario show very clearly that failure in courses in grade 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 Renfrew County have a strong focus on Student Success. In each of our high schools, Classroom Teachers, Student Success Teachers, Guidance Counsellors, Special Education teachers, School Support Counsellors, Co-operative Education 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. We are proud to have the excellent and exciting transition program “Link Crew” in all of the RCDSB secondary schools.

This Course Calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. Contact our Student Services department for more information.
B. HIGH SCHOOL GRADUATION REQUIREMENTS AND CONSIDERATIONS

What is a credit? A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours, and has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry.

Ontario Secondary School Diploma (OSSD): This diploma is granted, on the recommendation of the Principal of the secondary school last attended, to a student who has accumulated a minimum of thirty credits. This includes 18 compulsory credits and 12 optional credits. Forty hours of community involvement and successful completion of the literacy requirement must also be achieved.

Compulsory Credits (total of 18)

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts (music, art, drama, or dance)
- 1 credit in health and physical education
- 1 credit in French as a second language
- 1/2 credit in civics and 1/2 credit in career studies

Plus:

- 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.

Optional Credits (total of 12): In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

Ontario Secondary School Literacy Test (OSSLT): All students must successfully complete the literacy requirement in order to earn a Secondary School Graduation Diploma. For most students this requirement will be met through the administration of the Literacy Test in the spring of Grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. The test will identify areas for remediation for students who are unsuccessful in completing the test. Students who write the test but do not succeed may retake the test and successfully complete both the reading and writing components in order to pass. There is no limit to the number of times the test may be taken.

Accommodations: Students who are receiving Special Education programs and services that have an Individual Education Plan (IEP) may receive the accommodations that are set out in the students’ IEP.
**Deferrals:** Deferral of the test may occur for students who might benefit. This would include students who have been identified as exceptional and students registered in English as a second language/English Literacy Development courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The Principal determines if a deferral should be granted and time period for the deferral.

**Exemptions:** Students whose IEP indicates that the student is not working towards the attainment of a Secondary School Graduation Diploma may, with parental consent and approval of the Principal, be exempt from participating in the Literacy Test.

**Ontario Secondary School Literacy Course (OSSLC):** Students may also meet the literacy requirements for graduation by successfully completing the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the test. 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. To be eligible to take the course, students must have attempted the OSSLT at least once and been unsuccessful in that attempt. This course can also be used to count as the Grade 11 or Grade 12 English compulsory course.

**Literacy Adjudication Process:** At the end of the school year, a school board adjudication panel may provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enrol in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

**Mandatory Community Involvement:** Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community. The school provides a document that outlines information on the community involvement diploma requirements for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. Students in Grade 8 may now begin accumulating hours in the summer before they enter Grade 9.

**Roles and Responsibilities of Students:** In consultation with their parents, students will select an activity or activities from the board’s list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry’s and the board’s lists of ineligible activities. If the activity is not on the board’s list of approved activities, the student must obtain approval from the principal before beginning the activity. The safety of the student is paramount. It should be noted that students will not be paid for performing any community involvement activity. Community involvement requirements must be met outside of regularly scheduled class time. A “Completion of Community Involvement Activities” form must be completed by the student, the student’s parent, and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or upon completion of a specific activity.

**Roles and Responsibilities of Parents:** Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the “Completion of Community Involvement Activities” form if the student is under the age of eighteen years.
Ontario Secondary School Certificate (OSSC): This certificate will be granted, on request, to a student who leaves school before earning the OSSD and who has earned a minimum of 14 credits including seven compulsory credits and seven elective credits. The compulsory credits include: 2 credits in English, 1 credit in Mathematics, 1 credit in Science, 1 credit in Canadian Geography or History, 1 credit in Physical Education and 1 credit in Art or Technology.

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

Additional Considerations for Accumulation of Credits (Complete information on all of these opportunities is available in Student Services):

**Substitutions for compulsory courses:** Up to three substitutions can be made for compulsory courses during a student’s high school career. The decision to make a substitution for a compulsory course is done if the student’s educational interest is best served. The principal makes the decision in consultation with the parents/guardians and appropriate staff.

**Prior Learning Assessment and Recognition (PLAR):** Students may obtain credits for knowledge and skills they have acquired outside of school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. Students may “challenge” a specific course for credit if they can provide evidence indicating a likelihood of success. Since Grade 9 is viewed as a foundation year for all Ontario students, the PLAR process does not apply to Grade 9 credits. A student who believes that she or he possesses the full range of knowledge and skills for a Grade 10 to 12 course in the school course calendar should refer to the Student Services Department for information about completing the application. The student should be prepared to provide reasonable substantive evidence for success in the challenge process (e.g. a portfolio, documentation of related course work, recommendation from a teacher, etc.). Further, the student will be required to demonstrate achievement of the course expectations through formal tests, including exams, and other assessment strategies appropriate for the particular course. Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course.

**Music:** A maximum of two credits may be earned by students who present evidence of satisfactory standing in recognized programs offered by conservatories or colleges of music.

**Transfer courses:** Transfer courses enable students who alter their post secondary plans to transfer from one type of course to another in Grades 10, 11 and 12. Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types.

**eLearning**

Online learning is quickly becoming an important part of education in all pathways, including college, university and in the workplace. eLearning courses may allow for more flexibility in a student’s timetable and may allow students to access courses that will complement their timetables but that are not available in their school. These courses provide students with the opportunity to build independent learning skills, which will help them be successful in any post-secondary pathway.

eLearning options are available to all students registered with the Renfrew County District School Board. You may be an ideal candidate for eLearning if you have high achievement in the Learning Skills (Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation). eLearning requires the same time commitment as a traditional day-school class. However, the method of delivery allows for flexibility in the schedule, and students may choose to complete the course work outside of the traditional school day or traditional school environment. It is not required that the students and teacher are working on the course at the
same time. However, the course will follow the same semester start and end dates as a traditional face-to-face class, and there will be timelines for completing tasks, assignments and other assessments within the course.

The RCDSB currently offers a variety of online courses taught by qualified teachers who provide innovative, relevant and engaging eLearning experiences. All eLearning courses meet the same curriculum requirements of face-to-face classes, as set out by the Ontario Ministry of Education. In addition, the RCDSB is a member of the Ontario eLearning Consortium, which may allow students to access specialized courses from other school boards who also offer courses through the Consortium.

The following courses will be offered by the RCDSB for the 2013-2014 school year, subject to sufficient enrollment. Students wishing to enrol in any of the following courses through eLearning should indicate their choice on their course selection sheet.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
<th>Curriculum Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAF 3M</td>
<td>Financial Accounting Fundamentals (Grade 11 U/C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAT 4M</td>
<td>Financial Accounting Principles (Grade 12 U/C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGW 4U</td>
<td>Canadian &amp; World Issues – Geographic Analysis (Grade 12 U)</td>
<td></td>
<td></td>
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<tr>
<td>CHI 4U</td>
<td>Canada: History, Identity &amp; Culture (Grade 12 U)</td>
<td></td>
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<tr>
<td>CLN 4U</td>
<td>Canadian &amp; International Law (Grade 12 U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EWC 4U/EWC 4C</td>
<td>The Writer’s Craft (Grade 12 U or C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHS 4U/HHS 4C</td>
<td>Families in Canada (Grade 12 U or C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HNC 3C</td>
<td>Understanding Fashion, (Grade 11 College)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSB 4U</td>
<td>Challenge &amp; Change in Society (Grade 12 U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HZT 4U</td>
<td>Philosophy: Questions and Theories (Grade 12 U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 3U</td>
<td>Introduction to Computer Science (Grade 11 U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICS 4U</td>
<td>Computer Science (Grade 12 U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCT 4C</td>
<td>Mathematics for College Technology (Grade 12 C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDM 4U</td>
<td>Mathematics of Data Management (Grade 12 U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OLC 4O</td>
<td>Ontario Secondary School Literacy Course (Grade 12 Open)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SES 4U</td>
<td>Earth &amp; Space Science (Grade 12 U)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNC 4M</td>
<td>Science (Health Care Focus) (Grade 12 U/C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPH 4U</td>
<td>Physics (Grade 12 U)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Offered in Alternate Years**

- **CGG 3O**  Travel & Tourism: A Regional Geographic Perspective (Grade 11 Open)
  *(will be offered in 2013-2014)*
- **PPZ 3O**  Health for Life (Grade 11 Open)
  *(will be offered in 2014-2015)*

**Note:**
Many other eLearning courses are offered through school boards belonging to the Ontario eLearning Consortium. For a complete list of courses, please visit the Consortium’s website at http://www.elearningstudents.ca.

**Dual Credits**

Dual credit programs are ministry-approved programs that allow students who are still in secondary school to take college or apprenticeship courses that count towards both an Ontario Secondary School Diploma and a postsecondary certificate, diploma, or degree, or an apprenticeship certification. Students may earn up to 4 optional credits for college-delivered dual credit courses. Students may not use college-delivered dual credits to meet compulsory credit requirements or to satisfy the related course requirement for a cooperative education program.

In Renfrew County, we have a partnership with Algonquin College for the Dual Credit Program. Because of the requirement to attend the college one afternoon per week these courses will be most suitable for students who are registered in Co-op or for part-time senior students. Please see Student Services for more information.

**Correspondence courses, other on-line courses, summer school, alternative adolescent high schools (PAL), specialized programs offered in other Renfrew County secondary schools:** Make an appointment with Student Services to discuss any of these options.
STUDENT RECORDS

Ontario Student Record: The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, diploma requirements completed and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. The Education Act and Freedom of Information Legislation protect these records. The Ontario Ministry of Education, under the authority of the Education Act of the province of Ontario, requires that each school maintain a record of basic information for each student registered in the school. The information will be used for the purposes of the proper education and well-being of the student and for necessary statistical purposes. Personal information on this form is collected under the authority of the Education Act, R.S.O. 1990 c.E.2, as amended, and will be used for the OSR and for administrative purposes. Questions about collection may be directed to the school principal.

Ontario Student Transcript: At the conclusion of each year a summary of courses attempted and credits gained will be maintained in each student's Ontario Student Transcript. Courses will be entered under the common course code and the percentage obtained will be reported. This very important document is available for students and their parents or guardians to see on request. When a student receives his/her diploma or decides to terminate his/her formal schooling, an Ontario Student Transcript will be issued on request.

Full Disclosure: Full disclosure applies to all Grade 11 and 12 courses. Full disclosure means that if a student withdraws from, repeats or fails a Grade 11 or 12 course it must be recorded on the OST. Repeated Grade 11 and 12 courses will both show on the transcript with their recorded mark, however only one credit will be granted and the lower mark will have an “R” in the credit column. Failed Grade 11 and 12 courses will show on the OST. Withdrawals from Grade 11 and 12 courses will show on the OST, if they are dropped 5 instructional days after the first report card of the semester or later. They do not show if they are dropped before the 5 instructional days following the first report card.

Evaluation and Examination Policies: Students will be evaluated based on the achievement charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course. Seventy percent (70%) of the evaluation is based on classroom work and may be determined through a variety of methods, such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. Teachers will use “Assessment for Learning” and “Assessment as Learning” practices to help students identify; what the learning goals are, where they are in relation to the learning goals and what next steps they need to take to achieve the goals. This ongoing feedback will help prepare students for “Assessment of Learning”, the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. Thirty percent (30%) of the evaluation is based on a final summative evaluation that may be determined through one or a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course and will give students an opportunity to synthesize the different aspects of their learning for each particular course.

Semester System: The school year is divided into two equal parts: SEMESTER 1 runs from September to the end of January; SEMESTER 2 runs from February to the end of June. In each semester the student has the opportunity to take 4 courses and obtain 4 credits for a total of 8 credits per year. Final examinations occur at the end of each semester. Parents should receive a formal report on the progress of their student 4 times per year, once at the mid-point of each semester and once at the end of each semester. Parents, of course, are invited to contact the school at any time to get an up-date on the progress of their child.
C. SPECIAL PROGRAMS

Cooperative Education and Other Forms of Experiential Learning: Planned learning experiences that take place in the community include job shadowing, job twinning, work experience and virtual work experience, and cooperative education. This provides the students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today’s society. All forms of experiential learning are a valuable complement to students’ academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and should be encouraged. See the following chart for a summary of each potential learning experience.

<table>
<thead>
<tr>
<th>Forms of Experiential Learning and Related Programs</th>
<th>Length</th>
<th>Credit Value</th>
<th>Description</th>
<th>Key Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job shadowing (e.g., Take Our Kids to Work)</td>
<td>½ to 1 day (in some cases, up to 3 days)</td>
<td>½ to 1 day</td>
<td>one-on-one observation of a worker at a place of employment</td>
<td>involves the pairing of a student with a worker in a specific occupation; may be integrated with a credit course; may be part of a student’s school-work transition program</td>
</tr>
<tr>
<td>Job twinning</td>
<td>½ to 1 day</td>
<td>None</td>
<td>one-on-one observation of a cooperative education student at his or her placement</td>
<td>involves the pairing of a student with a cooperative education student; may be integrated with a credit course; may be part of a student’s school-work transition program</td>
</tr>
<tr>
<td>Work experience</td>
<td>1-4 weeks</td>
<td>None</td>
<td>a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks’ duration and not exceeding four weeks</td>
<td>involves a short-term, subject-related work placement; forms an integral part of a specific credit course; requires pre-placement orientation; requires a learning plan</td>
</tr>
<tr>
<td>Virtual work experience</td>
<td>the equivalent of 1-4 weeks</td>
<td>none</td>
<td>a simulated work experience, within any credit course, that allows students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy</td>
<td>involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet; forms an integral part of a specific credit course; requires pre-placement orientation; requires a learning plan</td>
</tr>
<tr>
<td>Cooperative education</td>
<td>full term (year or semester)</td>
<td>1 credit per 110-hour cooperative education credit course successfully completed</td>
<td>a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course</td>
<td>requires a written application process; requires a personalized placement learning plan; involves the earning of credits; requires pre-placement orientation; is monitored by the cooperative education teacher; integrates classroom and workplace learning; involves reflective learning; involves student assessment</td>
</tr>
<tr>
<td>School-work transition programs</td>
<td>varies, but typically not less than 2 years (3-4 semesters over Grades 11 and 12)</td>
<td>varies with type of planned workplace experience</td>
<td>a combination of school-and work-based education and training involving a variety of learning opportunities</td>
<td>is oriented towards students who will be entering the workforce directly after high school; involves the development of partnerships with employers; involves the enhancement of curriculum with input from employers; involves the earning of cooperative education credits</td>
</tr>
</tbody>
</table>
Ontario Youth Apprenticeship Program (OYAP)

What is OYAP? OYAP is an enhanced co-op program, which allows students to start to learn a skilled trade (through apprenticeship) while at the same time completing the requirements (through co-op credits) for Ontario Secondary School graduation.

What is Apprenticeship? An apprenticeship is an agreement between a student who wants to learn a skilled trade, an employer / sponsor who provides the training and the Ministry of Training Colleges and Universities Apprenticeship branch.

Who Is Eligible?
- Students must be enrolled full-time during the program
- Students must be 16 years of age and must have earned 16 credits to participate in OYAP.
- Students must be recommended by appropriate departments (e.g. Technological studies, Student Services, Co-op).
- Students must have a strong desire to pursue a career in a skilled occupation.
- Students must complete all of the compulsory courses required for the OSSD.

Program of Study:
Year 1 and 2: Regular academic program with appropriate electives*.
Year 3: Regular academic program with appropriate electives* plus enhanced co-op (pre-apprenticeship or apprenticeship on the job training)
Year 4: Regular academic program with appropriate electives* plus enhanced co-op (pre-apprenticeship or apprenticeship on the job training).

* Appropriate electives linked to on the job training (co-op). See “Apprenticeship Subject Pathways” (Ministry of Education, Ministry of Training, Colleges and Universities: 2003)

PASS - Partnering To Achieve Student Success

PASS is a school/college/industry partnership that provides direction for students exploring career possibilities in the areas of Business Studies, Outdoor Education, Hospitality and Tourism, and Electronics/Communication Technology. In the Eastern Ontario region, Algonquin College, Loyalist College, St. Lawrence College and nine local school boards have partnered and are working with local industry to offer students a logical pathway into the colleges’ programs. The PASS program is open to any grade 11 or 12 student enrolled in a school where the “pathway” courses are offered. Check out the PASS website: www.passpathways.on.ca for more resources, opportunities and suggestions regarding consideration of college as a destination.

Specialist High Skills Majors (SHSM)

These are opportunities now available in all RCDSB schools for students with a confirmed interest in a particular sector to “major” in that sector while they are still in high school and to receive an enhanced diploma and transcript as a result. All four destinations (Apprenticeship, College, University and Workplace) are available within each SHSM. The sectors/majors offered at OPEONGO are Construction, Environment, Forestry, Health and Wellness, Transportation, Manufacturing, Information Technology, Hospitality & Tourism and Horticulture. Students registered in one of our SHSM programs will participate in:

- Eight bundled grade 11 and 12 credits, including four credits in the major area of study,
- Sector-recognized Certifications & Safety Awareness Training- for example CPR, First Aid, WHMIS, Health and Safety, CAD/CAM, Service Excellence etc.,
- Experiential Learning - job shadowing, work experience, sector trade shows, job twinning, and tours,
• Use of the Ontario Skills Passport – essential skills and work habits as identified by the HRSDC (Human Resources and Social Development Canada) – for documentation,
• Reach-ahead experiences at the student’s likely destination: Apprenticeship, College, University or the Workplace,
• A minimum of two Cooperative Education credits linked to the major credits. (Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.)

For more information or an application form, contact our Student Services Department and speak with a guidance counsellor.

Student Success

The goal of Student Success is to reach every student in need and provide an opportunity to assure success. The Student Success Team includes the Principal, the Student Success Teacher, Special Education, Guidance, Co-op and the School Support Counsellor. Together they:
• identify and instruct struggling students in their courses,
• direct student advocacy,
• provide more options for learning and work completion,
• monitor student progress,
• facilitate transition from elementary to secondary and secondary to work/post secondary education.
• provide credit rescue, an intervention for students that are struggling in a specific credit course. It can provide a variety of supports to assist with classroom instruction, organization and assessment for struggling students.
• may recommend credit recovery, an intervention to recover a credit after an unsuccessful initial attempt. Credit Recovery is just one of several options for any student who fails, but the final determination of Credit Recovery Placement is made by the school’s Credit Recovery Team.

The Student Success Team works with school staff, students, parents, and the community to ensure more students earn the credits necessary to graduate.

English As A Second Language (ESL)

ESL programs receive funding based on the number of students who fit the provincial criteria. The board receives funding for students who have been in Canada for three years or less, and who have come to Canada from a country in which English is not the first language. These criteria exclude students who either enter Canada from an English speaking country but cannot speak English, or who take longer than three years to acquire the language. Students are usually enrolled in a full program of mainstream courses and may receive tutorial support from an ESL instructor or peer tutor.

The principal will determine whether or not a student requires extra assistance based on data gathered when a new student registers, or on a recommendation received from the classroom teachers. The principal will complete a Request for ESL support and forward it to the Superintendent for approval. The principal of Continuing Education will assist the principal of the school in obtaining a suitable instructor. The principal and classroom teacher will evaluate the need for continuing ESL support at least twice per year and forward the recommendations to the Superintendent.
Special Education

The Role of the Special Education Department: The Special Education Department offers academic support plus a variety of learning experiences for students who have been identified as exceptional. The teacher(s) in this Department provide resource help, liaison with subject teachers, and counselling services to ensure that these students have the opportunity to reach their potential. Recommended interventions, accommodations and/or modifications for every identified student will be communicated to all interested parties through the Individual Education Plan (IEP).

Referrals and Identification: Students who may have special needs are referred to the Special Education Department. These referrals may be made by feeder school principals, parents, teachers, or the student themselves. Formal and informal assessments are carried out to determine student need for special programs. Parental input and approval are both encouraged and essential at all points in the Identification, Placement and Review Committee (IPRC) process to ensure that the best interests of the student are being met.

Special Education Advisory Committee (S.E.A.C.): The Special Education Advisory Committee is responsible to the District School Board for examining, reviewing and making recommendations regarding the provision of Special Education Programs and Services. S.E.A.C. consists of representatives of up to 12 community associations, three trustees and the superintendent responsible for Special Education. Members of the community are welcome to attend and observe meetings. Call 735-0151 to confirm meeting dates and times.

Board Special Education Parent Guide: Copies of the booklet Understanding the I.P.R.C. Process: A Parent’s Guide and informational brochures (SEAC, IPRC, IEP, Transition Planning, Special Education Resource Teacher, Development Disability, Deaf/Hard of Hearing, Blind/Low Vision, Mild Intellectual Disability, Behaviour, Gifted) are available through the school’s Special Education Department as well as on-line on the board website (www.renfrew.edu.on.ca).

RCDSB Secondary Alternative Special Education Programs:

- Vocational Partial Credit Program/Courses
- Life Skills Programming
- Transitional Programming
- Special Education Alternate Programming
RCDSB has a 3-tiered alternative program design. The tiered approach is an effective approach to assessment and intervention which allows for varied levels of supports for a student requiring special education programs and services. Placement into programs is done through an Identification Placement and Review (IPRC) meeting. An Individual Education Plan (IEP) is designed for each student according to their individual learning needs and strengths. Programming is based on the learning expectations outlined in the IEP, which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and other subject area teachers. This plan is revised and updated based on the results of ongoing assessment and evaluation. An alternate report card is used to summarize student achievement within the alternate program. All alternative levels are instructed by staff with Special Education qualifications.

### Alternative Program Descriptions

There are three levels of alternate programming that offers students different levels of support: **Vocational** Partial Credit Program, **Transition** Program and the **Life Skills** Program. The **Vocational Program** is to develop academic skills near or at grade level in a highly structured small class placement. Intensive instructional support is provided for Literacy and Mathematics with potential for modified and regular credit acquisition. Student programming is expected to include independent integration into credit class placements which are recorded on the provincial report card. Locally Developed, Applied level, Open level, Workplace level, and co-operative education courses are among the range of program options. The completion of the Ontario Secondary School Certificate and/or the Ontario Secondary School Diploma defines the range of possible program graduation goals.

The **Transition Program** focus is to develop academic skills centering on functional literacy and numeracy skills as well as appropriate life, social and independent living skills in a highly structured learning environment and a small class placement. Integration into Vocational and Life Skills programs may be incorporated into student’s timetable considering student and individual site program response need. Independent living, transitional supports to post secondary vocation/community services and the provincial Certificate of Accomplishment define the range of possible graduation goals.

The **Life Skills Program** focus is to support physical and health needs, develop communication, living skills, life skills, and social and leisure skills within a highly supportive and structured environment. Individualized programs may also include physiotherapy, augmentative communication and comprehensive physical care supports. The program includes working with community agencies in transition planning for students and may include work experience opportunities. Students typically have connections with Community Care Access (CCAC) and Ontario Disabilities Support Program (ODSP). Student progress, in relation to IEP expectations, is formally reported on the alternative report card. Programs consider that students will integrate into classrooms on an auditing basis and/or school activities to the greatest extent available to students until June of one. Program objectives are support to community services Accomplishment.

The Life Skills Program is the calendar year they turn twenty-one. Increased independence, transitional and a Certificate of
**D. COURSE SELECTION**

**Course Code Explanation:** All courses are identified by a 6-character code common to all secondary schools in Ontario.

**Eg:** MCR 3U1          ENG 1P1          CHC 2D1          PPL 4OF

The first three characters identify the Department and the Course

- MCR Mathematics
- ENG English
- CHC Canadian History
- PPL Physical Education

The fourth character identifies the year or grade

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

The fifth character identifies the level of instruction for the course

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

The sixth character is designated by the school for internal purposes.

**Types of Courses in Grades 9 and 10:** The four types of courses in Grades 9 and 10 are defined as follows:

**Locally Developed Compulsory Courses** focus on the knowledge and skills that students need to be well prepared for success in grades 11 and 12. Workplace Preparation Courses. Opportunities to develop, enhance, and practice literacy, and mathematical literacy processes, concepts, skills and strategies are the focus of the expectations in these courses.

**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.

**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.

**Open courses** are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students. Students in Grades 9 and 10 will make the choice between academic and applied courses primarily on the basis of their strengths, interests, and needs. The selection of courses for exceptional students should also be guided by information in the student’s Individual Education Plan. Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. Grade 10 academic and applied courses will prepare students for particular Grade 11 courses, for which prerequisites are specified in the curriculum policy documents for Grades 11 and 12.
Types of Courses in Grades 11 and 12: Students in grades 11 and 12 will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation. Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:

**Workplace preparation 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 workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

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

**College/University preparation 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 courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

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

**Open courses** are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Note: It is **very important** that students choose courses for the appropriate destination in order to ensure their interest and their success. College/University (M) and University (U) courses, for example, have a high level of difficulty and mostly theoretical content. Workplace (E) and College (C) courses will be more reasonably paced and will include practical real-life examples and applications.

**Course Outlines and Curriculum Documents**: The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Course outlines are available in the main office for viewing by parents or guardians. Curriculum documents detailing each course are available from the Ministry of Education website [www.edu.gov.on.ca](http://www.edu.gov.on.ca). Courses are offered pending sufficient student enrollment. Choose your courses carefully.

**The Process – Your Next Steps:**

1. Read all of the sections of this book that may apply to you. Invite your parent(s)/guardian(s) to read it also.
2. List the compulsory courses you need to complete for next year.
3. Think about your career goals, your interests and your abilities. Speak with a guidance counsellor, trusted teacher or school administration to ensure that you are on the right track.
4. Read the course descriptions and circle a few that interest you. Share them with your parent(s)/guardian(s).
5. Reduce your selections to the number of electives you require, plus two alternates.

Remember that many very important decisions about courses and teachers for next year will be based on your selections so choose carefully the first time in order to contribute good information to those decisions.
## Educational Planning Guide

<table>
<thead>
<tr>
<th></th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<td>1</td>
<td>English</td>
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<td>2</td>
<td>Mathematics</td>
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<td>Elective</td>
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<td>3</td>
<td>Geography</td>
<td>Science</td>
<td>Compulsory</td>
<td>Elective</td>
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<tr>
<td>4</td>
<td>French</td>
<td>History</td>
<td>Compulsory</td>
<td>Elective</td>
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<td>5</td>
<td>Science</td>
<td>Civics .5</td>
<td>Elective</td>
<td>Elective</td>
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<td></td>
<td>Career Studies .5</td>
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<tr>
<td>6</td>
<td>Physical Education</td>
<td>Elective</td>
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<td>7</td>
<td>Business or Technical or Native Arts</td>
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<td>Elective</td>
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<tr>
<td>8</td>
<td>Art or Music or Native Arts</td>
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<td>Elective</td>
<td>Elective</td>
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</tbody>
</table>

*Electives may count as “compulsory” (Group 1, 2 or 3) – see Diploma Requirements for details.*

**Use the following table to plan your program of studies. Start with your career goal.**

**CAREER GOAL:** ______________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>5th Year</th>
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</table>

Use **pencil** for courses you are taking. Use **ink** for successfully completed courses. To keep open as many options as possible, students are encouraged to continue Mathematics until the end of Grade 12.
COURSE DESCRIPTIONS FOR GRADE 9

ENGLISH

**English, Locally Developed (ENG1L)**
This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on 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 thinking, and reflect regularly upon their growth in these areas.
Note: This course may run only in alternate years.

**English, Grade 9 Applied (ENG1P)**
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.

**English, Grade 9, Academic (ENG1D)**
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.

MATHEMATICS

**Mathematics, Locally Developed (MAT1L)**
This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop 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.
Note: This course may run only in alternate years.

**Foundations of Math Grade 9, Applied (MFM1P)**
This course enables students to develop mathematical ideas and methods through the exploration of applications, the effective use of technology, and extended experiences with hands-on activities. Students will investigate relationships of straight lines in analytic geometry, solve problems involving measurement of 3-dimensional objects and 2-dimensional figures, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

**Principles of Mathematics, Grade 9, Academic (MPM1D)**
This course enables students to develop generalizations of mathematical ideas and methods through the exploration of applications, the effective use of technology, and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement, and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding.
SCIENCE

Science, Grade 9, Applied (SNC1P)
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.
Prerequisite: None

Science, Grade 9, Academic (SNC1D)
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.
Prerequisite: None

You must take:

Healthy Active Living Education, Grade 9, Open - Compulsory - (PPL10G / PPL10B)
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.

For those students who are French exempt, most choose to take the following course:

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLE1O)
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Grade 9 students must choose one of the following:
1. French(either academic or open) and Geography(either academic or applied) core subjects OR
2. Extended French and Extended Geographie as a combination.

---

**FRENCH**

Core French, Gr. 9, Academic (FSF1D)
This course emphasizes the further development of oral communication, reading and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Core French, Gr. 9, Open (FSF1O)
This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental communication skills through discussing situations and issues that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary to become life-long language learners.

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**GEOGRAPHY**

Geography of Canada, Grade 9, Academic (CGC1D)
This course draws on a variety of frameworks, such as the ecozone framework, and principles of physical, human, and economic geography, to explore Canada’s distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada’s diversity and its role in the world.

Geography of Canada, Grade 9, Applied (CGC1P)
This course draws upon students’ everyday experiences and uses a variety of frameworks, including the ecozone framework, to help students learn about the geography of Canada and the country’s place in the global community. Students will investigate the interconnections among the country’s landforms, climates, soils, plants, animals, and human activities in order to understand Canada’s character and diversity.

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**EXTENDED FRENCH**

Extended French, Gr. 9, Academic (FEF1D)
This course emphasizes the expansion of students’ oral communication, reading and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, and dramatizations. Students will read and write a variety of genres (e.g. poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

Extended French, Grade 9 Géographie, Academic (CGC1DF)
This course draws on a variety of frameworks, such as the ecozone framework, and principles of physical, human, and economic geography, to explore Canada’s distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada’s diversity and its role in the world.
*This course is offered in alternate years to Gr. 10 Histoire course (CHC2DF).
You will choose between the following open courses
(Choose 2)

**Information and Communication Technology In Business, Grade 9, Open (BTT10)**
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.

**Exploring Technologies, Grade 9, Open (TIJ10)**
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. Students will design and build at least three useful projects which they may take home.

**Music, Grade 9, Open (AMI10)**
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. This will be done through an instrumental band setting. 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.

*Prerequisite: None*

**Visual Arts - Expressing Aboriginal Cultures, Grade 9, Open (NAC10)**
This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

*This course may count as a Gr. 9 compulsory Arts credit.*
COURSE DESCRIPTIONS FOR GRADE 10

COMPULSORY COURSES

English, Grade 10, Locally Developed (ENG2L)
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. The course is organized into strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
Note: This course may run only in alternate years.

English, Grade 10, Applied (ENG2P)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: English, Grade 9, Academic or Applied

English, Grade 10, Academic (ENG2D)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9, Academic or Applied

Canadian History in the Twentieth Century, Grade 10, Applied (CHC2P)
This course traces Canadian history from Wilfrid Laurier’s pronouncement that the twentieth century belongs to Canada to the United Nation’s recognition of Canada as one of the best countries in which to live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities, and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well, they will be given opportunities to formulate appropriate questions, develop informed opinions, and present information in a variety of ways.

Canadian History in the Twentieth Century, Grade 10, Academic (CHC2D)
This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect-relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.
Locally Developed Mathematics, Grade 10 (MAT2L)
This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three strands related to money sense, measurement, and proportional 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.
Note: This course may run only in alternate years.

Foundations of Mathematics, Gr. 10 Applied (MFM2P)
This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.

Principles of Mathematics, Grade 10 Academic (MPM2D)
This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

Science, Grade 10, Applied (SNC2P)
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

Science, Grade 10, Academic (SNC2D)
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Career Studies, Grade 10, Open - (GLC20)
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.

Careers – (GLC20F) – course delivered in French – see course description above

Civics, Grade 10, Open - (CHV2O)
This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others’ beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

Civics - (CHV2OF) – course delivered in French – see course description above – Extended French, La Citoyenneté et le cheminement de la Carrière

ELECTIVE COURSES
(Choose 3)

Core French, Grade 10, Academic (FSF2D) - 1.0 Credit
This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Core French, Grade 10, Applied (FSF2P) - 1.0 Credit
This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students’ rights and responsibilities, relationships with peers and adults, and part-time jobs.
ELECTIVE CREDITS – continued

Extended French, Grade 10, Academic (FEF2D) - 1.0 Credit
This course emphasizes the continued development and refinement of students’ oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Extended French, Histoire, Canadian History in the Twentieth Century, Grade 10, Academic (CHC2DF) - 1.0 Credit
This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyse the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology, and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.
*This course is offered in alternate years to Grade 9 Géographie (CGC1DF)

Visual Arts, Grade 10, Open (AVI20) - 1.0 Credit
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.
Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL20) - 1.0 Credit
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 information decision-making, conflict resolution, and social skills in making personal choices.

Personal and Fitness Activities, Grades 10-12, Open (PAF 30/40) - 1 Credit
This course focuses on physical fitness and activities that promote lifelong healthy active living. It provides an alternative to female students in grades 10-12 who are not interested in the traditional skills-based, sports-orientated Physical Education course but who want to improve and maintain their individual fitness level. Students will create a personalized fitness plan under the guidance of a Certified Personal Trainer and will develop cardiovascular endurance, strength, balance, flexibility, and agility and improve their understanding of overall health and wellness principles in a non-competitive environment. Students will also examine the components of healthy relationships, reproductive health, mental health and personal safety.
Prerequisite: None

Hospitality and Tourism, Grade 10, Open (TFJ2O) - 1.0 Credit
This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry.
ELECTIVE CREDITS – continued

Drama, Grade 10, Open (ADA2O) - 1.0 Credit
This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Music, Grade 10 Instrumental, Open (AMI20) - 1.0 Credit
This course emphasizes the creation and performance of music at a level consistent with previous experience. This will be done through an instrumental band setting. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Music, Guitar, Grade 10 (AMG20) - 1.0 Credit
This course emphasizes the creation and performance of music at a level consistent with previous experience, although none is required. This will be done through a guitar class setting. 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. This course starts from the beginning – no prior knowledge of guitar is necessary. Students will develop their understanding of musical conventions, practices and terminology. Students MUST have their own guitar! (Acoustic is preferred.)

Music, Vocal, Grade 10 (AMV20) - 1.0 Credit
This course emphasizes the creation and performance of music at a level consistent with previous experience, although none is required. 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. They will also explore the function of music in society with reference to self, communities and cultures. The class will be run as a vocal choir with various individual assignments throughout the semester.

Aboriginal Peoples in Canada, Grade 10, Open (NAC2O) - 1.0 Credit
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.

Construction Technology, Grade 10, Open (TCJ20) - 1.0 Credit
This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. Students will be designing and making a bedside cabinet.
Communications Technology, Grade 10, Open (TGJ20) - 1.0 Credit
This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Manufacturing Technology, Grade 10, Open (TMJ20) - 1.0 Credit
This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

Transportation Technology, Grade 10, Open (TTJ20) - 1.0 Credit
This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

Information and Communication Technology in Business, Grade 10, Open (BTT20) - 1.0 Credit
This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Health Care, Grade 10, Open (TPJ20) - 1.0 Credit
This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care and will explore secondary and postsecondary pathways leading to careers in the field.
WHAT COURSES ARE OFFERED IN GRADE 11, 12 OR 5TH YEAR?

THE ARTS

DRAMA

Drama, Grade 11, University/College Preparation (ADA3M)
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.
Prerequisite: Drama, Grade 9 or 10, Open

Drama, Grade 12, University/College Preparation (ADA4M)
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.
Prerequisite: Drama, Grade 11, University/College Preparation

MUSIC

Music, Grade 11, University/College Preparation (AMI3M)
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. This course will focus on an instrumental band setting.
Prerequisite: Music, Grade 9 or 10, Open

Music – Vocal, Grade 11, Open (AMV3O)
This course develops student’s musical literacy through vocal performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.
Prerequisite: None

Music – Guitar, Grade 11 (AMG3O)
This course develops students’ musical literacy through guitar performance and the preparation and presentation of musical productions. Students will perform works at a level consistent with previous experience, although none is required. All styles of guitar will be covered, with emphasis on the basics. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.
Students MUST have their own guitar! (Acoustic is preferred.)
**Music – Bucket Music, Grade 11 (AMP3M)**
This course develops students’ musical literacy through percussion performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience, although none is required. Students will use current technology and percussion to plan, produce, present, and market musical production. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. This course is musical learning to the beat of a different drum.

**Prerequisite:** None

**Music, Grade 12, University/College Preparation (AMI4M)**
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. This course will focus on an instrumental band setting.

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

**VISUAL ARTS**

**Visual Arts, Grade 11, University/College Preparation (AVI3M)**
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular artform (e.g. photography, video, computer graphics, information design).

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

**Media Arts, Grade 11, University/College Preparation (ASM3M).**
This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

**Prerequisite:** Media Arts, Grade 10, Open

**Visual Arts, Grade 12, University/College Preparation (AVI4M)**
This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

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

**Media Arts, Grade 12, University/College Preparation (ASM4M)**
This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite:** Media Arts, Grade 11, University/College Preparation
BUSINESS STUDIES

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

**This course may also be available through an RCDSB e-learning course.

Financial Accounting Principles, Grade 12, University/College Preparation, through an RCDSB e-learning course (BAT4M)
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students’ knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.
Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

Introduction to Marketing, Grade 11, College Preparation (BMI3C)
This course introduces the fundamental concepts of marketing, with an emphasis on in-depth analysis of the influence of changes in the economy and global marketplace, trends and issues, and the impact of technology. Students will analyse the buying patterns of various consumers and the effect of marketing strategies, and will engage in marketing research. Students will also develop and present a marketing plan for a specific product.

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

CANADIAN AND WORLD STUDIES

GEOGRAPHY

Travel and Tourism: A Regional Geographic Perspective, Grade 11, Open (CGG3O)
This course focuses on travel and tourism as the vehicle for studying selected world regions, such as The Caribbean, Australia, Brazil, Europe and New York City. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.
Prerequisite: Geography of Canada, Grade 9, Academic or Applied

**This course may also be available through an RCDSB e-learning course in 2013-14
Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)
This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

**This course may also be available through an RCDSB e-learning course.

HISTORY

American History, Grade 11, University Preparation (CHA3U)
This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country’s social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.
Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

Canada: History, Identity & Culture, Grade 12, University Preparation, through an RCDSB e-learning course (CHI4U)
This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

World History: The West and the World, Grade 12, University Preparation (CHY4U)
This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.
Prerequisite: Any university, university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Current Aboriginal Issues in Canada, Grade 11, University/College Preparation, (NDA3M)
This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.
Prerequisite: Aboriginal Peoples in Canada, Grade 10, Open or Canadian History in the Twentieth Century, Grade 10, Academic or Applied

Issues of Indigenous Peoples in a Global Context, Grade 12, University/College Preparation (NDW4M)
This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world’s indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.
Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies
LAW

Canadian & International Law, Grade 12 University Preparation, through an RCDSB e-learning course (CLN4U)
This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)
This course explores legal issues that directly affect students’ lives. Students will acquire a practical knowledge of Canada’s legal system and learn how to analyze legal issues. They will also be given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways and settings, including legal research projects, mock trials, and debates.
Prerequisite: Grade 10 Canadian History in the Twentieth Century, Academic or Applied

ENGLISH - Compulsory Courses

English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation (NBE3E)
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.
Prerequisite: English, Grade 10, Academic or Applied
Note: This may count as a Grade 11 Compulsory English Credit

English: Contemporary Aboriginal Voices, Grade 11, College Preparation (NBE3C)
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.
Prerequisite: English, Grade 10, Academic or Applied
Note: This may count as a Grade 11 Compulsory English Credit

English, Grade 11, University Preparation (ENG3U)
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
Prerequisite: English, Grade 10, Academic

English, Grade 12, Workplace Preparation (ENG4E)
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.
Prerequisite: English, Grade 11, Workplace Preparation
**English, Grade 12, College Preparation (ENG4C)**
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

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

**English, Grade 12, University Preparation (ENG4U)**
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.

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

**ENGLISH – Optional Courses**

**Ontario Secondary School Literacy Course, Grade 12 (OLC4O)**
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

**Eligibility requirement:** Students who have been eligible to write the OSSLT at least 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.)

**This course may also be available through an RCDSB e-learning course.**

**Studies in Literature, Grade 12, University Preparation (ETS4U)**
This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

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

**The Writer’s Craft, Grade 12, College Preparation, through an RCDSB e-learning course (EWC4C)**
This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

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

**The Writer’s Craft, Grade 12, University Preparation, through an RCDSB e-learning course (EWC4U)**
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Prerequisite:** English, Grade 11, University Preparation
**Business and Technological Communication, Grade 12, Open (EBT4O)**
This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

**Prerequisite:** English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

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**FRENCH**

**Core French, Grade 11, University Preparation (FSF3U)**
This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

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

**Extended French, Grade 11, University Preparation (FEF3U)**
This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyze works in a variety of genres and will produce various types of written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite:** Extended French, Grade 10

**Core French, Grade 12, University Preparation (FSF4U)**
This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

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

**Extended French, Grade 12, University Preparation (FEF4U)**
This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite:** Extended French, Grade 11

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**FRENCH CERTIFICATES**

- A **Gold** Extended French Certificate will be awarded to students who accumulate seven (7) Extended credits. These credits shall consist of a minimum of four (4) courses in Extended French and a minimum of three (3) courses in other subjects taught in French.

- A **Silver** Extended French Certificate will be awarded to students who accumulate six (6) Extended credits. These credits shall consist of a minimum of four (4) courses in Extended French and a minimum of two (2) courses in other subjects taught in French.

- A **Core** French Certificate will be awarded to students who accumulate at least four (4) credits in Core French over 4 years. Students must earn one credit in each of grades 9, 10, 11 and 12 FSL. A minimum of three of the four credits must achieve Level 3 or above.
HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education, Grade 11, Open (PPL3O)
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students’ interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.
Prerequisite: None

Healthy Active Living Education, Grade 12, Open (PPL4O)
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students’ interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.
Prerequisite: None

Personal and Fitness Activities, Grades 10-12, Open (PAF 30/40)
This course focuses on physical fitness and activities that promote lifelong healthy active living. It provides an alternative to female students in grades 10-12 who are not interested in the traditional skills-based, sports-orientated Physical Education course but who want to improve and maintain their individual fitness level. Students will create a personalized fitness plan under the guidance of a Certified Personal Trainer and will develop cardiovascular endurance, strength, balance, flexibility, and agility and improve their understanding of overall health and wellness principles in a non-competitive environment. Students will also examine the components of healthy relationships, reproductive health, mental health and personal safety.
Prerequisite: None

Health for Life, Grade 11, Open, offered through an RCDSB e-learning course in 2014-2015 (PPZ3O)
This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.
Prerequisite: None

Exercise Science, Grade 12, University Preparation (PSE4U)
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual’s participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. This course replaces the Anatomy and Physiology course.
Prerequisite: Any Grade 11 University or University/College preparation course in Science or Healthy Active Living Education, Grade 11 Open
MATHEMATICS

Draft Chart for Mathematics, Grades 9 – 12 (October 23, 2006)

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

Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation (MEL3E)
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

Foundations for College Mathematics, Grade 11, College Preparation (MBF3C)
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Foundations of Mathematics, Grade 10, Applied
Functions and Applications, Grade 11, University/College Preparation (MCF3M)
This course introduces basic features of the function by extending students’ experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

Functions, Grade 11, University Preparation (MCR3U)
This course introduces the mathematical concept of the function by extending students’ experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic

Foundations for College Mathematics, Grade 12, College Preparation (MAP4C)
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation (or Functions, Grade 11, University Preparation)

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)
This course broadens students’ understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, and the humanities, will find this course of particular interest.
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation
**This course may also be available through an RCDSB e-learning course.

Advanced Functions, Grade 12, University Preparation (MHF4U)
This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Calculus and Vectors, Grade 12, University Preparation (MCV4U)
This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.
Note: The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.
Mathematics for College Technology, Grade 12, College Preparation, through an RCDSB e-learning course (MCT4C)
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs. **Prerequisite:** Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL4E) [offered in 2013-2014]
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will use statistics in investigating questions; apply the concept of probability to solve problems in familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** Mathematics for Work and Everyday Life Grade 11, Workplace Preparation

**SCIENCES**

**BIOLOGY**

Biology, Grade 11, University Preparation (SBI3U)
This course furthers students’ understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. **Prerequisite:** Science, Grade 10, Academic

Biology, Grade 11, College Preparation (SBI3C)
This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** Science, Grade 10, Academic or Applied

Biology, Grade 12, University Preparation (SBI4U)
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** Biology, Grade 11, University Preparation

**CHEMISTRY**

Chemistry, Grade 11, University Preparation (SCH3U)
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. **Prerequisite:** Science, Grade 10, Academic
Chemistry, Grade 12, University Preparation (SCH4U)
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry, Grade 12, College Preparation (SCH4C)
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied

PHYSICS

Physics, Grade 11, University Preparation (SPH3U)
This course develops students’ understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic
Note: This course may only run in the alternate odd numbered years (i.e. 2013-14, 2015-16)

Physics, Grade 12, University Preparation (SPH4U)
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation
**This course may also be available through an RCDSB e-learning course.
Note: This course may only run in the alternate odd numbered years (i.e. 2013-14, 2015-16)**

Physics, Grade 12, College Preparation (SPH4C)
This course develops students’ understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied
Note: This course may only run in the alternate odd numbered years (i.e. 2013-14, 2015-16). If you need this course, consider signing up for it in Grade 11.
ENVIRONMENTAL SCIENCE

Environmental Science, Grade 11, Workplace Preparation (SVN3E)
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students’ literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.
Prerequisite: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

Environmental Science, Grade 11, University/College Preparation (SVN3M)
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.
Prerequisite: Grade 10 Science, Applied or Academic

Science, Grade 12, University/College Preparation, through an RCDSB e-learning course (SNC4M)
This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students’ scientific investigation skills.
Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

Earth and Space Science, Grade 12, University Preparation, through an RCDSB e-learning course (SES4U)
This course develops students’ understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth’s systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.
Prerequisite: Science, Grade 10, Academic
SOCIAL SCIENCES AND HUMANITIES

GENERAL SOCIAL SCIENCE

**Introduction to Anthropology, Psychology, and Sociology, Grade 11 University Preparation (HSP3U)**
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.

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

**Raising Healthy Children, Grade 11, Open (HPC3O)**
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.

**Prerequisite:** None

**Personal Life Management, Grade 12 Open (HIP4O)**
This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

**Prerequisite:** None.

**Understanding Fashion, Grade 11, College Preparation, through an RCDSB e-learning course (HNC3C)**
This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

**Prerequisite:** None.

**Challenge and Change in Society, Grade 12 University Preparation (HSB4U)**
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

**This course may also be available through an RCDSB e-learning course.**
Families in Canada, Grade 12, College Preparation (HHS4C)
This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

**This course may also be available through an RCDSB e-learning course.

Families in Canada, Grade 12, University Preparation (HHS4U)
This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada’s diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

**This course may also be available through an RCDSB e-learning course.

Philosophy: Questions and Theories, Grade 12, University Preparation, through an RCDSB e-learning course (HZT4U)
This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world’s traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
TECHNOLOGICAL EDUCATION

COMMUNICATIONS TECHNOLOGY

Communications Technology, Grade 11, University/College Preparation (TGJ3M)
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.
Prerequisite: None

Communications Technology, Grade 12, University/College Preparation (TGJ4M)
This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.
Prerequisite: Communications Technology, Grade 11, University/College Preparation

WOODWORKING TECHNOLOGY

Custom Woodworking, Grade 11, Workplace Preparation (TWJ3E)
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.
Prerequisite: None

Custom Woodworking, Grade 12, Workplace Preparation (TWJ4E)
This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.
Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation

HOSPITALITY AND TOURISM

Hospitality and Tourism, Grade 11, Workplace Preparation (TFJ3E)
This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.
Prerequisite: None
**Hospitality and Tourism, Grade 12, Workplace Preparation (TFJ4E)**
This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.
**Prerequisite:** Hospitality and Tourism, Grade 11, Workplace Preparation

**HAIRSTYLING AND AESTHETICS**

**Hairstyling and Aesthetics, Grade 11, Workplace Preparation (TXJ3E)**
This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions.
**Prerequisite:** None

**Hairstyling and Aesthetics, Grade 12, Workplace Preparation (TXJ4E)**
This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.
**Prerequisite:** Hairstyling and Aesthetics, Grade 11, Workplace Preparation

**MANUFACTURING TECHNOLOGY**

**Manufacturing Technology, Grade 11, Workplace Preparation (TMJ3E)**
This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.
**Prerequisite:** None

**Manufacturing Technology, Grade 12, Workplace Preparation (TMJ4E)**
This project-driven, hands-on course builds on students’ experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.
**Prerequisite:** Manufacturing Technology, Grade 11, Workplace Preparation

**TECHNOLOGICAL DESIGN**

**Technological Design, Grade 11, University/College Preparation (TDJ3M)**
This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.
**Prerequisite:** None
Technological Design, Grade 12, University/College (TDJ4M)
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.
Prerequisite: Technological Design, Grade 11, University/College Preparation

TRANSPORTATION TECHNOLOGY

Transportation Technology, Grade 11, College Preparation (TTJ3C)
This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.
Prerequisite: None

Transportation Technology, Grade 12, College Preparation (TTJ4C)
This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.
Prerequisite: Transportation Technology, Grade 11, College Preparation

COMPUTER STUDIES

Introduction to Computer Science, Grade 11, University Preparation, through an RCDSB e-learning course (ICS3U)
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.
Prerequisite: None

Computer Science, Grade 12, University Preparation, through an RCDSB e-learning course (ICS4U)
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.
Prerequisite: Introduction to Computer Science, Grade 11, University Preparation
OSPREY is an all day program that runs in second semester. It is open to any grade 11 or 12 student who is cooperative, hardworking and responsible. The program will focus on field research techniques in ecology including data collection and analysis. There will be a number of outdoor excursions.

Outdoor Excursions

- Daily excursions to OHS woodlot
- Winter camping
- Backpacking and hiking
- Wilderness canoe tripping
- Bird banding
- Stream ecology study
- Woodlot management workshop
- Algonquin Park forestry
- Tree planting
- Envirothon competition

Course Content

- Map/Compass use and wilderness navigation
- Safe chainsaw use
- Tree felling techniques
- Tree identification
- Building construction
- GPS data collection
- Map-making using GIS software
- Wilderness camping and outdoor leadership skills
- Forest management plan and scientific paper writing
- Habitat analysis
- Insect, bird, and mammal survey techniques
- Woodlot evaluation
- Forestry report writing
- Presentation skills
- Global environmental challenges
- Welding (Mig, Arc, Brazing)
- Paddle making

THE CREDITS AWARDED FOR SUCCESSFUL COMPLETION WILL BE:

- CGR4M - Environmental and Resource Management
- SNC4M - Science
- PAD40 - Outdoor Activities
- TCJ4C - Construction

A selection process will require a letter, essay and an interview. Successful applicants to these programs may be required to help cover transportation costs to the relevant field trips. Should this cost prove to be an undue stress, please contact the Principal.

THIS COURSE ONLY RUNS ON THE “EVEN” YEARS [NEXT OFFERED IN 2014-2015]