

PRINCIPAL'S MESSAGE

This course calendar is designed specifically to help you with your academic planning for grades nine through twelve. It is very important at this stage in your education to have a post-secondary plan in terms of further education, be it college, apprenticeship, university or immediately to work. The planner provided in this calendar will help you in making decisions based on your desired destination. It is important to discuss options with your parents/guardians, as well as relying on school staff to help guide you in your decisions. Making sound decisions now will help you in achieving your goals.

It is important to be aware that the information you provide us with now is what will determine the courses offered for next year. Also, the choices that you make now will drive how we build the timetable for next year to maximize student choice. If you decide to change your selections at a later date, it will be much more difficult to get the classes you need as the timetable will be built specifically to accommodate the choices you make now.

North Dundas is excited to let you know that we will be using the myBlueprint Education Planner website to complete course selection for the 2012-2013 school year.

To access a copy complete with Ministry descriptions of all courses, please go to www.nddhs.ca



Principal: Geoff Trasuk

Vice-Principal: Derek Cole

REACHING EVERY STUDENT

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

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

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

There is value, honour and dignity in all post-secondary 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 counselors. Factors that must be considered in planning include a student's:

- Most recent levels of achievement
- Preferred learning style
- Strengths, interests and abilities
- Immediate educational needs

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

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

This Course Calendar and our companion document *Destinations of Choice: Education and Career Roadmap* are valuable tools to assist families in planning and reviewing a pathway to success for all students. Please contact us for more information.

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DIPLOMA REQUIREMENTS

An ONTARIO SECONDARY SCHOOL DIPLOMA will be granted to a student who earns a minimum of 30 credits, meets the provincial literacy requirement, and completes the 40 hours of Community Involvement Activities. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of instruction. Where applicable, a half-credit is granted for the successful completion of a minimum of 55 hours of instruction.

Compulsory Credits (Total of 18)

4 credits in	ENGLISH (one per grade)
3 credits in	MATHEMATICS
2 credits in	SCIENCE
1 credit in	CANADIAN HISTORY
1 credit in	CANADIAN GEOGRAPHY
1 credit in	ARTS (MUSIC, ART OR DRAMA)
1 credit in	HEALTH AND PHYSICAL EDUCATION
1 credit in	FRENCH AS A SECOND LANGUAGE
½ credit in	CIVICS
½ credit in	CAREER STUDIES
1 credit in	ENGLISH, <u>or</u> FRENCH AS A SECOND LANGUAGE, <u>or</u> a NATIVE LANGUAGE, <u>or</u> SOCIAL SCIENCE AND THE HUMANITIES, <u>or</u> CANADIAN AND WORLD STUDIES, <u>or</u> GUIDANCE AND CAREER EDUCATION, <u>or</u> COOPERATIVE EDUCATION
1 credit in	HEALTH AND PHYSICAL EDUCATION, <u>or</u> the ARTS, <u>or</u> BUSINESS STUDIES, <u>or</u> COOPERATIVE EDUCATION
1 credit in	SCIENCE, <u>or</u> TECHNOLOGICAL EDUCATION, <u>or</u> COOPERATIVE EDUCATION

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.

An ONTARIO SECONDARY SCHOOL CERTIFICATE will be granted to a student who earns a minimum of 14 credits.

Compulsory Credits (Total of 7)

2 credits in	ENGLISH
1 credit in	MATHEMATICS
1 credit in	SCIENCE
1 credit in	ARTS <u>or</u> TECHNOLOGY
1 credit in	CANADIAN HISTORY <u>or</u> CANADIAN GEOGRAPHY
1 credit in	HEALTH AND PHYSICAL EDUCATION

Optional Credits (Total of 7)

In addition to the 7 compulsory credits, students have to earn 7 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets apprenticeship or work requirements.

A CERTIFICATE OF ACCOMPLISHMENT will be granted to a student who leaves school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate. The Certificate of Accomplishment is a way of recognizing achievement of students who plan to take other kinds of further training or who plan to find employment after school.

An Ontario Student Transcript will be attached to indicate which credits have been earned. A Certificate of Accomplishment will be issued only once.

ONTARIO SECONDARY SCHOOL LITERACY TEST

All students enrolled in the Ontario Educational System must pass the Ontario Secondary School Literacy Test (OSSLT) in order to earn a Secondary School Diploma. This test is designed by the Ontario Education Quality and Accountability Office (EQAO) and is administered in March/April. There is no limit to the number of times a student may retake the test.

Accommodations may be made only for students with an Individual Education Plan (IEP) and in accordance with EQAO policies. A student whose IEP indicates that the student is not working towards a Secondary School Diploma may, with parental consent and the approval of the principal, be exempted from writing the test.

Some students might benefit from a deferral of the test. For example, students who have been identified as exceptional and students registered in English as a Second Language courses could benefit from a parent request for deferral. As well, the principal in consultation with the parent, may initiate a deferral. However, in order to achieve an Ontario Secondary School Diploma, deferred students must successfully complete the test.

NOTE: Students who have been unsuccessful in passing the Literacy Test on at least one attempt but have been eligible to write the Literacy Test twice, may complete the designated Ontario Literacy Course on a recommendation from the Principal. Students who successfully complete the Ontario Literacy Course will meet the provincial literacy requirement for graduation.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their Annual Education Plan to identify possible activities they might undertake.

Community involvement activities may take place in a variety of settings (e.g. not-for-profit organizations, hospitals, informal settings, etc). Students may not fulfil the requirement through activities that are counted toward a credit (e.g. cooperative education and work experience), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays. Specific procedures for students regarding completion of the 40 hours will be provided by the Ministry. The principal will decide whether the student has met the requirements of both the Ministry and the Board for these activities. The Upper Canada District School Board provides each student with a brochure outlining the requirements for Community Involvement.

A copy of the Community Involvement completion form can be found in the Guidance Office or electronically at www.nddhs.ca in the Student Services section.

THE ONTARIO STUDENT TRANSCRIPT

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

- a student's record of courses successfully completed in Grades 9 and 10.
- all attempts at courses in Grade 11 or 12 including those courses from which the student withdraws after five days from the issue of the first Ontario Report Card of the semester.

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

ONTARIO STUDENT RECORD

Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and the Freedom of Information and Protection of Privacy Act.

SUBSTITUTIONS FOR COMPULSORY CREDITS

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

COURSES OFFERED

- All the courses offered by North Dundas have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of the school and parents who wish to examine them may present their request to the Principal.
- Courses are available through means other than regular day school. More information about these methods of delivery is available by contacting the school's Guidance Department.

EXPECTATIONS FOR COURSE LOAD

- Students in grade 9, 10, 11 take four courses in each semester.
- Students in grade 12 may take a minimum of three courses in each semester.
- Students who wish to alter their course load must work closely with a Guidance Counsellor and the school administration, for approval.

The requirement for secondary school graduation and possible entry into post secondary education programs are demanding. Students may choose to take more than 30 credits and extend secondary school studies into a fifth year of study. Please consult with the Guidance staff about this option.

COURSE CHANGES DURING THE YEAR

Changes to a student's timetable will be made only under exceptional circumstances after the semester begins. A student may change courses with the advice of the counsellor and consultation of the parent.

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

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Students enrolled in Ontario Secondary Schools may have their knowledge and skills evaluated against the expectations outlined in provincial policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). Please consult with the Guidance staff for details about the PLAR challenge process.

STUDENT FEES

In early September, all students are required to pay a Student Council fee which gives each student a student card to gain access to school events such as dances and to borrow books from the library.

Students are also encouraged to participate in our fundraising events. The money raised from these events benefits the whole school community by subsidizing new lockers, guest speakers, athletics, the arts, and special events.

REPORTING STUDENT ACHIEVEMENT

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

A final grade is recorded for each course, and the credit is granted and recorded for every course in which the student's grade is 50% or higher, except for The Ontario Secondary School Literacy Course (OLC). In order to earn a credit and successfully meet the literacy requirements for graduation, students must "moderately" or "adequately" demonstrate their learning in each of the categories of the achievement chart for the OLC. This equates to the attainment of a level 2 in other courses. The final grade for each course will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content.

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

- Application
- Communication
- Knowledge and Understanding
- Thinking and Inquiry

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

Ministry report cards are issued twice per semester. However, each student should constantly monitor his/her own performance and seek evaluative feedback and positive advice from his/her teachers.

HONOUR ROLL

The names of honour students will be posted and offered for publication after each Provincial report card is issued. Students are reminded that the following criteria apply to Honour Bars.

Grade 9, 10, 11 – An average of 80% or higher on 8 courses taken during 2012 – 2013

Grade 12 – An average of 80% or higher on the best 6 courses taken during 2012 – 2013

NORTH DUNDAS DISTRICT HIGH SCHOOL CODE OF CONDUCT

With the Character Always initiative as its foundation, it is the policy of North Dundas District High School and the Upper Canada District School Board to promote and support respect, civility, responsible citizenship and to provide the framework for policies related to student discipline, bullying prevention, student and staff safety, respectful working and learning environments, and workplace harassment.

The North Dundas District High School Code of Conduct will apply to all school related activities and events and will be available to the public upon request.

Purpose of the Code:

- To ensure that all members of the school community are treated with respect and dignity
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in the schools
- To discourage the use of alcohol and illegal drugs.

The North Dundas District High School Code of Conduct will be reviewed annually by the NDDHS Safe School Team and presented to all partners of the NDDHS School Community.

STANDARDS OF BEHAVIOUR

Respect, Civility, and Responsible Citizenship

Members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their options
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the needs of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority
- Refrain from swearing and the use of profane language

Safety

Members of the school community must not:

- Engage in bullying behaviours
- Commit sexual assault
- Traffic weapons or illegal drugs
- Give alcohol to a minor
- Commit robbery
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- Be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of a school

It is the policy of the Upper Canada District School Board that in support of a positive school climate, the school will, within the context of Character Always, include specific bullying prevention and intervention education and training for all students and staff.

A positive school climate is evident when:

- Students and staff feel safe and are safe
- Healthy and inclusive relationships are promoted
- Students are encouraged to be positive leaders in their school community
- All partners are actively engaged
- Bullying prevention messages are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith disability, ethnicity, and socio-economic disadvantage
- Improvement of learning outcomes for all students is emphasized

DEFINITION OF BULLYING

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying prevention and intervention is included as a component of thought and action in the Upper Canada District School Board because Character Always is embedded in the organization and curriculum based on delivery of all school related activities. Therefore, it is recognized that:

- Bullying adversely affects a student's ability to learn
- Bullying adversely affects healthy relationships and the school climate
- Bullying adversely affects a school's ability to educate its students
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate

In order to help students follow the school's Code of Conduct and School Rules, a progressive approach to discipline will be used that may include the following strategies:

Prevention Strategies:

Anti-bullying and violence prevention programs, Student Success strategies, Character Always initiatives, citizenship development, student leadership, healthy lifestyles, program modifications and accommodations (IEPs), positive encouragement and reinforcement, individual, peer and group counselling, conflict resolution skills, mentorship groups, safety plans.

Intervention Strategies:

Oral reminders, contact with pupil's parent/guardian, review of expectations, written work assignment with a learning component, volunteer service to school community, peer mentoring, referral to counselling, consultation, meeting with pupil's parent/guardian, teacher, pupil and principal, detentions, withdrawal of privileges, withdrawal from class, restitution for damages, suspension, expulsion.

Note: The degree of corrective action employed will depend upon the severity and the ongoing nature of the problem. The Principal will make a decision on an individual basis for each case. In all instances, the welfare of both the student involved and the school will be considered.



NORTH DUNDAS DISTRICT HIGH SCHOOL DRESS CODE

This dress code has been formulated by the school council, students, and staff of North Dundas District High School. It is intended to contribute a positive image and a safe learning environment at NDDHS. It is expected that students will dress in a manner guided by modesty and respect for others who share a common work place.

Specifically, clothing and accessories should conform to the following criteria:

- Be neat and clean
 - Clothing should be clean and in good repair
 - Inappropriate slits or holes in clothing are not permitted
- Exclude items which promote or represent violence, tobacco, alcohol, drugs, or any form of prejudice, offensive language or sexual innuendo
- Dress in order to avoid distractions
 - Skirts and shorts must extend sufficiently down the thigh (to approximately mid thigh)
 - The bottom of the top article of outer clothing must meet the top of the bottom article of outer clothing so that midriff does not show
 - Tops must adequately cover the front and back with an acceptable degree of modesty. No strapless tops are permitted.
- Headgear must not be worn in classrooms, in assemblies, or in administration areas (without permission from school administration)
 - Includes caps, hats and hoods
- Safety in all areas of the school
 - Back packs and book bags are not permitted in classrooms or the library
 - A specific dress code, pertaining to jewellery or footwear, may be required in certain areas such as shops, gym or labs
 - Metal spikes and metal chains which may pose a danger to others are prohibited
- The use of personal listening devices is not permitted during classes without the approval of school administration.

The School's Response:

Step 1- The teacher will ask the student to “cover up” or change the clothing deemed inappropriate or remove other items which contravene the dress code.

Step 2- An administrator will ask the student to modify, immediately, his/her clothing or remove other items which contravene the dress code.

Step 3- An administrator will contact a parent and the student will be sent home to change clothing. A detention will be assigned.

Step 4- The student risks suspension if the student refuses to follow the dress code.

STUDENT SERVICES: GUIDANCE AND CAREER EDUCATION

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

The goals of the Guidance and Career Education Program are outlined in the policy document entitled Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999.

To achieve these goals, counsellors:

- assist with communication between students, teachers and parents
- in the fall, interview each student new to the school as well as all graduating students
- counsel students with academic difficulties after each reporting period
- actively respond to students' needs, as they arise
- plan Career Week activities, Take Your Kid To Work and other job shadow opportunities
- offer students school-to-work transition programs such as work preparation seminars
- liaise with colleges, universities, community services and other professional agencies
- organize and host visits from colleges and universities
- provide scholarship information
- coordinate small-group counselling sessions

ANNUAL EDUCATION PLAN

Every student in grades 9 to 12 will prepare an Annual Education Plan with assistance from parents and the teacher adviser. This planning process will help students set goals and review and assess their achievements and progress along the way. The plan will identify:

- ❖ the student's goals for academic achievement
- ❖ course selection for the following year
- ❖ co-curricular activities and ways of exploring careers that are of interest to the student (including cooperative education and work experience programs)
- ❖ possible post-secondary education or work goals

STUDENT SERVICES: SPECIAL EDUCATION

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require additional supports. Teachers and administrators, together with parents or guardians and students, track students' success at school and determine when additional supports may be required. Through the Identification Placement and Review (IPRC) process, a student's special program needs are identified. An Individual Education Plan (IEP) is developed in order to help students who need extra support to access an education which will enable them to develop the knowledge, skills, and abilities they need to participate in the life of Ontario's communities. The IPRC and IEP must be reviewed annually with parents and school personnel. We are committed to ensuring that these students are provided with the support and guidance they need at North Dundas District High School. Our Learning Resource Teacher (LRT) meets and works with all teachers of special needs students in order to help design programs which meet the requirements of the IEP. Our LRT calls meetings of parents/guardians, teachers, and support personnel to review, discuss, and redesign approaches to better match learning styles. Our LRT conducts academic screening tests to determine strengths, weaknesses and levels of ability. Our LRT may withdraw students from their program in order to provide small group support or may work in a classroom with a teacher to assist students as they are learning.

SERVICES PROVIDED TO OUR IDENTIFIED STUDENTS

- teachers regularly review students' IEP's and, with the assistance of the LRT, implement the accommodations suggested
- students may be referred to Room 106 where support can be provided
- students may be referred to Room 106 for a quiet study area and for extra time for tests
- all identified students are provided with accommodations during exams and Provincial testing
- in consultation with school LRT, an identified student learns to advocate for him/herself as he/she progresses through high school

“The Upper Canada District School Board strives to provide a range of programs and services for students with exceptional needs. A summary is provided in two documents, “Parent Guide to Special Education and Parent Guide to Special Education (abridged)”, available at school. A comprehensive multi-year plan for Special Education has been prepared. It is available at the school as well. In addition, we endeavour to provide support to parents by connecting them with various associations who represent exceptional pupils. Please contact the Superintendent of Student and Community Services for this information at 1-800-267-7131. The Special Education Advisory Committee advises the Board on special education matters. Information about its activities and meetings can be provided by the Superintendent. Most documents and information about special education are published on the Board’s website (www.ucdsb.on.ca).”

THE ESSENTIALS PROGRAM

The Essentials Program consists of locally developed courses designed to help identified students and/or students likely to experience considerable difficulty in the grade nine and ten program. This program offers remediation and support to improve essential literacy and numeracy skills as well as to develop the learning strategies required to succeed in secondary school. Students enrolled in the Essentials Program have the opportunity to move on to Applied, Open or Workplace courses. Admission to this program is a collaborative effort involving communication between elementary and high school teachers, special education personnel, and parents/guardians.

COURSE TITLE: English, Essentials
COURSE CODE: ENG1L
GRADE: Nine
CREDIT VALUE: 1.0 each
DESCRIPTION/RATIONALE:

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the ENG2L course, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

COURSE TITLE: English, Essentials
COURSE CODE: ENG2L
GRADE: Ten
CREDIT VALUE: 1.0 each
PREREQUISITE: A Grade 9 English credit
DESCRIPTION/RATIONALE:

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

COURSE TITLE: Mathematics, Essentials
COURSE CODE: MAT1L
GRADE: Nine
CREDIT VALUE: 1.0 each
DESCRIPTION/RATIONALE:

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the MAT2L course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills 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.

COURSE TITLE: Mathematics, Essentials
COURSE CODE: MAT2L
GRADE: Ten
CREDIT VALUE: 1.0 each
PREREQUISITE: A Grade 9 Mathematics credit
DESCRIPTION RATIONALE:

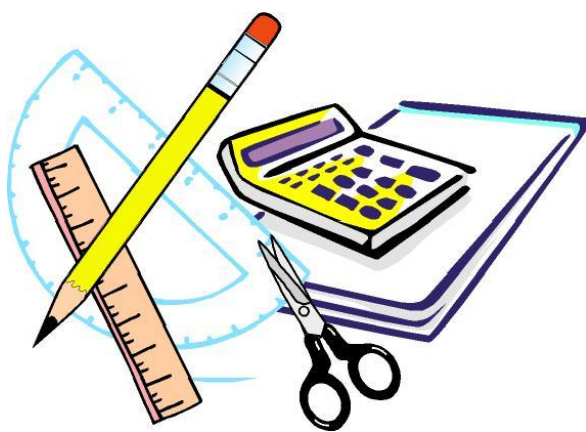
This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday life, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have the 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.

COURSE TITLE: Science, Essentials
COURSE CODE: SNC1L
GRADE: Nine
CREDIT VALUE: 1.0 each
DESCRIPTION/RATIONALE:

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

COURSE TITLE: History, Essentials
COURSE CODE: CHC2L
GRADE: Ten
CREDIT VALUE: 1.0 each
DESCRIPTION/RATIONALE:

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



THE FUTURES PROGRAM

The Futures Program is a non-credit program. Students will receive a Certificate of Achievement from the school upon completion of the program. Course content and delivery will be determined in order to meet individual abilities and needs. Students will learn skills relevant to their lives as required to function in society as well as basic literacy & numeracy skills. The topics covered in all program areas will be integrated daily into the Futures Program.

COURSE TITLE: Social Skills Development
COURSE CODE: KHD
DESCRIPTION/RATIONALE:

Students are given the opportunity to develop social skills for use in daily life. This is done in a variety of settings, so that students can adapt to social situations they may encounter after they have completed high school.

COURSE TITLE: Numeracy & Numbers
COURSE CODE: KMM
DESCRIPTION/RATIONALE:

Students are given the opportunity to acquire skills in the basic functions of mathematics. They will be encouraged to apply these basic math skills to their everyday problems and experiences.

COURSE TITLE: Culinary Skills
COURSE CODE: KHI
DESCRIPTION/RATIONALE:

Students will be given the opportunity to develop skills required to plan meals, prepare grocery lists, and visit grocery stores. These culinary skills will assist students in their preparation for independent and/or community living.

COURSE TITLE: Personal Life Skills
COURSE CODE: KGL
DESCRIPTION/RATIONALE:

Students are given many opportunities to develop personal life skills in their preparation for independent and/or community living. They will also develop self help, self care, personal health and fitness skills.

COURSE TITLE: Computer Skills
COURSE CODE: KTT
DESCRIPTION/RATIONALE:

Students will develop basic computer skills for communication in this course. Students will be given an opportunity to explore the internet, use e-mail, and develop word-processing skills.

COURSE TITLE: Money Management and Personal Banking
COURSE CODE: KBB
DESCRIPTION/RATIONALE:

Students will develop daily life skills required for money management. They will be given the opportunity to work with a variety of money values and money in everyday life. Students will also be introduced to banking skills.

COURSE TITLE: Language & Communication Development
COURSE CODE: KEN
DESCRIPTION/RATIONALE:

Students will be given the opportunity to develop written and spoken communication skills to enable the student to feel more at ease, and more comfortable when participating in social situations. Reading and listening skills will also be developed.

COURSE TITLE: Exploring the World of Work
COURSE CODE: KGW
DESCRIPTION/RATIONALE:

Students are given many opportunities to experience the work world. They will develop skills that help them find and keep a job. Students are given the opportunity to explore appropriate work areas that are of interest.

TYPES OF COURSES

EXPLANATION OF COMMON COURSE CODES

The Common Course Code (CCC) Characters

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

The fourth character refers to the grade of the course (1-Grade 9, 2-Grade 10, 3-Grade 11, 4-Grade 12).

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

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

CODE	DICIPLINE	COURSE	GRADE	TYPE	FOCUS
MEL3E	M - Mathematics	E-Everyday L-Life	3 – Grade 11	E - Workplace	
CHC2DF	C – Canadian & World Studies	H-History C-Canada	2 – Grade 10	D – Academic	F – French

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

Academic (D) In these courses, the essential concepts of a subject are learned and related material is explored. Although the knowledge and skills in the subject will be developed through both theory and practical application, the focus will be on theory and abstract thinking as a basis for future learning and problem solving.

Applied (P) These courses also cover the essential concepts of a subject. Knowledge and skills will be developed through both theoretical and practical applications, but the focus will be on the practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and more opportunities will be given to experience hands-on applications of the concepts studied.

Essentials (L) The Essentials courses are designed for students who may experience considerable difficulty in the grade nine/ten program. Students enrolled in the Essentials Program have the opportunity to move on to Applied, Open or Workplace courses. Admission to this program is a collaborative effort involving communication between elementary and high school teachers, special education personnel, and parents/guardians.

Open (O) An open course is neither academic nor applied, rather it is a course with one set of expectations for all students. Open courses are designed to provide students with a broad educational base that will prepare them for studies in grades 11 and 12.

Students in Grades 11 and 12 should choose the courses offered to prepare them for their post secondary destinations:

University Preparation (U)

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

University/College preparation (M)

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

College preparation (C)

These 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.

Workplace preparation (E)

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

Open (O)

These 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.

FLOW CHARTS ARE PROVIDED TO ILLUSTRATE PATHWAYS AND PREREQUISITES. STANDARD PROGRESSIONS ARE SHOWN. STUDENTS WISHING TO CHANGE LEVELS SHOULD SPEAK TO THEIR GUIDANCE COUNSELLOR.

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

- F- French Immersion or Extended French
- S- Single Credit in Cooperative Education
- D- Double Credit in Cooperative Education

Cross-over materials:

Cross-over materials are designed for Grade 9 students who wish to take a different type of course in Grade 10. Crossover materials offered in French, Mathematics, Science, and English are released through the Independent Learning Centre Branch of the Ministry of Education. These free courses (up to 30 hours) are available in the following formats: CD, Web, and paper copy. Crossover courses are self-directed and self-marking. Crossover courses are non-compulsory and non-credit (see www.edu.gov.on.ca for additional information).

Transfer Course:

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



CHARTING YOUR EDUCATIONAL FUTURE

The courses in the table below are compulsory courses mandated for each grade level.

There are still three compulsory courses remaining. The choice of which of the compulsory courses and when those courses will be taken rests with each individual student. These compulsory courses are:

- 1 Credit in ENGLISH, OR FRENCH AS A SECOND LANGUAGE, OR A NATIVE LANGUAGE, OR SOCIAL SCIENCE AND THE HUMANITIES, OR CANADIAN AND WORLD STUDIES, OR GUIDANCE AND CAREER EDUCATION, OR COOPERATIVE EDUCATION
- 1 Credit in HEALTH AND PHYSICAL EDUCATION, OR The ARTS, OR BUSINESS STUDIES, OR COOPERATIVE EDUCATION
- 1 Credit in SCIENCE, OR TECHNOLOGICAL EDUCATION, OR COOPERATIVE EDUCATION

As you plan your course selection, indicate beside each compulsory course the course type and if applicable, the language of instruction.

Blanks are left in the table so you can indicate your choice of optional courses and the type and language of instruction of each course.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French	Mathematics	Mathematics	
Mathematics	Civics/Career Studies		
Science	Science		
Canadian Geography	Canadian History		
Arts			
Health & Physical Education			

An * indicates courses being offered in alternating years based on enrollment. Please see your Guidance Counsellor or the school website www.ucdsb.on.ca for more information.

*ALTERNATING COURSES CHART

2012 - 2013	2013 – 2014	2014 – 2015	2015 – 2016
	CGC1DF		CGC1DF
CHC2DF		CHC2DF	
	ETS4U		ETS4U
EWC4U/4C		EWC4U/4C	
HFN20F		HFN20F	
MDM4U		MDM4U	
PSE4U		PSE4U	
SCH4C		SCH4C	
	SPH4U		SPH4U

GRADE 9 COURSES

<u>ARTS</u>		<u>PAGE #</u>
Drama, Open	ADA1O	35
Music, Open	AMU1O	36
Visual Arts, Open	AVI1O	38
<u>CANADIAN AND WORLD STUDIES</u>		
Geography of Canada, Academic	CGC1D	41
Geography of Canada, Applied	CGC1P	41
<u>ENGLISH</u>		
English, Academic	ENG1D	49
English, Applied	ENG1P	49
English, Essentials	ENG1L	49
<u>FRENCH AS A SECOND LANGUAGE</u>		
Extended French, Academic	FEF1D	54
Core French, Academic	FSF1D	52
Core French, Applied	FSF1P	52
<u>HEALTH AND PHYSICAL EDUCATION</u>		
Healthy Active Living Education, Open,	PPL1O	58
Rhythm and Movement, Open	PAR1O	58
<u>MATHEMATICS</u>		
Principles of Mathematics, Academic	MPM1D	63
Foundations of Mathematics, Applied	MFM1P	63
Mathematics, Essentials	MAT1L	63
<u>SCIENCE</u>		
Science, Academic	SNC1D	68
Science, Applied	SNC1P	68
Science, Essentials	SNC1L	68
<u>TECHNOLOGICAL EDUCATION</u>		
Integrated Technologies, Open	TIJ1O	73

CHARTING YOUR EDUCATIONAL FUTURE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French	Mathematics	Mathematics	
Mathematics	Civics/Career Studies		
Science	Science		
Canadian Geography	Canadian History		
Arts			
Health & Physical Education			

COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

AN * INDICATES THAT THE COURSE IS OFFERED IN ALTERNATING YEARS. PLEASE SEE PAGE 24 FOR EXACT OFFERINGS.



GRADE 10 COURSES

<u>ARTS</u>		<u>PAGE #</u>
Dramatic Arts, Open	ADA2O	35
Music, Instrumental, Open	AMU2O	36
Music, Guitar, Open	AMG2O	37
Visual Arts, Open	AVI2O	38
 <u>BUSINESS STUDIES</u>		
Introduction to Information Technology in Business, Open	BTT2O	39
 <u>CANADIAN & WORLD STUDIES</u>		
Canadian History in the Twentieth Century, Academic, Extended French	CHC2DF*	43
Canadian History in the Twentieth Century, Academic	CHC2D	43
Canadian History in the Twentieth Century, Applied	CHC2P	43
Canadian History, Essentials	CHC2L	43
Civics (0.5 credit), Open	CHV2O	44
Aboriginal People In Canada (Native Studies), OPEN	NAC2O	44
 <u>ENGLISH</u>		
English, Academic	ENG2D	49
English, Applied	ENG2P	49
English, Essentials	ENG2L	49
 <u>FRENCH AS A SECOND LANGUAGE</u>		
Extended French, Academic	FEF2D	55
Core French, Academic	FSF2D	53
 <u>GUIDANCE AND CAREER EDUCATION</u>		
Career Studies (0.5 credit), Open	GLC2O	56
 <u>HEALTH & PHYSICAL EDUCATION</u>		
Individual, Small and Large Group Activities, Open	PPL2O	58
Outdoor Activities, Coed, Open	PAD2O	58
Personal and Fitness Activities, Coed, Open	PAF2O	58

<u>MATHEMATICS</u>		<u>PAGE #</u>
Principles of Mathematics, Academic	MPM2D	63
Foundations of Mathematics, Applied	MFM2P	64
Mathematics, Essentials	MAT2L	64
 <u>SCIENCE</u>		
Science, Academic	SNC2D	68
Science, Applied	SNC2P	68
 <u>SOCIAL SCIENCES AND THE HUMANITIES</u>		
Food and Nutrition, Open, Extended French	HFN2OF*	71
Food and Nutrition, Open	HFN2O	71
 <u>TECHNOLOGICAL EDUCATION</u>		
Construction Technology, Open	TCJ2O	74
Manufacturing Technology, Open	TMJ2O	74
Transportation Technology, Open	TTJ2O	75

CHARTING YOUR EDUCATIONAL FUTURE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French	Mathematics	Mathematics	
Mathematics	Civics/Career Studies		
Science	Science		
Canadian Geography	Canadian History		
Arts			
Health & Physical Education			

COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

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GRADE 11 COURSES

<u>ARTS</u>		<u>PAGE #</u>
Dramatic Arts, University/College	ADA3M	35
Music, University/College	AMU3M	37
Music, Guitar, Open	AMG3O	37
Visual Arts, University/College	AVI3M	38
 <u>BUSINESS STUDIES</u>		
Financial Accounting Fundamentals, University/College	BAF3M	39
Information Technology Applications in Business, Open	BTA3O	40
 <u>CANADIAN AND WORLD STUDIES</u>		
World History to the Sixteenth Century, University/College	CHW3M	44
Understanding Canadian Law, University/College	CLU3M	45
Travel and Tourism, Regional Geography, Open	CGG3O	42
Aboriginal Beliefs, Values & Aspirations, College	NBV3C	45
 <u>COMPUTER STUDIES</u>		
Introduction to Computer Programming, College	ICS3C	46
 <u>COOPERATIVE EDUCATION</u>		
Cooperative Education (2 credits)	COOP32	47
Cooperative Education (4 credits)	COOP34	47
 <u>ENGLISH</u>		
English, University	ENG3U	49
English, College	ENG3C	50
English, Workplace	ENG3E	50
 <u>FRENCH</u>		
Extended French, University	FEF3U	55
Core French, University	FSF3U	53
 <u>GUIDANCE & CAREER EDUCATION</u>		
Leadership and Peer Support, Open	GPP3O	56
 <u>HEALTH & PHYSICAL EDUCATION</u>		
Healthy Active Living Education, Open	PPL3O	59
Personal and Fitness Activities, Coed, Open	PAF3O	59
Rhythm and Movement, Open	PAR3O	59
 <u>INTERDISCIPLINARY STUDIES</u>		
Interdisciplinary Studies, Digital Photography, Open	IDC3OP	61

<u>MATHEMATICS</u>		<u>PAGE #</u>
Functions, University Preparation	MCR3U	64
Foundations for College Mathematics, College	MBF3C	64
Mathematics for Everyday Life, Workplace	MEL3E	65
 <u>SCIENCE</u>		
Biology, University	SBI3U	69
Biology, College	SBI3C	69
Chemistry, University	SCH3U	69
Physics, University	SPH3U	69
Environmental Science, Workplace	SVN3E	69
 <u>SOCIAL SCIENCE AND THE HUMANITIES</u>		
Introduction to Anthropology, Psychology, and Sociology, University/College	HSP3M	71
 <u>TECHNOLOGICAL STUDIES</u>		
Construction Engineering	TCJ3C	74
Manufacturing Technology	TMJ3C	75
Transportation Technology	TTJ3C	75

CHARTING YOUR EDUCATIONAL FUTURE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French	Mathematics	Mathematics	
Mathematics	Civics/Career Studies		
Science	Science		
Canadian Geography	Canadian History		
Arts			
Health & Physical Education			

COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

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GRADE 12 COURSES

<u>ARTS</u>		<u>PAGE #</u>
Dramatic Arts, University/College	ADA4M	36
Music, University/College	AMU4M	37
Visual Arts, University/College	AVI4M	38
 <u>BUSINESS STUDIES</u>		
Financial Accounting Principles, University/College	BAT4M	40
Information Technology in Business, College	BTX4C	40
 <u>CANADIAN & WORLD STUDIES</u>		
Canadian and World Issues: A Geographic Analysis, University	CGW4U	42
World History: The West and the World, University	CHY4U	45
Adventures in World History, Workplace	CHM4E	45
 <u>COMPUTER STUDIES</u>		
Computer Science, University	ICS4U	46
Computer Programming, College	ICS4C	46
 <u>COOPERATIVE EDUCATION</u>		
Cooperative Education (2 credits)	COOP42	47
Cooperative Education (4 credits)	COOP44	47
 <u>ENGLISH</u>		
English, University	ENG4U	50
English, College	ENG4C	50
English, Workplace	ENG4E	50
Studies in Literature, University	ETS4U*	51
The Writer's Craft, University	EWC4U*	51
The Writer's Craft, College	EWC4C*	51
Ontario Literacy Course, Open	OLC4O	51
 <u>FRENCH</u>		
Extended French, University	FEF4U	55
Core French, University	FSF4U	53
 <u>HEALTH & PHYSICAL EDUCATION</u>		
Exercise Science	PSE4U*	60
Recreation and Fitness Leadership	PLF4C	60
Healthy Active Living Education, Open	PPL4O	60
Outdoor Activities, Coed, Open	PAD4O	60
Personal and Fitness Activities, Coed, Open	PAF4O	60
 <u>INTERDISCIPLINARY STUDIES</u>		
Interdisciplinary Studies, Community Leadership Development, University	IDC4UR	61

MATHEMATICS

PAGE #

Advanced Functions, University	MHF4U	65
Calculus and Vectors, University	MCV4U	65
Mathematics of Data Management, University	MDM4U*	66
Foundations for College Mathematics, College	MAP4C	66
Mathematics for Everyday Life, Workplace	MEL4E	66

SCIENCE

Biology, University	SBI4U	70
Chemistry, University	SCH4U	70
Chemistry, College	SCH4C*	70
Physics, University	SPH4U*	70
Physics, College	SPH4C	70

SOCIAL SCIENCE AND THE HUMANITIES

Challenge and Change in Society, University/College	HSB4M	72
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TECHNOLOGICAL STUDIES

Construction Engineering	TCJ4C	74
Manufacturing Technology	TMJ4C	75
Transportation Technology	TTJ4C	75

CHARTING YOUR EDUCATIONAL FUTURE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French	Mathematics	Mathematics	
Mathematics	Civics/Career Studies		
Science	Science		
Canadian Geography	Canadian History		
Arts			
Health & Physical Education			

COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

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Specialist High Skills Major

What is a Specialist High Skills Major?

A Specialist High Skills Major (SHSM) is a type of specialized Ministry of Education approved program. A SHSM allows students to focus their knowledge and skills towards a certain economic sector. Students obtain certification recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). Students who graduate with a SHSM designation on their diploma are prepared for success in a particular sector and in the postsecondary designation of their choice, whether it is apprenticeship training, college programs, university programs, or the workplace.

Every SHSM Includes Five Components

- 1) A package of required credits including:
 - 4 'major' credits for courses that provide knowledge and skills closely related to the sector of specialization;
 - 2 – 4 other required Ontario Curriculum credits particular to the SHSM's economic sector
 - 2 cooperative education credits
- 2) Compulsory certifications in a particular sector which are identified in each SHSM framework.
- 3) Experiential learning that could include job shadowing, job twinning, and work experience.
- 4) Use of the Ontario Skills Passport (OSP) to document the demonstration of essential skills and work habits.
- 5) 'Reach Ahead' opportunities to allow students to experience learning in their intended postsecondary destination, which can range from a day of attendance at a college, a university, or a workplace to completion of a dual credit, and/or Level 1 Apprenticeship in-school training.

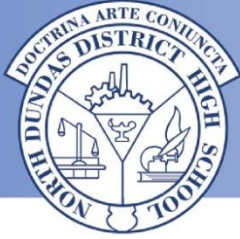
How will the Specialist High Skills Major Benefit Students?

A SHSM allows a student to experience a range of customized, career-focused learning opportunities in a specific sector. It enables a student to take courses in an area of interest related to a particular sector while working towards an OSSD.

The focused learning experience of a SHSM program gives students the opportunity to explore, identify, and refine career goals and make informed decisions related to post-secondary education goals.

The experiential learning opportunities provided in a SHSM enable students to refine their skills and improve their work habits, gain confidence in their ability to succeed, and see the connections between their studies, the real world, and their future careers. Students are also able to begin to establish relationships and networks in their chosen fields.

Students who graduate with a SHSM can look forward to improved prospects after secondary school. The SHSM framework and content is becoming more recognized and supported by the economic sector, apprenticeship and training programs, colleges and universities.



Specialist High Skills Major



Health & Wellness: Fitness at North Dundas District High School



FAST (Fitness Activity Specialist Training) is a new program being offered to students of North Dundas District High School who are interested in pursuing a career in the health and wellness sector. This Specialist High Skills Major is a multi-pathway program based on a strong in-school physical education component, plus well-established community partnerships,

sector recognized certifications and reach ahead experiences. Students will have the opportunity to explore careers in the fields of Kinesiology, Physical Education, Recreation Leadership and Health Education. The employment opportunities in these fields are diverse and varied. They include nursing, medicine, personal training, fitness management, occupational therapy, sports and programming consultant, self employment, and many more.

Experiential Learning and Reach Ahead Opportunities

Students will participate in practical learning experiences including cooperative education, job shadowing, and job twinning to complement the skills learned in the Physical and Health Education Program. Students will be given opportunities to explore health and wellness careers and post-secondary programs through organized field trips such as touring fitness and medical facilities, taking YMCA workshops and classes or interviewing professionals. Students will receive certifications that will include Cardio-Pulmonary Resuscitation (CPR), Infection Control, Standard First Aid, and WHMIS. In addition, students may complete their YMCA Fitness Leadership: Basic Theory, Level 1 Coaching, and more.



For further information please contact:

Student Services
North Dundas District High School
12835 County Rd #43
Chesterville, ON K0C 1H0
Tel: 613-448-2328 Fax: 613-448-1794
Email contacts:
Guidance: andrea.mcdonell@ucdsb.on.ca
Physical Education: julie.green@ucdsb.on.ca

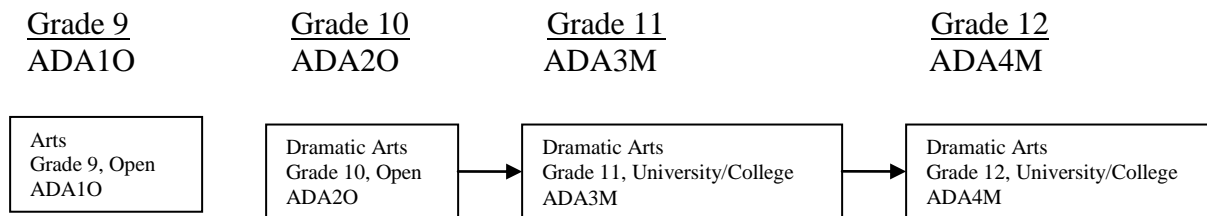
Principal of Student Success
Upper Canada District School Board
225 Central Avenue West
Brockville, ON K6V 5X1
Tel: 613-342-0371

ARTS

COURSES OFFERED:

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
ADA1O	ADA2O	ADA3M	ADA4M
AMU1O	AMU2O	AMU3M	AMU4M
AVI1O	AVI2O	AMG3O	AVI4M
		AVI3M	

DRAMATIC ARTS



DRAMATIC ARTS, GRADE 9, OPEN, (1 CREDIT)

Prerequisite: None

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

DRAMATIC ARTS, GRADE 10, OPEN, (ADA2O), (1 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.

DRAMATIC ARTS, GRADE 11, UNIVERSITY/COLLEGE (ADA3M) (1 CREDIT)

Prerequisite: ADA1O or ADA2O

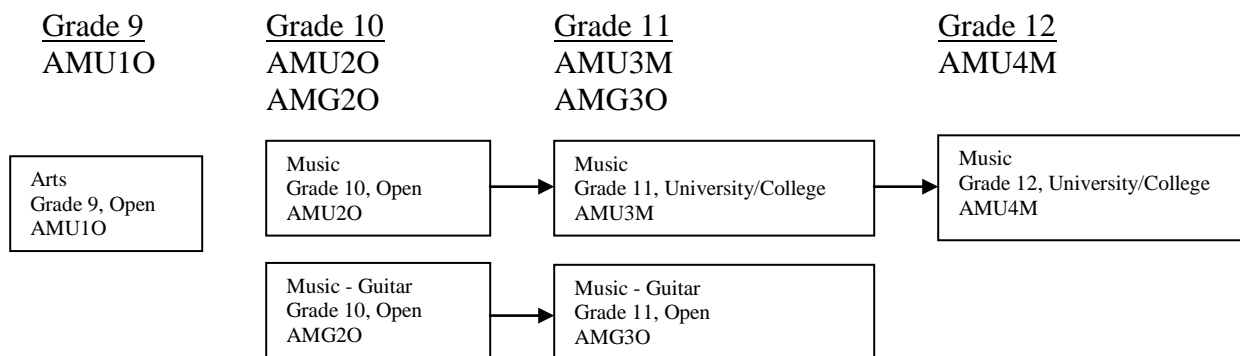
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions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

DRAMATIC ARTS, GRADE 12, UNIVERSITY/COLLEGE (ADA4M) (1 CREDIT)

Prerequisite: ADA3O or ADA3M

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.

MUSIC



☞ ALL MUSIC COURSES WILL CHARGE A USER FEE OF \$15.00.

MUSIC, INSTRUMENTAL, GRADE 9, OPEN, (1 CREDIT)

Prerequisite: None

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

MUSIC, GRADE 10, OPEN, (AMU2O) (1 CREDIT)

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

MUSIC, GUITAR, GRADE 10, OPEN (AMG2O) (1 CREDIT)

The instrument used for performance is guitar. This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

MUSIC, GRADE 11, UNIVERSITY/COLLEGE, (AMU3M) (1 CREDIT)

Prerequisite: AMU1O or AMU2O

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.

MUSIC, GUITAR, GRADE 11, OPEN, (AMG3O) (1 CREDIT)

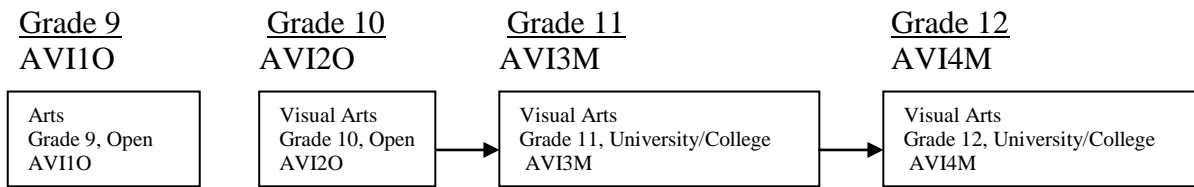
The instrument used for performance is guitar. This course develops students' artistic knowledge and through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results.

MUSIC, GRADE 12, UNIVERSITY/COLLEGE, (AMU4M) (1 CREDIT)

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



VISUAL ARTS



VISUAL ART, GRADE 9, OPEN, (1 CREDIT)

Prerequisite: None

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

VISUAL ARTS, GRADE 10, OPEN, (AVI20) (1 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.

VISUAL ART, GRADE 11 UNIVERSITY/COLLEGE (AVI3M) (1CREDIT)

Prerequisite: AVI10 or AVI20

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).

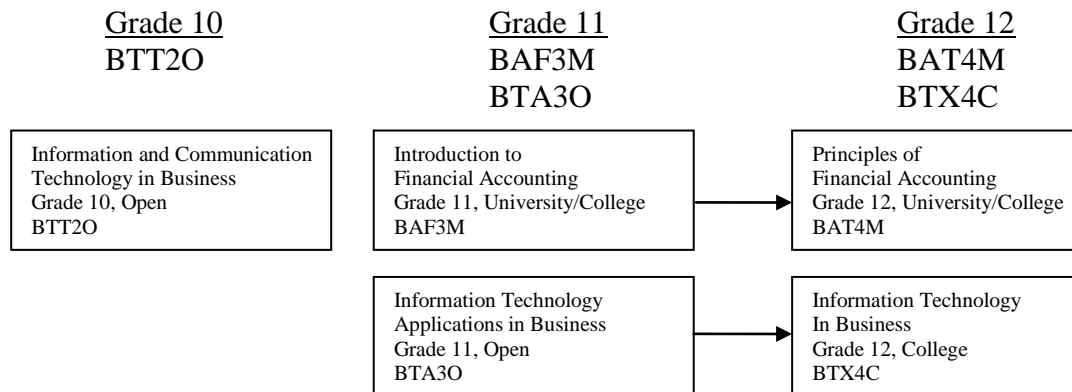
VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE, (AVI4M) (1 CREDIT)

Prerequisite: AVI30 or AVI3M

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.

BUSINESS STUDIES

COURSES OFFERED:



INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS, GRADE 10, OPEN (BTT2O), 1 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.

FINANCIAL ACCOUNTING FUNDAMENTALS, GRADE 11 UNIVERSITY/COLLEGE (BAF3M) (1 CREDIT)

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.

INFORMATION TECHNOLOGY APPLICATIONS IN BUSINESS, GRADE 11, OPEN
(BTA30) (1 CREDIT)

This course provides students with the opportunity to develop the information technology skills and knowledge required in a business. Students learn about the information technology work environment, use industry-standard software, conduct electronic research, investigate electronic business, and explore occupations and postsecondary programs that require information technology skills. Increasing reliance on computers, telecommunication networks, and information technologies in society and the workplace makes it essential for students to become computer literate and to develop “information literacy” skills. Information literacy is the ability to access, select, gather, critically evaluate, create, and communicate information, and to use the information obtained to solve problems and make decisions. In preparation for further education, employment, citizenship, and lifelong learning, students must be capable of deriving meaning from information by using a wide variety of information literacy skills.

FINANCIAL ACCOUNTING PRINCIPLES GRADE 12, UNIVERSITY/COLLEGE(BAT4M)
(1 CREDIT) Prerequisite: BAF3M

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 further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

INFORMATION TECHNOLOGY IN BUSINESS, GRADE 12, COLLEGE (BTX4C)
(1 CREDIT) Prerequisite: BTA30

This course provides students with the opportunity to develop further the information technology knowledge and skills needed in the business world. Students will develop their understanding of electronic business environments, improve their skills in electronic research and in using business application software in the preparation of business documents, manage information, and apply project team management strategies.

CANADIAN AND WORLD STUDIES

COURSES OFFERED:

Grade 9

CGC1DF*

CGC1D

CGC1P

Grade 10

CHC2DF*

CHC2D

CHC2P

CHC2L

CHV2O

Grade 11

CGG3O

CHW3M

CLU3M

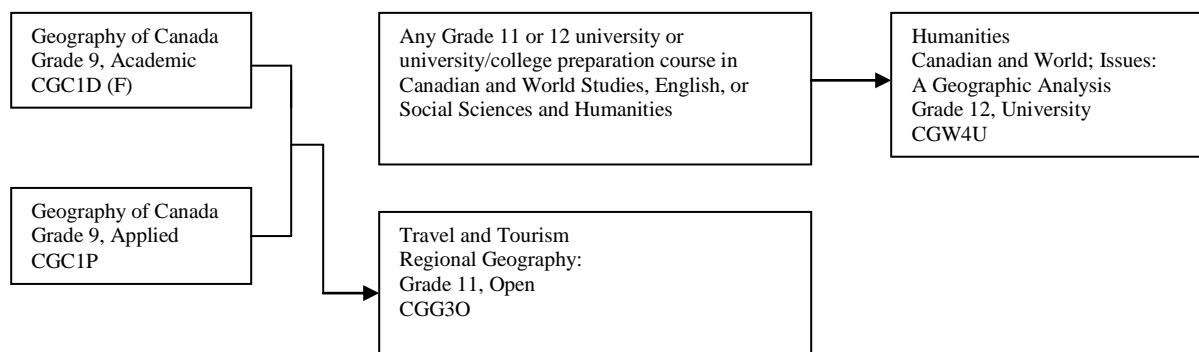
Grade 12

CGW4U

CHY4U

CHM4E

GEOGRAPHY



GEOGRAPHY OF CANADA, GRADE 9, ACADEMIC (CGC1D) (1 CREDIT)

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 Academic course is also taught in Extended French (CGC1DF*) every other year and is required for those following the Extended program.

GEOGRAPHY OF CANADA, GRADE 9, APPLIED (CGC1P) (1 CREDIT)

This course draws upon students' experiences and uses a variety of frameworks, including ecozones, 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, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity.

TRAVEL AND TOURISM, REGIONAL GEOGRAPHY: GRADE 11, OPEN (CGG30) (1 CREDIT)

Prerequisite: CGC1D or CGC1P

This course focuses on travel and tourism to examine the unique characteristics of selected world regions from a geographic perspective. Students will develop an understanding and appreciation of the ways in which the natural environments, economies, cultures, and other aspects of world regions interact.

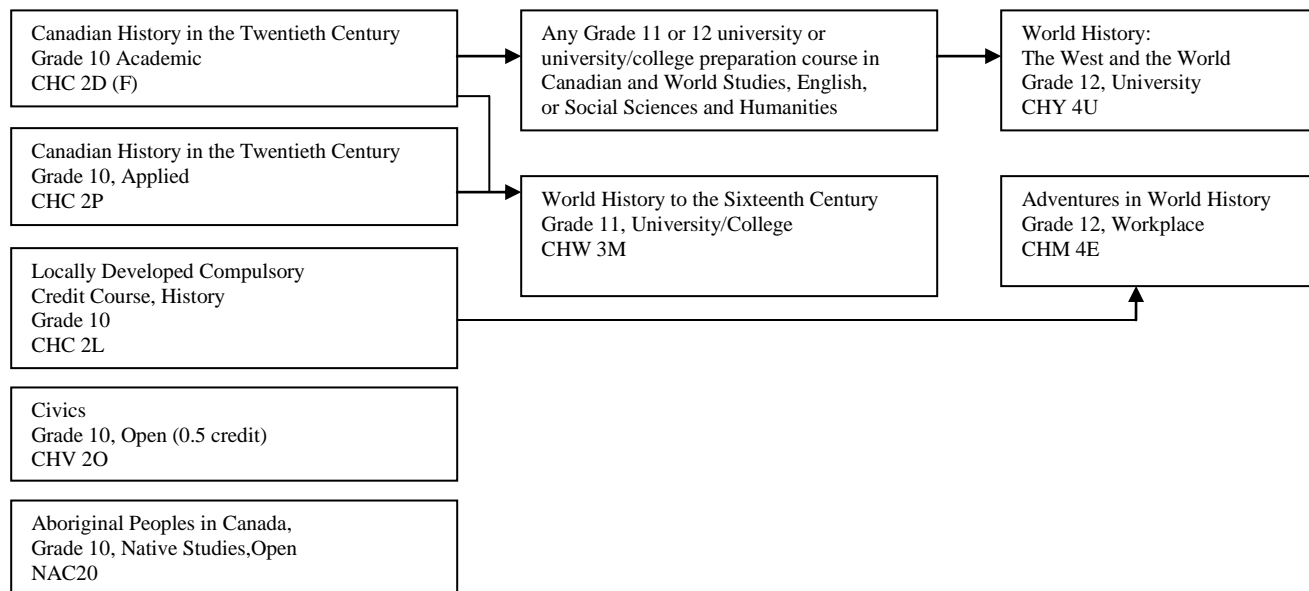
CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS, GRADE 12, UNIVERSITY PREPARATION (CGW4U) (1 CREDIT)

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

This course draws on geographic concepts, skills, methods, and technologies to analyze significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, regional disparities in the ability to meet basic human needs, and protection of the planet's life-support systems.



HISTORY



CANADIAN HISTORY IN THE TWENTIETH CENTURY, GRADE 10, ACADEMIC (CHC2D) (1 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 analyze 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 Academic course is also taught in Extended French (CHC2DF*) and is required for those following the Extended program.

CANADIAN HISTORY IN THE TWENTIETH CENTURY, GRADE 10, APPLIED(CHC 2P) (1 CREDIT)

This course traces Canadian history from Wilfred Laurier's pronouncement that the twentieth century belongs to Canada to the United Nations' 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.

LOCALLY DEVELOPED COMPULSORY CREDIT COURSE, HISTORY, GRADE 10 (CHC 2L)
(1 CREDIT)

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

CIVICS GRADE 10, OPEN (CHV 20) (0.5 CREDIT)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues. This course will be offered in conjunction with Career Studies (GLC 20), with each course comprising one half of the semester.

ABORIGINAL PEOPLE IN CANADA (NATIVE STUDIES), GRADE 10 OPEN (NAC20) (1 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.

WORLD HISTORY TO THE SIXTEENTH CENTURY, GRADE 11, UNIVERSITY/COLLEGE
(CHW 3M) (1 CREDIT)

Prerequisite: CHC 2D or CHC 2P

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They will examine the influence of selected individuals and groups, as well as of particular innovations, and will develop skills of historical inquiry, organization, analysis, and communication. This course is not recommended for students who plan on taking CHM 4E.

ADVENTURES IN WORLD HISTORY, GRADE 12, WORKPLACE (CHM 4E) (1 CREDIT)

Prerequisite: CHC 2D, CHC 2P, or CHC 2L

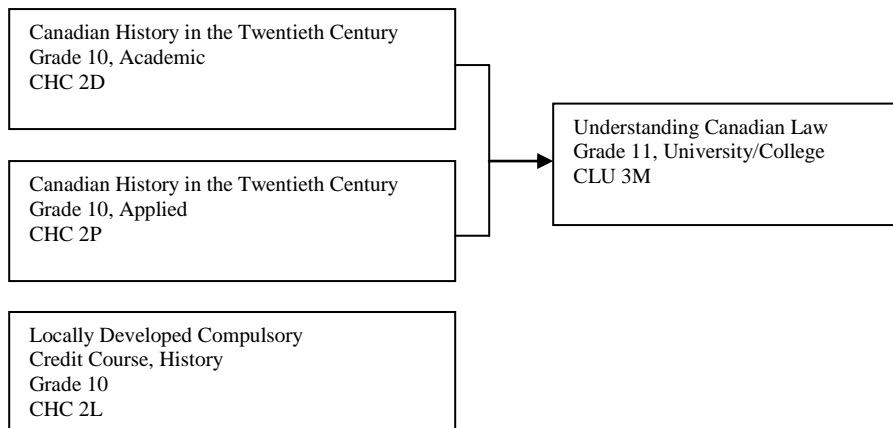
This course examines a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of social, cultural, economic, and political topics, including technological development and cultural expression, social and political structures, and the values of community and individualism. As well, students will be given opportunities to develop their awareness of historical experience, to practice their skills of analysis and communication, and to cultivate a lifelong interest in the adventures of world history. This course is not recommended for students who take CHW 3M.

WORLD HISTORY: THE WEST AND THE WORLD, GRADE 12, UNIVERSITY (CHY 4U) (1 CREDIT)

Prerequisite: CHA 3U, CHW 3M or any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable students to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

LAW



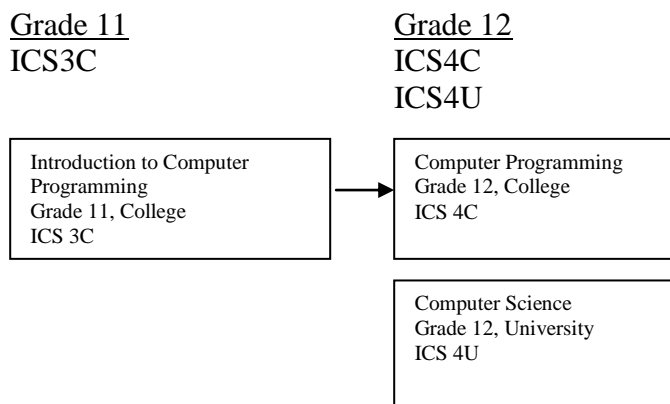
UNDERSTANDING CANADIAN LAW, GRADE 11, UNIVERSITY/COLLEGE PREPARATION (CLU 3M) (1 CREDIT)

Prerequisite: CHC 2D or CHC 2P

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.

COMPUTER STUDIES

COURSES OFFERED



INTRODUCTION TO COMPUTER PROGRAMMING, GRADE 11, COLLEGE (ICS 3C) (1 CREDIT)

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

COMPUTER PROGRAMMING, GRADE 12, COLLEGE (ICS 4C) (1 CREDIT)

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

COMPUTER SCIENCE, GRADE 12, UNIVERSITY (ICS 4U) (1 CREDIT)

Prerequisite: ICS 3U

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 reviews. 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.

COOPERATIVE EDUCATION

COURSES OFFERED:

<u>Grade 11</u>	COOP32 (2 Credit)	<u>Grade 12</u>	COOP42 (2 Credit)
	COOP34 (4 Credit)		COOP44 (4 Credit)

Provided students meet all compulsory credit requirements, there is no formal restriction on the total number of cooperative education credits that students may earn in secondary school.

Cooperative Education gives a student the ability to explore a career area that he/she may have considered as a possible profession. Whether the student is bound for university, college, the skilled trades, or a particular profession, he/she will experience all aspects of his/her chosen profession and, as a result, may or may not decide to pursue his/her choice as a future career.

The Cooperative Education course consists of a classroom component and a placement component. Through these two components, the cooperative education course prepares the student for successful participation in a work environment. Various workshops, guest speakers and in-school activities, as well as opportunities at the placement, enable the student to apply, develop and refine the skills required in today's competitive job market.

A counselling and interviewing process conducted by cooperative education teachers in collaboration with guidance counselors, teacher advisors, and administrators determines applicants' suitability for the program.

THE ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Through the Co-op experience, students may participate in "OYAP", The Ontario Youth Apprenticeship Program, which involves students earning credit toward an apprenticeship in the skilled trades while they attend school.

The Ontario Youth Apprenticeship Program is offered through the Cooperative Education program. Students In a cooperative education placement can begin to work on the skills necessary to complete an apprenticeship. This can begin as early as grade 11 and can continue into grade 12. At the same time, students continue to work on compulsory and elective subjects necessary to complete grade 12. Students typically do not receive a wage while in high school; however, they leave with their OSSD and a career already underway! Students then continue with their apprenticeship heading toward certification.

WHY OYAP?

- Students still earn a high school diploma while learning a skilled trade.
- OYAP helps parents avoid costly tuition. Although there are fees incurred with college courses later in the apprenticeship, the costs are far less than the current rising costs of college and university tuition.
- Registration fees for high school students are paid by the Ministry of Training, Colleges and Universities.
- Students are learning hands-on, usable skills while young and, therefore have a head start on their careers.
- Learning a skilled trade may act as a stepping stone for careers in management and self-employment.

***STUDENTS ENROLLING IN CO-OP WILL BE RESPONSIBLE
TO ARRANGE THEIR OWN TRANSPORTATION***

ENGLISH

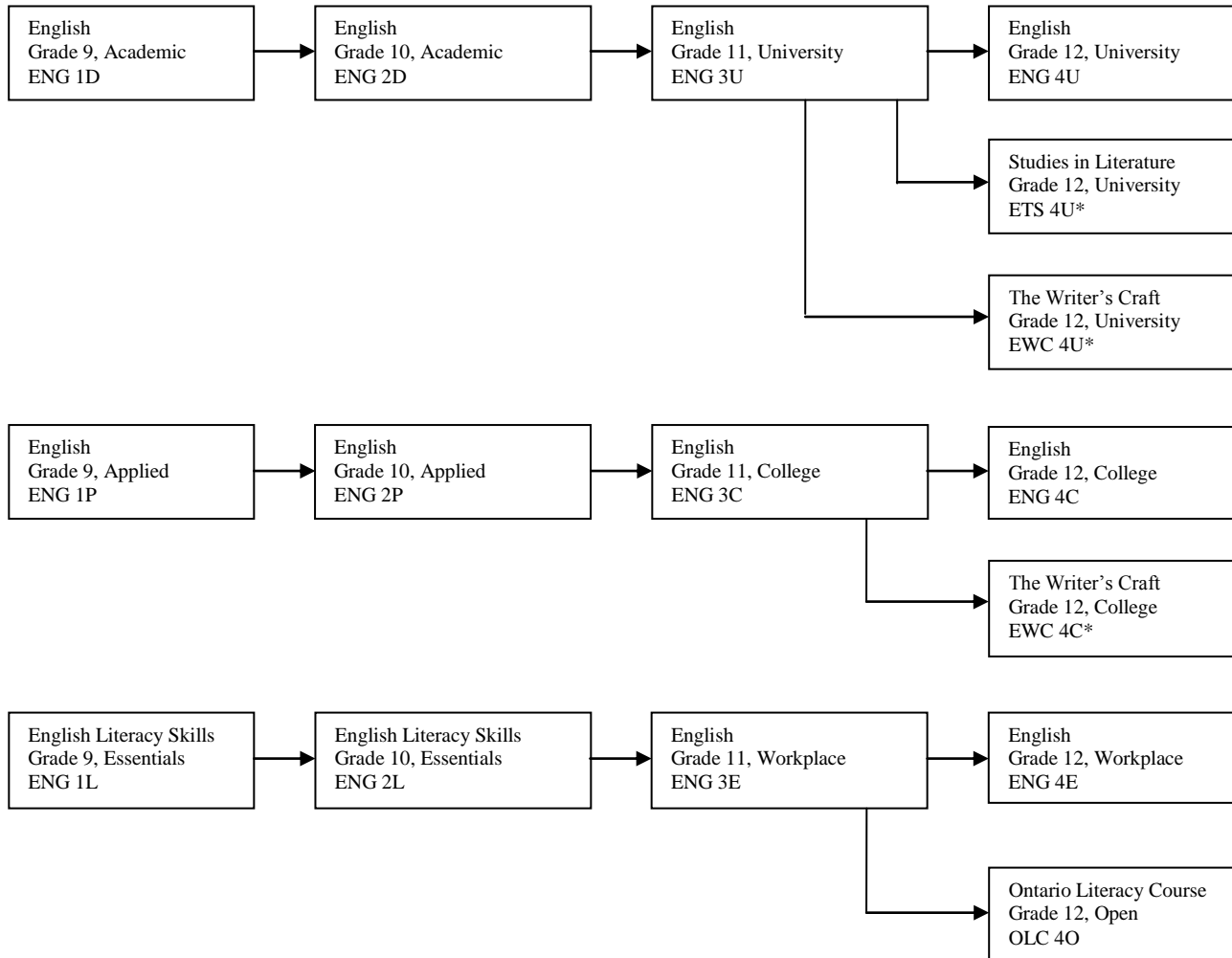
COURSES OFFERED:

Grade 9
ENG 1D
ENG 1P
ENG 1L

Grade 10
ENG 2D
ENG 2P
ENG 2L

Grade 11
ENG 3U
ENG 3C
ENG 3E

Grade 12
ENG 4U
ENG 4C
ENG 4E
EWC4U*
EWC4C*
ETS 4U*
OLC 4O



COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

AN * INDICATES THAT THE COURSE IS OFFERED IN ALTERNATING YEARS. PLEASE SEE PAGE 24 FOR EXACT OFFERINGS.

ENGLISH, GRADE 9, ACADEMIC (ENG 1D) (1 CREDIT)

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

ENGLISH GRADE 9 APPLIED (ENG 1P) (1 CREDIT)

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

ENGLISH, GRADE 9, & GRADE 10 LITERACY SKILLS (ESSENTIALS) (ENG 1L/ENG 2L) (1 CREDIT EACH)

The purpose of these courses is to assist students in improving their skills in literacy. Students will participate in a structured individualized program which will help them to deal with the reading, writing, listening, speaking, and media expectations of their high school courses and the world outside the classroom.

ENGLISH, GRADE 10, ACADEMIC (ENG 2D) (1 CREDIT)

Prerequisite: ENG 1D or ENG 1P

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

ENGLISH, GRADE 10, APPLIED (ENG 2P) (1 CREDIT)

Prerequisite: ENG 1D or ENG 1P

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

ENGLISH, GRADE 11, UNIVERSITY (ENG 3U) (1 CREDIT)

Prerequisite: ENG 2D

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

ENGLISH, GRADE 11, COLLEGE (ENG 3C) (1 CREDIT)

Prerequisite: ENG 2P

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

ENGLISH, GRADE 11, WORKPLACE (ENG 3E) (1 CREDIT)

Prerequisite: ENG 2P or ENG 2L

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

ENGLISH, GRADE 12, UNIVERSITY (ENG 4U) (1 CREDIT)

Prerequisite: ENG 3U

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

ENGLISH, GRADE 12, COLLEGE (ENG 4C) (1 CREDIT)

Prerequisite: ENG 3C

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

ENGLISH, GRADE 12, WORKPLACE (ENG 4E) (1 CREDIT)

Prerequisite: ENG 3E

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

*STUDIES IN LITERATURE, GRADE 12, UNIVERSITY (ETS 4U) (1 CREDIT)

Prerequisite: ENG 3U

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 analyze 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.

*THE WRITER'S CRAFT, GRADE 12, UNIVERSITY (EWC 4U) (1 CREDIT)

Prerequisite: ENG 3U

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

*THE WRITER'S CRAFT, GRADE 12, COLLEGE (EWC 4C) (1 CREDIT)

Prerequisite: ENG 3C

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.

ONTARIO LITERACY COURSE (OLC 4O) (1 CREDIT)

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.

NOTE: 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 at the discretion of the principal. (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.)

CORE FRENCH

COURSES OFFERED:

Grade 9

FSF 1D
FSF 1P

Grade 10

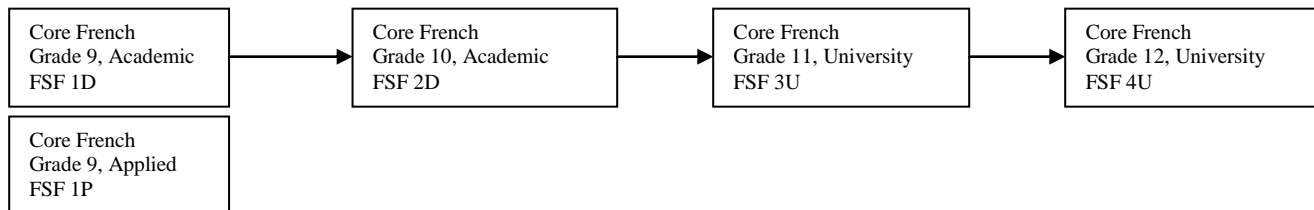
FSF 2D

Grade 11

FSF 3U

Grade 12

FSF 4U



A certificate in Core French will be awarded upon completion of four High School Core French Credits.

CORE FRENCH, GRADE 9, ACADEMIC (FSF 1D) (1 CREDIT)

Entrance Minimum: 600 hours of French Instruction

This course emphasizes the further development of oral communications, reading and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, 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, GRADE 9, APPLIED (FSF 1P) (1 CREDIT)

Entrance Minimum: 600 hours of French Instruction

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations.

CORE FRENCH, GRADE 10 ACADEMIC (FSF 2D) (1 CREDIT)

Prerequisite: FSF 1D or FSF 1P

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 discussions, in their analysis and interpretation of texts, and in their own writing.

CORE FRENCH GRADE 11 UNIVERSITY PREPARATION (FSF 3U) (1 CREDIT)

Prerequisite: FSF 2D

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.

CORE FRENCH GRADE 12, UNIVERSITY PREPARATION (FSF 4U) (1 CREDIT)

Prerequisite: FSF 3U

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.

EXTENDED FRENCH

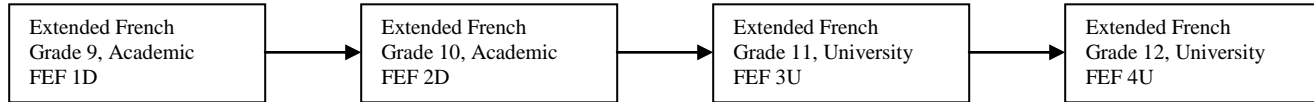
COURSES OFFERED:

Grade 9
FEF 1D

Grade 10
FEF 2D

Grade 11
FEF 3U

Grade 12
FEF 4U



NOTE:

1. The prerequisite for Grade 9 Extended French is the elementary Extended French program or the elementary French Immersion program, or equivalent.
2. Students who have successfully completed elementary Extended French or French Immersion programs and do not wish to pursue further studies in these programs should be considered for advanced placement in the Core French program, if they demonstrate the necessary knowledge and skills.

A certificate in Extended French will be awarded upon completion of four Extended French courses and a Minimum of three other courses taught in Extended French.

EXTENDED FRENCH, GRADE 9, ACADEMIC (FEF 1D) (1 CREDIT)

Entrance minimum: 1260 hours of French Instruction

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, dramatization, and oral presentations. Students will read and write in 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 10, ACADEMIC (FEF 2D) (1 CREDIT)

Prerequisite: FEF 1D

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, GRADE 11, UNIVERSITY PREPARATION (FEF 3U)
(1 CREDIT)

Prerequisite: FEF 2D

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 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.

EXTENDED FRENCH, GRADE 12, UNIVERSITY PREPARATION (FEF 4U)
(1 CREDIT)

Prerequisite: FEF 3U

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.



GUIDANCE AND CAREER EDUCATION

COURSES OFFERED:

Grade 10

GLC 20

Career Studies (0.5 credit) Grade 10, Open GLC 20

Grade 11

GPP 30

Leadership and Peer Support Grade 11, Open GPP 30

CAREER STUDIES, GRADE 10, OPEN (GLC 20) (0.5 CREDIT)

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.

LEADERSHIP AND PEER SUPPORT, GRADE 11 OPEN (GPP 30) (1 CREDIT)

Prerequisite: GLC 20

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

HEALTH AND PHYSICAL EDUCATION

COURSES OFFERED:

Grade 9

PPL 10
PAR 10

Grade 10

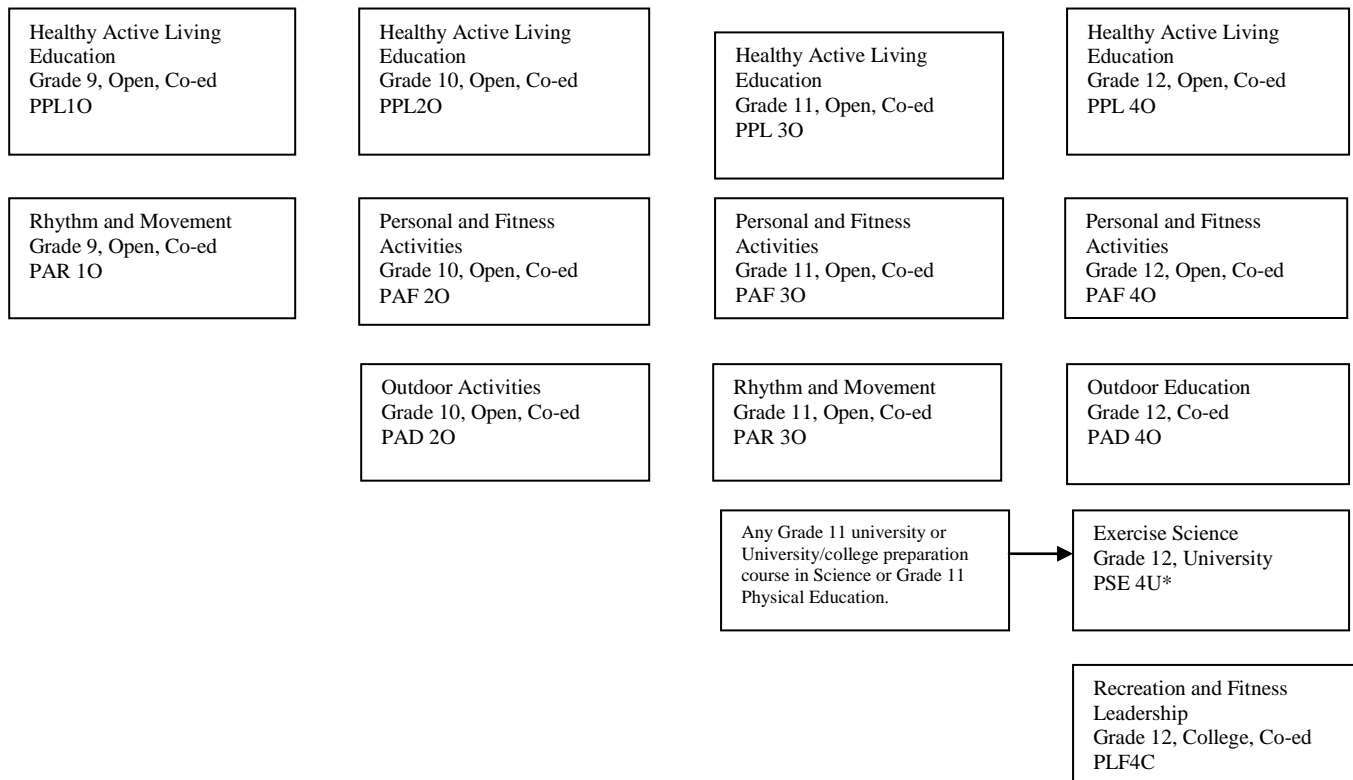
PPL2 O
PAD 2O
PAF 2O

Grade 11

PPL 3O
PAF 3O
PAR 3O

Grade 12

PPL 4O
PAD 4O
PAF 4O
PSE 4U*
PLF4C



COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

AN * INDICATES THAT THE COURSE IS OFFERED IN ALTERNATING YEARS. PLEASE SEE PAGE 24 FOR EXACT OFFERINGS.

HEALTHY ACTIVE LIVING EDUCATION GRADE 9, OPEN (PPL1O) (1 CREDIT)

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury prevention strategies. 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.

☞ *A self-defence course (cost \$22.00) is offered to satisfy the safety/injury prevention portion of the curriculum.*

A CPR course (Heart Saver) (cost \$5.00) is offered to satisfy the curriculum requirement.

RHYTHM AND MOVEMENT, GRADE 9, OPEN (PAR 1O) (1 CREDIT)

This course provides the opportunity for students to develop a variety of dance skills and to participate in a variety of different dance types – jazz, hip hop, line, etc. Students will learn and create many different dance routines using a variety of music. Students will study famous Canadian dancers as well as the history of dance throughout the world.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 10, OPEN (PPL2O) (1 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 informed decision making, conflict resolution, and social skills in making personal choices.

OUTDOOR ACTIVITIES , GRADE 10, OPEN (PAD 2O) (1 CREDIT)

Outdoor activities will include participation in activities such as broomball, field sports, snowshoeing, orienteering, cross country skiing, survival skills, etc..... Possible field trips involving camping, zip lining, rock climbing may occur. Costs involved are undeterminable at this time.

PERSONAL AND FITNESS ACTIVITIES, GRADE 10, OPEN (PAF 2O) (1 CREDIT)

This course is designed for those students concerned about their level of fitness. Students will participate in daily fitness activities in our expanded fitness facility that includes treadmills, an elliptical trainer, exercise bikes, universal weight machines, free weights, and more.

NOTE: Grade 10 students interested in taking dance are encouraged to enroll in the Grade 9 PAR 10 entry level course, Rhythm and Movement.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 11, OPEN (PPL30) (1 CREDIT)

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

Students will participate in activities such as tennis, badminton, racquetball, aerobics, track and field, low org games, weight lifting, basketball, volleyball, soccer, rugby, borden ball, ultimate, flag football, floor hockey, and softball.

PERSONAL AND FITNESS ACTIVITIES, GRADE 11, OPEN (PAF 30) (1 CREDIT)

This course is designed for those students concerned about their level of fitness. If students want to get in shape, improve or maintain their level of fitness, this is the course for them. The curriculum covers all levels of fitness: cardiorespriatory endurance, strength, flexibility, etc.

RHYTHM AND MOVEMENT, GRADE 11, OPEN, (PAR 30) (1 CREDIT)

This course requires students to develop their dance skills and learn the theoretical basis for working with anatomical structures in executing dance movements. Students learning will include the processes that form the basis for creating dance; the historical development of dance; students' own aesthetic and appreciation of dance as they participate in dance class, rehearsals, and performances; and the specialized vocabulary of dance criticism. Students will observe, identify, describe and participate in a broad spectrum of dance, i.e. Jazz, ballroom, folk, etc.



HEALTHY ACTIVE LIVING EDUCATION, GRADE 12, OPEN (PPL 4O) (1CREDIT)

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.

Students will participate in activities such as tennis, badminton, racquetball, aerobics, track and field, low org games, weight lifting, basketball, volleyball, soccer, rugby, borden ball, ultimate, flag football, floor hockey, and softball.

OUTDOOR EDUCATION, GRADE 12, OPEN (PAD 4O) (1 CREDIT)

Outdoor Education will include participation in outdoor activities such as field sports, snowshoeing, cross-country skiing, orienteering, survival games, team building activities, etc. Students will have many leadership opportunities as they organize and participate in field trips involving rock climbing, mountain biking, camping and zip lining.

Costs involved are undetermined at this time.

PERSONAL AND FITNESS ACTIVITIES, GRADE 12, OPEN (PAF 4O) (1 CREDIT)

The students will design and implement their own personal weight training program, while addressing all components of fitness: cardiorespiratory endurance, flexibility, muscular endurance, etc. Activities can include weight training, aerobic machines such as treadmill, elipitical, or bikes, videos such as yoga, pilates, taebo, step aerobics, dance aerobics, etc.....

NOTE: Grade 12 students interested in taking dance are encouraged to enroll in Grade 11 PAR 3O - Rhythm and Movement Course.

RECREATION AND FITNESS LEADERSHIP, COLLEGE PREPARATION (PLF4C) (1 CREDIT)

Prerequisite: Any Grade 11 or 12 open course in health and physical education

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

*EXERCISE SCIENCE, GRADE 12, UNIVERSITY PREPARATION (PSE 4U) (1 CREDIT)

Prerequisite: PPL 3O or any Grade 11 university or university/college preparation course in science.

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

INTERDISCIPLINARY STUDIES

COURSES OFFERED:

Grade 11

IDC 3OP

Interdisciplinary Studies
Introduction to Digital Photography
Grade 11, Open
IDC 3OP

Grade 12

IDC 4UR

Interdisciplinary Studies
Community Leadership Development
Grade 12, University Preparation
IDC 4UR

INTERDISCIPLINARY STUDIES – INTRODUCTION TO DIGITAL PHOTOGRAPHY GRADE 11, OPEN (IDC 3OP) (1 CREDIT)

This course introduces the students to the basics of digital photography. Students will explore the essentials of shutter speed, aperture, and resolution. They will acquire a practical knowledge of setting camera menu options, downloading images onto the computer, and digital photo-editing. Students will gain the fundamental knowledge necessary to take full advantage of the versatility of modern digital cameras. The pictures produced in this class will provide the school yearbook with a majority of its photographic content.

IMPORTANT NOTE: Due to the cost of camera equipment, the school is only able to provide a **limited number of cameras** for student use. It is therefore suggested to the serious beginning photography student to consider purchasing their own digital camera – SLR if possible – both to guarantee a place in the course and to benefit from increased practice.

INTERDISCIPLINARY STUDIES – COMMUNITY LEADERSHIP DEVELOPMENT, GRADE 12, UNIVERSITY PREPARATION (IDC 4UR) (1 CREDIT)

Prerequisite: Any Grade 11 U or M Level Course

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

MATHEMATICS

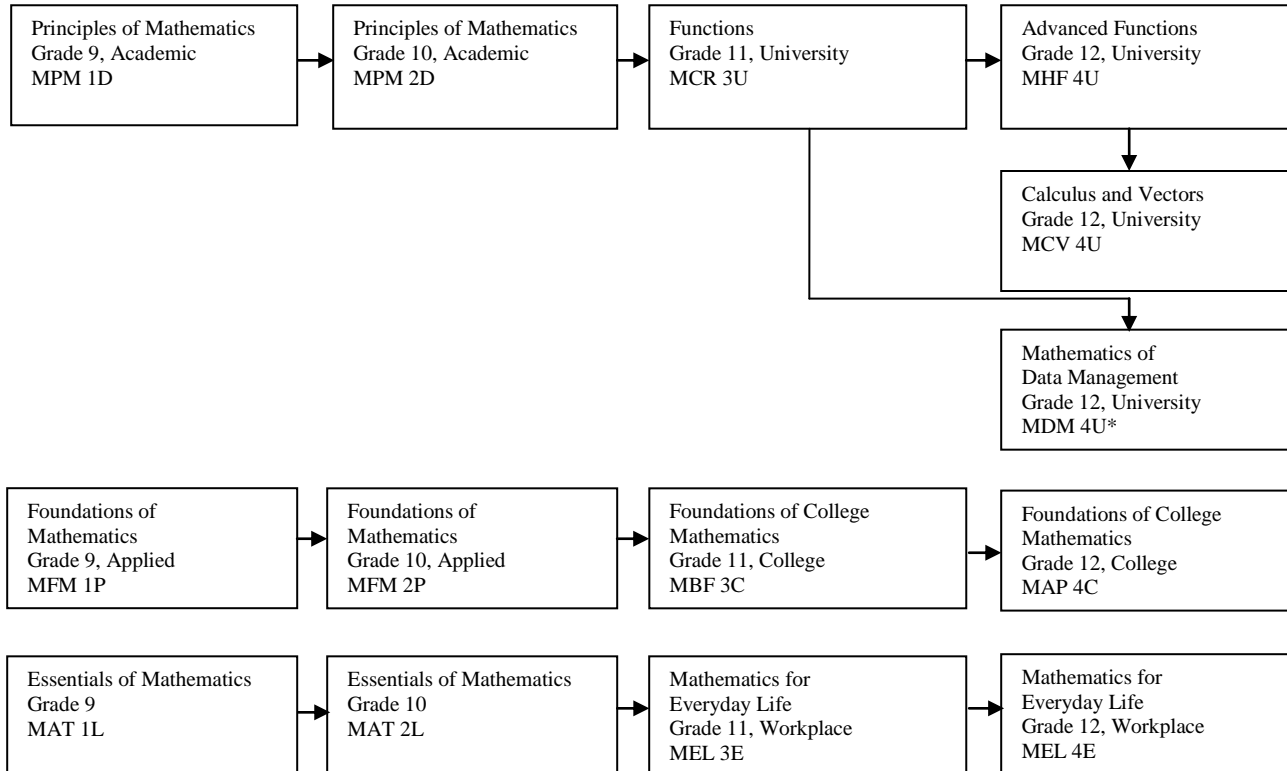
COURSES OFFERED:

Grade 9
MPM 1D
MFM 1P
MAT 1L

Grade 10
MPM 2D
MFM 2P
MAT 2L

Grade 11
MCR 3U
MBF 3C
MEL 3E

Grade 12
MHF 4U
MCV 4U
MDM4U*
MAP 4C
MEL 4E



COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

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PRINCIPLES OF MATHEMATICS, GRADE 9, ACADEMIC (MPM 1D) (1 CREDIT)

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multistep problems. Successful completion of this course prepares students for Principles of Mathematics, Grade 10 Academic (MPM 2D) or Foundations of Mathematics (MFM 2P).

FOUNDATIONS OF MATHEMATICS, GRADE 9, APPLIED (MFM 1P) (1 CREDIT)

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM 2P).

(Note: Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM 2D) after completing this course will need to take a transfer course.)

ESSENTIALS MATHEMATICS, GRADE 9 (MAT 1L) (1 CREDIT)

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills 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.

PRINCIPLES OF MATHEMATICS, GRADE 10, ACADEMIC (MPM 2D) (1 CREDIT)

Prerequisite: MPM 1D or MFM 1P

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

FOUNDATIONS OF MATHEMATICS, GRADE 10, APPLIED (MFM 2P) (1 CREDIT)

Prerequisite: MFM 1P or MPM 1D

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

ESSENTIALS MATHEMATICS, GRADE 10, (MAT 2L) (1 CREDIT)

Prerequisite: A Grade 9 Mathematics credit

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

FUNCTIONS, GRADE 11, UNIVERSITY (MCR 3U) (1 CREDIT)

Prerequisite: MPM 2D

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; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 11 COLLEGE (MBF 3C) (1 CREDIT)

Prerequisite: MFM 2P

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

MATHEMATICS FOR EVERYDAY LIFE, GRADE 11, WORKPLACE (MEL 3E) (1 CREDIT)

Prerequisite: MPM 1D or MFM 1P or MAT 2L

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.

ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY (MHF 4U) (1 CREDIT)

Prerequisite: MCR 3U

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.

CALCULUS AND VECTORS, GRADE 12, UNIVERSITY (MCV 4U) (1 CREDIT)

Prerequisite: MHF 4U

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 spaces; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

*MATHEMATICS OF DATA MANAGEMENT, GRADE 12, UNIVERSITY (MDM 4U)
(1 CREDIT)

Prerequisite: MCR 3U or MCF 3M

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 process 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.

FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 12, and COLLEGE (MAP 4C)
(1 CREDIT)

Prerequisite: MBF 3C or MCF 3M or MCR 3U

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 equation. 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, healthy sciences, and human services, and for certain skilled trades.

MATHEMATICS FOR EVERYDAY LIFE, GRADE 12, WORKPLACE (MEL 4E) (1 CREDIT)

Prerequisite: MEL 3E

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.



SCIENCE

COURSES OFFERED:

Grade 9

SNC 1D
SNC 1P
SNC 1L

Grade 10

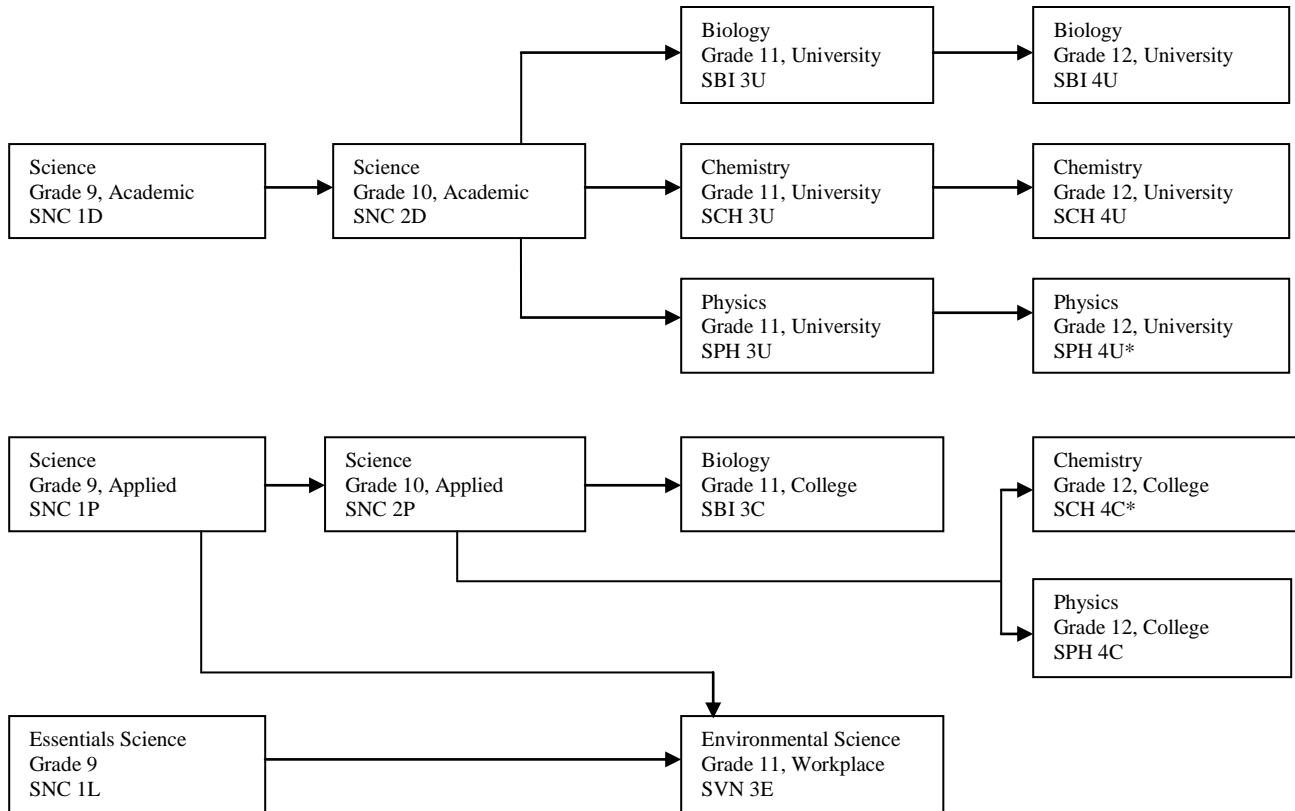
SNC 2D
SNC 2P

Grade 11

SBI 3U
SBI 3C
SCH 3U
SPH 3U
SVN 3E

Grade 12

SBI 4U
SCH 4U
SCH 4C*
SPH 4U*
SPH 4C



COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

AN * INDICATES THAT THE COURSE IS OFFERED IN ALTERNATING YEARS. PLEASE SEE PAGE 24 FOR EXACT OFFERINGS.

SCIENCE, GRADE 9, ACADEMIC (SNC 1D) (1 CREDIT)

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.

SCIENCE, GRADE 9, APPLIED (SNC 1P) (1 CREDIT)

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.

ESSENTIAL SCIENCE, GRADE 9 (SNC 1L) (1 CREDIT)

This course enables students to deepen their knowledge and understanding of the basic concepts in biology and chemistry, to develop practical skills in science investigation, and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction and the structure and properties of elements and compounds. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills. The overall aim is to ensure the scientific literacy of the students.

SCIENCE, GRADE 10, ACADEMIC (SNC 2D) (1 CREDIT)

Prerequisite: SNC 1D or SNC 1P

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

SCIENCE, GRADE 10 APPLIED (SNC 2P) (1 CREDIT)

Prerequisite: SNC 1D or SNC 1P

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.

BIOLOGY, GRADE 11, UNIVERSITY (SBI 3U) (1 CREDIT)

Prerequisite: SNC 2D

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

BIOLOGY, GRADE 11, COLLEGE (SBI 3C) (1 CREDIT)

Prerequisite: SNC 2D or SNC 2P

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

CHEMISTRY, GRADE 11 UNIVERSITY (SCH 3U) (1 CREDIT)

Prerequisite: SNC 2D

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.

PHYSICS, GRADE 11, UNIVERSITY (SPH 3U) (1 CREDIT)

Prerequisite: SNC 2D

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.

ENVIRONMENTAL SCIENCE, GRADE 11, WORKPLACE (SVN 3E) (1 CREDIT)

Prerequisite: SNC1L or SNC1P

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.

BIOLOGY, GRADE 12, UNIVERSITY (SBI 4U) (1 CREDIT)

Prerequisite: SBI 3U

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

CHEMISTRY, GRADE 12, UNIVERSITY (SCH 4U) (1 CREDIT)

Prerequisite: SCH 3U

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

*CHEMISTRY, GRADE 12, COLLEGE (SCH 4C) (1 CREDIT)

Prerequisite: SNC 2D or SNC 2P

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.

*PHYSICS, GRADE 12, UNIVERSITY (SPH 4U) (1 CREDIT)

Prerequisite: SPH 3U

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 related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

PHYSICS, GRADE 12, COLLEGE (SPH 4C) (1 CREDIT)

Prerequisite: SNC 2D or SNC 2P

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.

SOCIAL SCIENCES AND HUMANITIES

COURSES OFFERED:

Grade 10

HFN 2O
HFN2OF*

Food and Nutrition
Grade 10, Open
HFN 2O/HFN2OF*

Grade 11

HSP 3M

Any Grade 11 or 12 university,
university/college or college
presentation course in Social
Sciences and Humanities,
English, or Canadian and
World Studies

Introduction to Anthropology,
Psychology, and Sociology
Grade 11, University/College
HSP 3M

Grade 12

HSB 4M

Challenge and Change in
Society, Grade 12,
University/College
HSB4M



FOOD AND NUTRITION, GRADE 10, OPEN (HFN 2O) (1 CREDIT)

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

☞ A course grocery fee of approximately \$15 is used to enrich the curriculum.

This Academic course is also taught in Extended French (HFN2OF*) and is required for those following the Extended program.

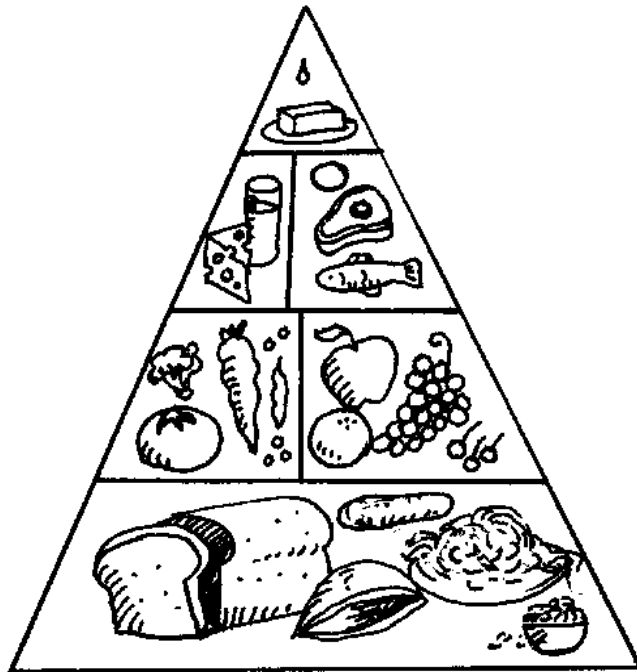
INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, GRADE 11 UNIVERSITY/COLLEGE (HSP 3M) (1 CREDIT)

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

CHALLENGE AND CHANGE IN SOCIETY, GRADE 12 UNIVERSITY/COLLEGE
(HSB4M) (1 CREDIT)

Prerequisite: Any Grade 11 or 12 university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.



COURSES WILL ONLY BE SCHEDULED IF ENROLMENT ALLOWS

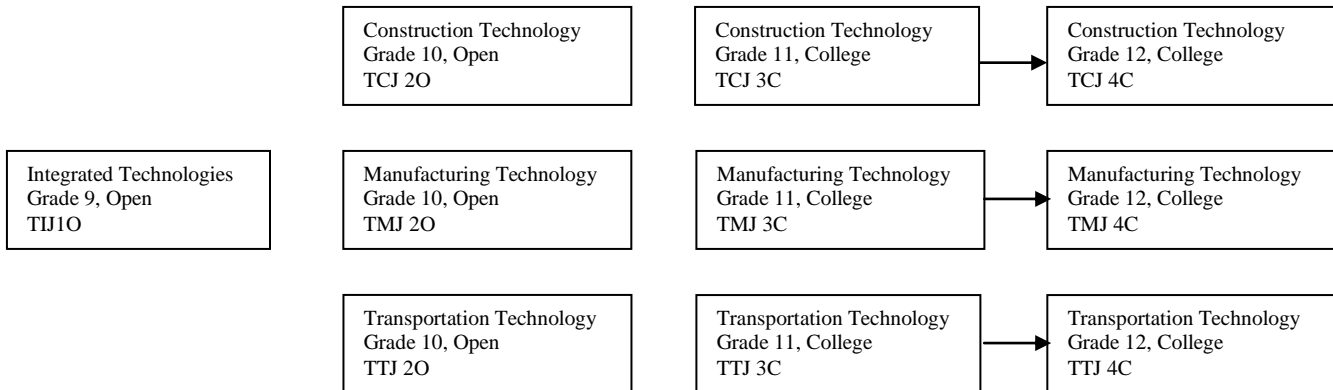
AN * INDICATES THAT THE COURSE IS OFFERED IN ALTERNATING YEARS. PLEASE SEE PAGE 24 FOR EXACT OFFERINGS.

TECHNOLOGICAL COURSES

COURSES OFFERED

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
TIJ 10	TCJ 20 TMJ20 TTJ20	TCJ 3C TMJ3C TTJ3C	TCJ4C TMJ4C TTJ4C

TECHNOLOGY COURSES



EXPLORING TECHNOLOGIES, GRADE 9, TIJ10 (1 CREDIT)

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.



CONSTRUCTION TECHNOLOGY

CONSTRUCTION TECHNOLOGY, GRADE 10, OPEN (TCJ 2O) (1 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.

CONSTRUCTION ENGINEERING TECHNOLOGY, GRADE 11, COLLEGE (TCJ 3C) (1 CREDIT)

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

CONSTRUCTION ENGINEERING TECHNOLOGY, GRADE 12, COLLEGE (TCJ 4C) (1 CREDIT)

Prerequisite: TCJ 3C

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.

MANUFACTURING TECHNOLOGY

MANUFACTURING TECHNOLOGY, GRADE 10, OPEN (TMJ2O) (1 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.

MANUFACTURING TECHNOLOGY, GRADE 11, COLLEGE (TMJ3C) (1 CREDIT)

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

MANUFACTURING TECHNOLOGY, GRADE 12, COLLEGE (TMJ 4C) (1 CREDIT)

Prerequisite: TMJ 3C

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

TRANSPORTATION TECHNOLOGY

TRANSPORTATION TECHNOLOGY, GRADE 10, OPEN (TTJ 2O) (1 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.

TRANSPORTATION TECHNOLOGY, GRADE 11, COLLEGE (TTJ 3C) (1 CREDIT)

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

TRANSPORTATION TECHNOLOGY, GRADE 12, COLLEGE (TTJ 4C) (1 CREDIT)

Prerequisite: TTJ 3C

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; 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.

U.C.D.S.B. ONLINE LEARNING PROGRAM

The Online Learning Program enables our students to access a variety of courses and resources that might not otherwise be available in their schools. The program also creates an opportunity for our students to acquire a new set of 21st century learning skills.

Online courses have been offered by the UCDSB with a consistently high degree of student success since September 2003. Here are some highlights of the program:

OVERVIEW:

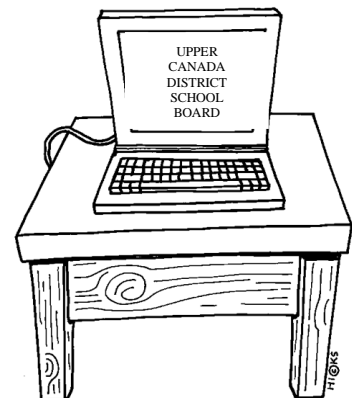
- ❖ Intended to make courses available that are not offered in the student's school.
- ❖ Students and teachers are not required to be on-line at the same time.
- ❖ All courses are taught by qualified Upper Canada District School Board teachers.
- ❖ All courses meet the curriculum requirements of the Ministry of Education.
- ❖ The courses are offered in a semestered format similar to in-school courses.
- ❖ A student can complete one (1) on-line course per semester.

COURSES:

- ❖ UCDSB students have access to a wide range of online courses developed by the Ontario Ministry Of Education and delivered by Upper Canada DSB teachers.
- ❖ For more information on courses currently available please speak with your school's Guidance_Counselor or check UCDSB's Online Learning web-site www.ucdsb.on.ca/online.
- ❖ Students can also access courses from Boards in the Ontario eLearning Consortium (OeLC)

ADVANTAGES:

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



CONSIDERATIONS FOR ACHIEVING ON-LINE STUDENT SUCCESS:

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

CONSIDERATIONS FOR PARENTS/GUARDIANS OF ON-LINE STUDENTS:

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

