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| **Arts** | | |
| **Dramatic Arts** | | **ADA1O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Music** | | **AMU1O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Visual Arts** | | **AVI1O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Expressing Aboriginal Cultures** | | **NAC1O** |
| This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Dramatic Arts** | | **ADA2O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Music** | | **AMU2O** |
| 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. \*\*\*Note: AMU10, Grade 9 music is strongly recommended | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Media Arts** | | **ASM2O** |
| This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Visual Arts** | | **AVI2O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Dramatic Arts** | | **ADA3M** |
| This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **PREREQUISITE:** ADA1O - Dramatic Arts **or** ADA2O - Dramatic Arts | | |
| **Exploring and Creating the Arts** | | **AEA3O** |
| This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **PREREQUISITE:** Any Grade 9 or 10 Arts course. | | |
| **Guitar Music** | | **AMG3O** |
| Students will be introduced to the fundamentals of guitar performance. The course includes the reading of music, basic chording and strumming patterns. Students will perform music from many genres including, folk, rock and classical. Students will respond with insight to live and recorded performances using musical language. They will also analyze how to apply skills developed in music to their life and careers. Prior musical experience is not necessary. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **Instrumental Music – Band** | | **AMU3M** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **PREREQUISITE:** AMU1O - Music **or** AMU2O - Music | | |
| **Media Arts** | | **ASM3M** |
| This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **PREREQUISITE:** ASM2O - Media Arts | | |
| **Visual Arts** | | **AVI3M** |
| This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **PREREQUISITE:** AVI1O - Visual Arts **or** AVI2O - Visual Arts | | |
| **Visual Arts** | | **AVI3O** |
| This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **Dramatic Arts** | | **ADA4M** |
| This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** ADA3M - Dramatic Arts | | |
| **Dramatic Arts - Play Production** | | **ADD4M** |
| This course focuses on the product of the Theatre production. Students will select or write a play. Students will refine their skills in voice, movement, set design, lighting, publicity, marketing, technical and production management. Each student will play a role both on and off stage, requiring students to participate fully in all aspects of producing and performing a major Theatre production. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** Any Grade 11 course in the Arts. | | |
| **Exploring and Creating the Arts** | | **AEA4O** |
| This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 12 |
| **PREREQUISITE:** Any Grade 9 or 10 course in the arts. | | |
| **Guitar Music** | | **AMG4O** |
| This course continues on the basics developed in AMG3O. There will be an increased emphasis on proper technique, theory, performance, improvisation and the application of the guitar to a variety of genres including, folk, rock and classical. Students will respond with insight to live and recorded performances using relevant musical language and will analyze how to apply skills developed in music to their life and careers. Prerequisite AMG3O or AMU3M | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 12 |
| **PREREQUISITE:** AMG3O - Guitar Music **or** AMU3M - Instrumental Music – Band | | |
| **Instrumental Music – Band** | | **AMU4M** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** AMU3M - Instrumental Music – Band | | |
| **Media Arts** | | **ASM4M** |
| This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** ASM3M - Media Arts | | |
| **Visual Arts** | | **AVI4M** |
| This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** AVI3M - Visual Arts | | |
| **Visual Arts-Photography** | | **AWQ4M** |
| This course emphasizes the development of the knowledge and skills required for the production of media art works, specifically photography. Students will analyze and evaluate photography as an art, and will create their own artworks using a variety of techniques and processes. Student work will primarily be digital, but some traditional darkroom methods and techniques will also be utilized. Students will produce and maintain a portfolio of their work. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** ASM2O - Media Arts **or** ASM3M - Media Arts | | |

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| **Business Studies** | | |
| **Introduction to Business** | | **BBI2O** |
| This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Financial Accounting Fundamentals** | | **BAF3M** |
| This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **Marketing: Goods, Services, Events** | | **BMI3C** |
| This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **Financial Accounting Principles** | | **BAT4M** |
| This course introduces students to advanced accounting principles that will prepare them for post secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students’ knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** BAF3M - Financial Accounting Fundamentals | | |
| **Entrepreneurship: Venture Planning** | | **BDV4C** |
| This course focuses on the application of entrepreneurial characteristics and skills. Students will learn how to develop a venture plan. In making the plan, they will consider available resources, analyze the potential market base, identify legal requirements and available financing, evaluate all aspects of the plan, and identify the management skills and technology that would be required in carrying out their plan. | | |
| **COURSE NOTE:** Recommended Prerequisite: BMI3C-Introduction to Marketing | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **Canadian & World Studies** | | |
| **Geography** | | |
| **Geography of Canada** | | **CGC1D** |
| This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 9 |
| **Geography of Canada** | | **CGC1P** |
| This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that effect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. | | |
| **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 9 |
| **Forces of Nature: Physical Processes and Disasters** | | **CGF3M** |
| In this course, students will explore physical processes related to the earth’s water, land, and air. They will investigate how these processes shape the planet’s natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **PREREQUISITE:** CGC1D - Geography of Canada **or** CGC1P - Geography of Canada | | |
| **Travel and Tourism: A Regional Geographic Perspective** | | **CGG3O** |
| This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **PREREQUISITE:** CGC1D - Geography of Canada **or** CGC1P - Geography of Canada | | |
| **The Environment and Resource Management** | | **CGR4M** |
| This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** Any college, university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities. | | |
| **World Issues: A Geographic Analysis** | | **CGW4C** |
| This course explores the many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** CGC1D - Geography of Canada **or** CGC1P - Geography of Canada | | |
| **Canadian and World Issues: A Geographic Analysis** | | **CGW4U** |
| In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.   |  |  |  | | --- | --- | --- | | **History** | | | | **Canadian History in the Twentieth Century** | | **CHC2D** | | This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. | | | | **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 10 | | **Canadian History in the Twentieth Century** | | **CHC2L** | | This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry 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, and mathematical literacy skills to identify and communicate ideas in a variety of forms. | | | | **CREDIT:** 1 | **TYPE:** Locally Developed | **GRADE:** 10 | | **Canadian History in the Twentieth Century** | | **CHC2P** | | This course explores some of the events and experiences that have influenced the development of Canada’s identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period. Students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period. | | | | **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 10 | | **Civics** | | **CHV2O** | | This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them. | | | | **CREDIT:** 0.5 | **TYPE:** Open | **GRADE:** 10 | | **First Nations, Metis, and Inuit Peoples in Canada** | | **NAC2O** | | This course explores First Nations, Métis, and Inuit peoples’ relationships with Canada from pre- contact to the 21st century. Students will examine social, economic, political and military  interactions that impact the contemporary realities of Aboriginal people in Canada in relation to identity, culture, community, land, and governance. Students will explore their own and others’ ideas using the historical inquiry process to think critically and respond responsibly about civic questions raised today as a result of the changing relationships. | | | | **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 | | **American History** | | **CHA3U** | | This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country’s evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history. | | | | **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 | | **PREREQUISITE:** CHC2D - Canadian History in the Twentieth Century **or** CHC2P - Canadian History in the Twentieth Century **or** NAC2O - First Nations, Metis, and Inuit Peoples in Canada | | | | **World History Since 1900: Global and Regional Interactions** | | **CHT3O** | | This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world. | | | | **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 | | **PREREQUISITE:** CHC2P - Canadian History in the Twentieth Century **or** CHC2D - Canadian History in the Twentieth Century **or** NAC2O - First Nations, Metis, and Inuit Peoples in Canada **or** CHC2L - Canadian History in the Twentieth Century | | | | **World History to the Fifteenth Century** | | **CHW3M** | | This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. | | | | **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 | | **PREREQUISITE:** CHC2P - Canadian History in the Twentieth Century **or** CHC2D - Canadian History in the Twentieth Century **or** NAC2O - First Nations, Metis, and Inuit Peoples in Canada | | | | **Canada: History, Identity, and Culture** | | **CHI4U** | | This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to the development of identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country’s history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada. | | | | **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 | | **PREREQUISITE:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities. | | | | **Adventures in World History** | | **CHM4E** | | This course examines a variety of human experiences in world history from earliest times to the present. Students will learn about a wide variety of social, cultural, economic, and political topics including technological development and cultural expression, social and political structures, and the values of the community and individualism. Students will be given opportunities to develop their awareness of historical experience, to practise their skills of analysis and communication, and to cultivate a lifelong interest in the adventures of world history. | | | | **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 | | **PREREQUISITE:** CHC2D - Canadian History in the Twentieth Century **or** CHC2P - Canadian History in the Twentieth Century **or** CHC2L - Canadian History in the Twentieth Century | | | | **World History since the Fifteenth Century** | | **CHY4C** | | This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world. | | | | **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 | | **PREREQUISITE:** Any college, university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities. | | | | **World History since the Fifteenth Century** | | **CHY4U** | | This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. | | | | **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 | | **PREREQUISITE:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities. | | | | **Analysing Current Economic Issues** | | **CIA4U** | | This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyze current economic issues, make informed judgments and present their findings. | | | | **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 | | **PREREQUISITE:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities. | | | | | |
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| **Co-operative Education** | | |
| **Co-operative Education - 1 credit** | | **FTEX1C** |
| Co-op is a planned learning experience that integrates classroom theory and learning experiences in the workplace. Students interested in Co-operative Education must apply for the program and complete interviews with both the co-op teacher and the co-op employer. ONE CREDIT CO-OP is generally completed at M.P.S.S. assisting a teacher. To qualify students must first complete a class, in good standing, in that discipline and be considering a career in education &/or social services. | | |
| **COURSE NOTE:** Students selecting co-op as an option MUST complete an Application Form which may be obtained in the guidance office.  The Application MUST be submitted with the Course Selection "Sign-Off" sheet or you may not be considered for co-op next year. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **PREREQUISITE:** GLC2O - Career Studies | | |
| **Co-operative Education - 2 credits** | | **FTEX2C** |
| Co-op is a planned learning experience that integrates classroom theory and learning experiences in the workplace. Students interested in Co-operative Education must apply for the program and complete interviews with both the co-op teacher and the co-op employer. TWO CREDIT CO-OP is generally a half day work experience with an employer in the community. Students will complete an in class orientation session prior to beginning their work experience. | | |
| **COURSE NOTE:** Students selecting co-op as an option MUST complete an Application Form which may be obtained in the guidance office.  The Application MUST be submitted with the Course Selection "Sign-Off" sheet or you may not be considered for co-op next year. \*Students must provide their own transportation to and from co-op placement. | | |
| **CREDIT:** 2 | **TYPE:** Open | **GRADE:** 11 |
| **PREREQUISITE:** GLC2O - Career Studies | | |
| **Cooperative Education Empire Community** | | **COOPEC** |
| Empire Community Home Build Course Description - Students selecting this course must have earned the TCJ4C, TCJ 4E or TCC4E credit and be a SHSM student. This is a 2 credit Co-op course that will run on site at the Empire Communities, Avalon build site. Students will be selected through an interview process for this course. Successful students will work with an instructor and participate in the building of a home. Successful candidates need to provide some PPE appropriate for the weather and task of the day. | | |
| **CREDIT:** 2 | **TYPE:** Open | **GRADE:** 12 |

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| **Computer Information & Technology** | | |
| **Information and Communication Technology in Business** | | **BTT1O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Computer Technology** | | **TEJ2O** |
| This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Introduction to Computer Science** | | **ICS3U** |
| This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. | | |
| **COURSE NOTE:** Recommended: ICS20 | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 |
| **Computer Science** | | **ICS4U** |
| This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** ICS3U - Introduction to Computer Science | | |

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| **English** | | |
| **English** | | **ENG1D** |
| This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 9 |
| **English** | | **ENG1L** |
| This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 Locally Developed Compulsory Course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. | | |
| **CREDIT:** 1 | **TYPE:** Locally Developed | **GRADE:** 9 |
| **English** | | **ENG1P** |
| This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students’ comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12. | | |
| **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 9 |
| **English** | | **ENG2D** |
| This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 10 |
| **PREREQUISITE:** ENG1D - English **or** ENG1P - English | | |
| **English** | | **ENG2L** |
| In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, or in the English Grade 11 Workplace Preparation course. The course is organized into strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. | | |
| **CREDIT:** 1 | **TYPE:** Locally Developed | **GRADE:** 10 |
| **PREREQUISITE:** A Grade 9 English credit. | | |
| **English** | | **ENG2P** |
| This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course. | | |
| **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 10 |
| **PREREQUISITE:** ENG1D - English **or** ENG1P - English | | |
| **English** | | **ENG3C** |
| This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **PREREQUISITE:** ENG2P - English **or** ENG2D - English | | |
| **English** | | **ENG3E** |
| This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 11 |
| **PREREQUISITE:** ENG2P - English **or** ENG2L - English | | |
| **English** | | **ENG3U** |
| This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 |
| **PREREQUISITE:** ENG2D - English | | |
| **English: Contemporary Aboriginal Voices** | | **NBE3C** |
| This course focuses on themes, forms, and styles of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will study changes in use of text forms by Aboriginal authors over time when expressing themes of identity, relationships, and sovereignty in the 21st century. Students will create oral, written, and media texts to explore their own ideas and understanding focusing on the development of literacy, communication, critical and creative thinking skills necessary for success in practical and academic life. The course is intended to prepare students for the compulsory Grade 12 college preparation course. Prerequisite: English, Grade 10, Academic or Applied. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **PREREQUISITE:** ENG2D - English **or** ENG2P - English | | |
| **English** | | **ENG4C** |
| This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** ENG3C - English **or** NBE3C - English: Contemporary Aboriginal Voices **or** ENG3U - English | | |
| **English** | | **ENG4E** |
| This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 |
| **PREREQUISITE:** ENG3E - English | | |
| **English** | | **ENG4U** |
| This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** ENG3U - English | | |
| **Studies in Literature (Media Studies)** | | **ETS4C** |
| At MPSS, the focus of this course is the exploration of various media forms. The course will focus on a variety of digital, print, and audio-based media sources including: television, film, digital platforms, radio, graphic texts, video games, graphic novels, advertisements, propaganda, and music. Students will respond personally, critically, and creatively to the various forms and stylistic elements studied. They will also investigate critical interpretations and complete an independent study project. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** ENG3C - English **or** ENG3U - English | | |
| **Studies in Literature** | | **ETS4U** |
| This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** ENG3U - English | | |
| **The Writer's Craft** | | **EWC4U** |
| This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** ENG3U - English | | |

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| **French as a Second Language** | | |
| **Core French** | | **FSF1D** |
| This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | | |
| **COURSE NOTE:** Prerequisite: Minimum of 600 hours of French instruction or equivalent. | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 9 |
| **Core French** | | **FSF1P** |
| This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading,and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | | |
| **COURSE NOTE:** Prerequisite: Minimum of 600 hours of French instruction or equivalent. | | |
| **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 9 |
| **Core French** | | **FSF2D** |
| Grade 10 Academic French is an excellent way to continue building your communication skills in French. In this course, you will explore interesting themes and participate in cultural activities such as music, food and film. Technology is integrated into lessons and projects to make classes fun and exciting. Knowledge of French will look amazing on your resume, so don’t miss out! | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 10 |
| **PREREQUISITE:** FSF1D - Core French **or** FSF1P - Core French | | |
| **Core French** | | **FSF3U** |
| In grade 11 French, you will continue to increase your fluency in French in interactive, fun and interesting ways! You will examine French culture across the globe and increase your appreciation of diverse French-speaking communities. As well as communicating in French, you will explore music, food and film. Be prepared to impress yourself and others with the improvements you will experience in your language skills! | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 |
| **PREREQUISITE:** FSF2D - Core French | | |
| **Core French** | | **FSF4U** |
| In grade 12 French, you will continue to increase your fluency in French in interactive, fun and interesting ways! You will examine French culture across the globe and increase your appreciation of diverse French-speaking communities. As well as communicating in French, you will explore music, food and film. In grade 12 French, you will also have the opportunity to earn a certificate of bilingualism called the DELF. This certificate is valid of life and will be amazing on your resume. Be prepared to impress yourself and others with the improvements you will experience in your language skills! | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** FSF3U - Core French | | |

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| **Guidance and Career Education** | | |
| **Career Studies** | | **GLC2O** |
| 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. | | |
| **CREDIT:** 0.5 | **TYPE:** Open | **GRADE:** 10 |
| **Leadership and Peer Support** | | **GPP3O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **Spare** | | **Spare** |
| No description available | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11-12 |
| **Interdisciplinary Studies** | | **IDC4U** |
| This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Any university or university/college preparation course. | | |

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| **Health & Physical Education** | | |
| **Hockey Canada Skills Academy** | | **PAL1O** |
| 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. Although students will participate in a variety of sports, the emphasis of this course is on hockey skill development. There are approximately 30 on-ice sessions to develop fitness and skills. They will also investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills. All students are eligible for the Hockey Canada Skills Academy regardless of gender or skill level. \*Full equipment and a course fee of approximately $150.00 is required. Candidates may be subjected to a selection process. \*\*Note: Students are permitted to take both PPL1O F/M and PAL1O (A second credit in physical education will be awarded). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Healthy Active Living Education - Male** | | **PPL1OB** |
| This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. \*Note: Students are permitted to take both PPL1OM and PAL1O (A second credit in physical education will be awarded). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Healthy Active Living Education - Female** | | **PPL1OG** |
| This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. \*Note: Students are permitted to take both PPL1OF and PAL1O (A second credit in physical education will be awarded). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Hockey Canada Skills Academy** | | **PAL2O** |
| 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. The emphasis of this course is on hockey skill development. There are approximately 30 on-ice sessions as well as various dry land sessions to develop fitness and skills. All students are eligible for the Hockey Canada Skills Academy regardless of gender or skill level.  \*Full equipment and a course fee of approximately $150.00 is required. Candidates may be subjected to a selection process. \*\*Note: Students are permitted to take both PPL2O F/M and PAL2O (A second credit in physical education will be awarded). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Healthy Active Living Education - Male** | | **PPL2OB** |
| This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. \*Note: Students are permitted to take both PPL2OM and PAL2O (A second credit in physical education will be awarded). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Healthy Active Living Education - Female** | | **PPL2OG** |
| This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. \*Note: Students are permitted to take both PPL2OF and PAL2O (A second credit in physical education will be awarded). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Personal and Fitness Activities** | | **PAF3O** |
| This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable personal fitness activities that have the potential to engage students throughout their lives. Students will be encouraged to develop personal competence in a variety of personal and fitness activities. Students will be given opportunities to practice goal setting, decision making, and social and interpersonal skills. Students will also learn about healthy eating, an active lifestyle and a positive self-image.  \*Note: Students are permitted to take each of PPL3O, PAI3OF and PAF3O (individual credits in physical education will be awarded for each). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **Healthy Active Living Education: Female Fitness** | | **PAI3OG** |
| This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy living. Student learning will include 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. \*Note: Students are permitted to take each of PPL3O, PAI3OF and PAF3O (individual credits in physical education will be awarded for each). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **Healthy Active Living Education - Male/Female Co-ed** | | **PPL3O** |
| This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. \*Note: Students are permitted to take each of PPL3O, PAI3OF and PAF3O (individual credits in physical education will be awarded for each). | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **Advanced Personal and Fitness Activities** | | **PAF4O** |
| This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable personal fitness activities that have the potential to engage students throughout their lives. Students will be encouraged to develop personal competence in a variety of personal and fitness activities. Students will be given opportunities to practice goal setting, decision making, and social and interpersonal skills. Students will also learn about healthy eating, a safe drug free active lifestyle while building a positive self-image.  \*Note: Students are permitted to take both PPL4O and PAF4O (a second credit in physical education will be awarded) | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 12 |
| **Healthy Active Living Education - Co-ed** | | **PPL4O** |
| This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The possible focus courses for Grade 12, along with their corresponding course codes, are as follows: Healthy Living and Personal and Fitness Activities – PAF4O Healthy Living and Large-Group Activities – PAL4O Healthy Living and Individual and Small-Group Activities – PAI4O Healthy Living and Aquatic Activities – PAQ4O Healthy Living and Rhythm and Movement Activities – PAR4O Healthy Living and Outdoor Activities – PAD4O \*Note: Students are permitted to take both PPL4O and PAF4O (a second credit in physical education will be awarded) | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 12 |
| **Exercise Science** | | **PSK4U** |
| 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. \*Although a gr 11 or 12 open course in health and physical education are considered "prerequistes"; we recommend a gr 11 'U' or 'M' science, as it is a better indicator for success in this demanding course. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Any Grade 11 university or university/college preparation course in Science, or any Grade 11 or 12 open course in Health and Physical Education. | | |

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| **Mathematics** | | |
| **Mathematics (Locally Developed)** | | **MAT1L** |
| This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, 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. Successful completion of this course prepares students grade for the 10 Locally Developed Math. | | |
| **CREDIT:** 1 | **TYPE:** Locally Developed | **GRADE:** 9 |
| **Foundations of Mathematics** | | **MFM1P** |
| This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (Note: Students who wish to take Principles of Mathematics, Grade 10,Academic (MPM2D) after completing this course will need to take a transfer course MPM1H.) Learning through hands-on activities and the use of concrete examples is an important aspect of this course. | | |
| **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 9 |
| **Principles of Mathematics** | | **MPM1D** |
| This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P) Learning through abstract reasoning is an important aspect of this course. | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 9 |
| **Mathematics (Locally Developed)** | | **MAT2L** |
| This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the grade 11 Mathematics for everyday life courses. The course is organized by three major 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. | | |
| **CREDIT:** 1 | **TYPE:** Locally Developed | **GRADE:** 10 |
| **PREREQUISITE:** A Grade 9 Mathematics credit | | |
| **Foundations of Mathematics** | | **MFM2P** |
| This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. | | |
| **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 10 |
| **PREREQUISITE:** MFM1P - Foundations of Mathematics **or** MPM1D - Principles of Mathematics | | |
| **Principles of Mathematics** | | **MPM2D** |
| 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 relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 10 |
| **PREREQUISITE:** Mathematics, Grade 9 Academic or Applied with completion of transfer course | | |
| **Foundations for College Mathematics** | | **MBF3C** |
| This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **PREREQUISITE:** MFM2P - Foundations of Mathematics **or** MPM2D - Principles of Mathematics | | |
| **Functions and Applications** | | **MCF3M** |
| This course introduces basic features of the function by extending students’ experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.  \*\*\*NOTE: Students with a MFM2P credit require permission from Student Services to enroll in this class. MFM2P students are encouraged to take the transfer course MPM2H in summer school. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **PREREQUISITE:** MPM2D - Principles of Mathematics **or** MFM2P - Foundations of Mathematics | | |
| **Functions** | | **MCR3U** |
| This course introduces the mathematical concept of the function by extending students’ experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 |
| **PREREQUISITE:** MPM2D - Principles of Mathematics | | |
| **Mathematics for Work and Everyday Life** | | **MEL3E** |
| This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 11 |
| **PREREQUISITE:** MAT2L - Mathematics (Locally Developed) **or** MFM2P - Foundations of Mathematics **or** MPM2D - Principles of Mathematics | | |
| **Foundations for College Mathematics** | | **MAP4C** |
| This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** MBF3C - Foundations for College Mathematics **or** MCF3M - Functions and Applications **or** MCR3U - Functions | | |
| **Calculus and Vectors** | | **MCV4U** |
| This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors. | | |
| **COREQUISITES:** If you take this course, you must also take MHF4U - Advanced Functions | | |
| **Mathematics of Data Management** | | **MDM4U** |
| This course broadens students’ understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** MCR3U - Functions **or** MCF3M - Functions and Applications | | |
| **Advanced Functions** | | **MHF4U** |
| This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** MCR3U - Functions | | |
| **Native Studies** | | |
| **Cayuga Language, Level 1** | | **LNAAO** |
| This course is open to the entire student body and will allow students who have no prior Cayuga language to develop an appreciation for Cayuga language and culture, to explore and experience a unique world view, and to learn to speak Cayuga language. Students will use the Cayuga language for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Expressing Aboriginal Cultures** | | **NAC1O** |
| This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Cayuga Language, Level 2** | | **LNABO** |
| This course will enable students to experience the unique respect for life that permeates Cayuga Language and culture. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Cayuga language study, has successfully completed NL1, or demonstrates the required proficiency. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **PREREQUISITE:** At least four years of study of a Native language in elementary school, successful completion of NL1, or demonstrated proficiency | | |
| **First Nations, Metis, and Inuit Peoples in Canada** | | **NAC2O** |
| This course explores First Nations, Métis, and Inuit peoples’ relationships with Canada from pre- contact to the 21st century. Students will examine social, economic, political and military interactions that impact the contemporary realities of Aboriginal people in Canada in relation to identity, culture, community, land, and governance. Students will explore their own and others’ ideas using the historical inquiry process to think critically and respond responsibly about civic questions raised today as a result of the changing relationships. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Cayuga Language, Level 3** | | **LNACO** |
| This course will provide students an opportunity to expand their knowledge of Cayuga language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of Cayuga language. This course is open to students who have successfully completed NL2 or who can demonstrate the required proficiency. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **PREREQUISITE:** Successful completion of NL2 or demonstrated proficiency | | |
| **English: Contemporary Aboriginal Voices** | | **NBE3C** |
| This course focuses on themes, forms, and styles of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will study changes in use of text forms by Aboriginal authors over time when expressing themes of identity, relationships, and sovereignty in the 21st century. Students will create oral, written, and media texts to explore their own ideas and understanding focusing on the development of literacy, communication, critical and creative thinking skills necessary for success in practical and academic life. The course is intended to prepare students for the compulsory Grade 12 college preparation course. Prerequisite: English, Grade 10, Academic or Applied. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **PREREQUISITE:** ENG2D - English **or** ENG2P - English | | |
| **Science** | | |
| **Science** | | **SNC1D** |
| This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 9 |
| **Science (Locally Developed)** | | **SNC1L** |
| This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life and in the workplace. 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. | | |
| **CREDIT:** 1 | **TYPE:** Locally Developed | **GRADE:** 9 |
| **Science** | | **SNC1P** |
| This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity. | | |
| **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 9 |
| **Science** | | **SNC2D** |
| This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. | | |
| **CREDIT:** 1 | **TYPE:** Academic | **GRADE:** 10 |
| **PREREQUISITE:** SNC1D - Science **or** SNC1P - Science | | |
| **Science (Locally Developed)** | | **SNC2L** |
| This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics, including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. | | |
| **CREDIT:** 1 | **TYPE:** Locally Developed | **GRADE:** 10 |
| **Science** | | **SNC2P** |
| This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. | | |
| **CREDIT:** 1 | **TYPE:** Applied | **GRADE:** 10 |
| **PREREQUISITE:** SNC1D - Science **or** SNC1P - Science | | |
| **Biology** | | **SBI3C** |
| This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **PREREQUISITE:** SNC2D - Science **or** SNC2P - Science | | |
| **Biology** | | **SBI3U** |
| This course furthers students’ understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 |
| **PREREQUISITE:** SNC2D - Science | | |
| **Chemistry** | | **SCH3U** |
| This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 |
| **PREREQUISITE:** SNC2D - Science | | |
| **Physics** | | **SPH3U** |
| This course develops students’ understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 |
| **PREREQUISITE:** Science, Grade 10 Academic. Recommended: Mathematics, Grade 10, Academic (MPM2D) | | |
| **Biology** | | **SBI4U** |
| This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Biology, Grade 11 University Preparation. Recommended: Chemistry, Grade 11, Academic (SCH3U) | | |
| **Chemistry** | | **SCH4C** |
| This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** SNC2D - Science **or** SNC2P - Science | | |
| **Chemistry** | | **SCH4U** |
| This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Chemistry, Grade 11 University Preparation. Recommended: Mathematics, Grade 11, (MCR3U or MCF3M) | | |
| **Physics** | | **SPH4C** |
| This course develops students’ understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** SNC2D - Science **or** SNC2P - Science | | |
| **Physics** | | **SPH4U** |
| This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data 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. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Physics, Grade 11, University Preparation. Recommended: Mathematics, Grade 11, (MCR3U or MCF3M) | | |
| **Social Sciences & Humanities** | | |
| **Exploring Family Studies** | | **HIF1O** |
| This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. | | |
| **COURSE NOTE:** \*\*NB: Students can obtain a credit in either HIF10 or HIF20. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Exploring Family Studies** | | **HIF2O** |
| This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. | | |
| **COURSE NOTE:** \*\*NB: Students can obtain a credit in either HIF10 or HIF20. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Raising Healthy Children** | | **HPC3O** |
| This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **Working with Infants & Young Children** | | **HPW3C** |
| This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **World Religions and Belief Traditions in Daily Life** | | **HRF3O** |
| This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **World Religions: Beliefs, Issues, and Religious Traditions** | | **HRT3M** |
| This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world’s religious affairs. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **Introduction to Anthropology, Psychology, & Sociology** | | **HSP3C** |
| This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **Introduction to Anthropology, Psychology & Sociology** | | **HSP3U** |
| This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 11 |
| **Families in Canada** | | **HHS4U** |
| This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada’s diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies. | | |
| **Working with School-Age Children and Adolescents** | | **HPD4C** |
| This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies. | | |
| **Philosophy: Questions and Theories** | | **HZT4U** |
| This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. | | |
| **CREDIT:** 1 | **TYPE:** University | **GRADE:** 12 |
| **PREREQUISITE:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities. | | |

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| **Technological Studies** | | |
| **Communication Technology** | | |
| **Communications Technology** | | **TGJ2O** |
| This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Communications Technology** | | **TGJ3M** |
| This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **Communications Technology: TV, Video and Movie Production** | | **TGV4M** |
| This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** TGJ3M - Communications Technology | | |
| **Construction Technology** | | |
| **Construction Technology** | | **TCJ2O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Construction Technology: Home Renovation and Repair** | | **TCC3E** |
| This course is designed to provide students with the knowledge to perform simple home renovations and repairs. Students will learn the basics of a home’s structural systems. They will learn about the Ontario Building Code and the various permits required for most projects. They will learn basic techniques, covering details of carpentry, dry walling, various flooring techniques and finish carpentry techniques. The use of tools, materials and techniques will be discussed. Students will receive instruction in safety requirements and demonstrate sound safety practices throughout the duration of the course sequence. Technology related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 11 |
| **Construction Engineering Technology** | | **TCJ3C** |
| 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. This will be achieved through the use of an actual workplace. Safety will be paramount on the work site and students will be expected to supply their own safety boots and appropriate clothing for the weather and task of the day. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 11 |
| **Construction Technology** | | **TCJ3E** |
| This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore postsecondary and career opportunities in the field. This will be achieved through the use of an actual workplace. Safety will be paramount on the work site and students will be expected to supply their own safety boots and appropriate clothing for the weather and task of the day. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 11 |
| **Custom Woodworking** | | **TWJ3E** |
| This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and will explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 11 |
| **Cooperative Education Empire Community** | | **COOPEC** |
| Empire Community Home Build Course Description - Students selecting this course must have earned the TCJ4C, TCJ 4E or TCC4E credit and be a SHSM student. This is a 2 credit Co-op course that will run on site at the Empire Communities, Avalon build site. Students will be selected through an interview process for this course. Successful students will work with an instructor and participate in the building of a home. Successful candidates need to provide some PPE appropriate for the weather and task of the day. | | |
| **CREDIT:** 2 | **TYPE:** Open | **GRADE:** 12 |
| **Construction Technology: Home Renovation and Repair** | | **TCC4E** |
| This course is designed to provide students with the knowledge to perform simple home renovations and repairs. Students will learn the basics of a home’s mechanical systems. They will learn about the Ontario Building Code and the various permits required for most projects. They will learn basic techniques, covering details of plumbing and residential wiring. The use of tools, materials and techniques will be discussed. Students will receive instruction in safety requirements and demonstrate sound safety practices throughout the duration of the course sequence. Technology related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 |
| **Construction Engineering Technology** | | **TCJ4C** |
| 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. Safety will be paramount on the work site and students will be expected to supply their own safety boots and appropriate clothing for the weather and task of the day. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** TCJ3C - Construction Engineering Technology | | |
| **Construction Technology** | | **TCJ4E** |
| This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. This will be achieved through the use of an actual workplace. Safety will be paramount on the work site and students will be expected to supply their own safety boots and appropriate clothing for the weather and task of the day. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 |
| **PREREQUISITE:** TCJ3E - Construction Technology **or** TCJ3C - Construction Engineering Technology | | |
| **Construction Engineering Technology: Alternative Energy and Green Home Building** | | **TCS4C** |
| The Green Home Building and Alternative Energy course is designed to provide students with the practical knowledge of increasing the efficiency of buildings by decreasing energy, water, and material use, while also reducing building impacts on human health and the environment. This will be accomplished through exploring better siting, design, construction, operation, maintenance, and removal — the complete building life cycle. Students will be introduced to the main elements of energy efficiency and renewable energy, water stewardship, environmentally preferred building materials and specifications, waste reduction, toxic material elimination, indoor environment and smart growth and sustainable programs. Students will also explore careers in Green construction. Technology-related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** TCJ3C - Construction Engineering Technology | | |
| **Custom Woodworking** | | **TWJ4E** |
| This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 |
| **PREREQUISITE:** TWJ3E - Custom Woodworking | | |
| **Green Industries** | | |
| **Green Industries** | | **THJ3E** |
| This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation. This course is optional for students enrolled in the specialist high skills majors. (SHSM) | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 11 |
| **Green Industries** | | **THJ3M** |
| This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore post-secondary education programs and career opportunities. This course is mandatory for students enrolled in the specialist high skills majors. (SHSM) | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **Green Industries: Floristry** | | **THF4E** |
| This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainablity. They will also examine social and economic issues related to the green industries, learn about safety and healthy working practices, study industry and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training. This course is optional for students enrolled in the specialist high skills major (SHSM) program. The expectations of this course will be met through an emphasis on Floral Design. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 |
| **PREREQUISITE:** THJ3E - Green Industries **or** THJ3M - Green Industries | | |
| **Green Industries** | | **THJ4E** |
| This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 |
| **PREREQUISITE:** THJ3E - Green Industries **or** THJ3M - Green Industries | | |
| **Green Industries** | | **THJ4M** |
| This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level. This course is mandatory for students enrolled in the specialist high skills majors program (SHSM). | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** THJ3M - Green Industries | | |
| **Hospitality and Tourism** | | |
| **Hospitality and Tourism Technology “Cook Like a Peasant”** | | **TFJ2O** |
| This course will provide students with an overview of the NEW reality of cooking from the home, while introducing many of the commercial standards used in the workplace. Seasonal and the more affordable products will be used on a daily basis with an emphasis on sustainable and local foodstuffs. Historical and international techniques will also be explored. Under this umbrella students will have the opportunity to explore different areas and regions of Hospitality and Tourism, with an emphasis on Food Services. Integral Culinary techniques will be studied including Safe Food Handling. Health, Nutrition and Safety standards will be touched on daily as well as the proper usage of professional cooking utensils and equipment. Students will develop an awareness of related environmental and societal issues and will explore secondary and post secondary pathways leading to careers in the ever expanding Tourism and Hospitality industries. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Hospitality and Tourism (Two Credit Bistro Course)** | | **TFJ3C** |
| This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. Consistent attendance is mandatory and a previous food course suggested. Candidates will be selected through an interview process. This course is mandatory for students enrolled in the Specialist High Skills Majors Program (SHSM). | | |
| **CREDIT:** 2 | **TYPE:** College | **GRADE:** 11 |
| **Hospitality and Tourism** | | **TFJ3E** |
| This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. Students will read Anthony Bourdain’s “A Cooks Introduction to other Cultures, Foods & Habits.” Accompanying videos will supplement these chapters. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 11 |
| **Hospitality and Tourism** | | **TFJ4C** |
| This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. | | |
| **CREDIT:** 1 | **TYPE:** College | **GRADE:** 12 |
| **PREREQUISITE:** TFJ3C - Hospitality and Tourism (Two Credit Bistro Course) | | |
| **Hospitality and Tourism** | | **TFJ4E** |
| This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. This course is mandatory for studies enrolled in the specialists High Skills Majors Program (SHSM). | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 |
| **PREREQUISITE:** TFJ3E - Hospitality and Tourism **or** TFJ3C - Hospitality and Tourism (Two Credit Bistro Course) | | |
| **Technological Design** | | |
| **Technological Design** | | **TDJ2O** |
| This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 10 |
| **Technological Design** | | **TDJ3M** |
| This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 11 |
| **Technological Design and the Environment** | | **TDJ3O** |
| This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 11 |
| **Technological Design** | | **TDJ4M** |
| This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them. | | |
| **CREDIT:** 1 | **TYPE:** University/College | **GRADE:** 12 |
| **PREREQUISITE:** TDJ3M - Technological Design | | |
| **Technological Design in the Twenty-first Century** | | **TDJ4O** |
| This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society’s changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 12 |
| **Technological Studies** | | |
| **Exploring Technologies** | | **TIJ1O** |
| 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. | | |
| **CREDIT:** 1 | **TYPE:** Open | **GRADE:** 9 |
| **Construction Technology: Home Renovation and Repair** | | **TCC3E** |
| This course is designed to provide students with the knowledge to perform simple home renovations and repairs. Students will learn the basics of a home’s structural systems. They will learn about the Ontario Building Code and the various permits required for most projects. They will learn basic techniques, covering details of carpentry, dry walling, various flooring techniques and finish carpentry techniques. The use of tools, materials and techniques will be discussed. Students will receive instruction in safety requirements and demonstrate sound safety practices throughout the duration of the course sequence. Technology related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 11 |
| **Construction Technology: Home Renovation and Repair** | | **TCC4E** |
| This course is designed to provide students with the knowledge to perform simple home renovations and repairs. Students will learn the basics of a home’s mechanical systems. They will learn about the Ontario Building Code and the various permits required for most projects. They will learn basic techniques, covering details of plumbing and residential wiring. The use of tools, materials and techniques will be discussed. Students will receive instruction in safety requirements and demonstrate sound safety practices throughout the duration of the course sequence. Technology related mathematics, reading, writing, vocabulary, blueprint reading and science are integrated throughout the curriculum. | | |
| **CREDIT:** 1 | **TYPE:** Workplace | **GRADE:** 12 |