



Saint Lawrence Secondary School
École Secondaire Saint-Laurent

2023-2024 Grade 10 -12 Course Calendar



HOME OF THE SAINTS

1450 Second Street East
Cornwall, ON
K6H 5Z8

Tel: 613-933-8410

Fax: 855-496-0967

Visit our website:

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

Follow us on Twitter:

www.twitter.com/StLawrenceUCDSB

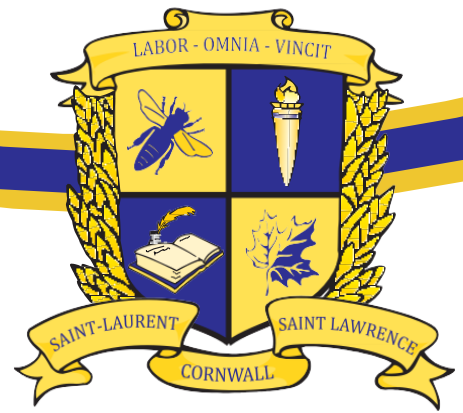
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Saint Lawrence Secondary School École Secondaire Saint - Laurent



MISSION STATEMENT

Every day we strive to provide support and opportunities for students to become engaged in their learning environment.

VISION STATEMENT

To engage every child to reach his or her full potential.

SLSS VALUES

We value respect for all; success for all students; a safe learning environment; positive relationships; and diversity and multiculturalism.

*At Saint Lawrence,
we care and dare to say:
"Vive la différence!"*

Student Connections

As Saints and Educators:

We will model and foster the everyday values of being a "good citizen" and develop a sense of belonging through a caring, welcoming and accepting community-oriented school environment.



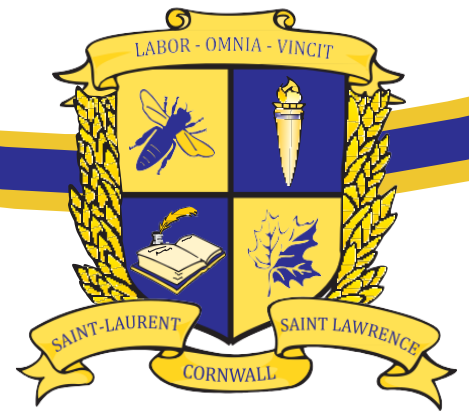
Authentic Classrooms

As Saints and Educators:

We believe in embracing innovation through a focus on technology and differentiated instruction to develop active learners prepared to succeed in today's world and the future. At St. Lawrence, students are able to access one computer labs, classrooms with SmartTV's/Smart Boards, or class sets of iPads, class sets of laptops and Apple TVs.



Specialist High Skill Majors at Saint Lawrence



St. Lawrence is proud to offer students the opportunity to take part in one of two Specialist High Skills Majors being offered next year. SHSMs are a customized package of senior courses, experiential learning and certification programs that allows a student to build a foundation of knowledge and skills in a particular area of interest. It allows students to refine career goals by taking part in “reach ahead” activities. Additional certifications relating to the SHSM will be offered, like CPR and First Aid, Service Excellence, Smart Serve and WHMIS. Students will then have an opportunity to complete a Cooperative Education experience in their chosen field. Upon completion of all the components, the student will receive a SHSM seal on his/her diploma, and a record of his/her achievement to share with potential employers. Our hospitality and physical education areas have recently undergone major upgrades allowing our staff and students the pleasure of working with state of the art equipment.



Hospitality High Skills Major



Five tourism industries comprise the hospitality and tourism sector: accommodation, food and beverage services, recreation, and travel services. The tourism sector in Canada is a major source of employment. Tourism in Ontario is a dynamic, growing sector. The food service industry employs 374,000 people, with nearly 39 per cent of workers between the ages of 15 and 24 years old. The SHSM Hospitality and Tourism at Saint Lawrence enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. The Saint Lawrence SHSM Hospitality and Tourism is designed to have an emphasis on hospitality, with integration of tourism components in Grade 12.

Health and Wellness High Skills Major

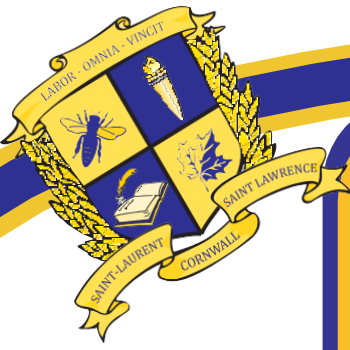


The SHSM Health and Wellness program offers students the opportunity to explore topics and issues related to child care and family services, health care, leisure and recreation, and fitness, leadership and sports. A minimum 3% increase in jobs in these areas is expected in this area in the future. Present job and experiential learning opportunities are available in early childhood education, child and youth and other related counselling, medical, fitness and leisure and recreation sectors within the eastern Ontario area. The SHSM will provide valuable opportunities for students to focus their learning, obtain valuable sector related skills, achieve their diploma requirements, and support success in their future endeavours.

Construction High Skills Major



The SHSM – Construction program enables students to build a foundation of sector-focused knowledge and skills before entering apprenticeship training, college, university, or an entry-level position in the workplace. The Construction Specialist High Skills Major is an innovative, integrated Architectural Design and Building Construction program that allows the student to progress through the construction process from the design and drawing stage, to the actual construction of a variety of structures.



THE CREST

The honey bee belonging to the Hymenoptera order of insects is noted for industry. Possessing this characteristic, students of St. Lawrence will be enlightened by the torch of learning.

With this light, they will attain academic achievement symbolized by the quill and book. With these tools, students will be more useful citizens of their country symbolized by the maple leaf. The golden heads of wheat remind students that the harvest is abundant if they will only glean through daily presentations of lessons and practical work.

The motto: "LABOR OMNIA VINCIT" means literally that "work conquers all things". The name of the school appears in both languages to signify that students of the two great peoples attend St. Lawrence. The predominating colours are royal blue and white. These are the official colours of the school. The accessory colours are red and gold. These colours become useful in colour combinations for school uniforms, pennants and crests. New and old students at St. Lawrence will also see in the armorial bearings the love and esteem which they retain for their Alma Mater.



THE SCHOOL

École secondaire Saint-Laurent - Saint Lawrence High School was established in 1950, in the City of Cornwall, to meet a growing student population as well as respond to French-speaking students' needs. École secondaire Saint-Laurent - Saint Lawrence High was one of the first secondary schools in this province to offer curriculum where French as well as English was the language of instruction in both academic and Business and Commerce subjects.

With the closure of three private bilingual educational institutions in the city in the late 60's, the newly created Stormont, Dundas and Glengarry County Board of Education, inherited an accommodation problem at École secondaire Saint-Laurent - Saint Lawrence High School.

In order to alleviate overcrowding, on January 12, 1972 the Board approved a request to the Ministry that a fourth high school be built in the City of Cornwall.

Pending the completion of construction of the new school, a shift system, introduced as early as September 1970, was maintained wherein École secondaire Saint-Laurent - Saint Lawrence High School operated as the future French Language secondary school, La Citadelle.

On April 17, 1973, the Board approved the transfer of École secondaire Saint-Laurent - Saint Lawrence High School to the site of the present school and continued operation of La Citadelle at the former site.

Despite numerous transformations, Saint Lawrence continues to foster an environment of academic excellence and maintains the good spirits and valuable traditions established by the original school in 1950.





Supporting Student Success



Opening doors of opportunity...

The Learning Commons

The "Learning Commons" provides all students with opportunities to develop skills such as study, organizational, test-taking and note-taking; to receive remediation in specific subjects either by withdrawal from class at regular intervals or by appointment; and to receive individualized instruction in specific academic courses

Special Education Programs

Saint Lawrence offers a variety of special education programs for students who have been identified as exceptional. Placement in these programs is made through an Identification, Placement and Review Committee (I.P.R.C.) which recommends that these students be admitted to these classes. The I.P.R.C. committee in consultation with the parents will devise an appropriate program geared to meet the student's special needs. The learning experiences required to meet these needs will be provided in the regular classroom, the Resource Room and/or in specialized classes. Available supports include: resource withdrawal, remedial services, flexible evaluation and assessment methods and any other services necessary to meet the individual student's needs as identified on the student's Individual Education Plan.

English as a Second Language (ELL) Resource Program

Students who have recently arrived in Canada and for whom English is a second language may receive additional support. An instructor provides assistance during regular classes, resource periods and noon hour sessions. Students gain a better understanding of English as it is used in their regular courses.

Student Success Teacher (SST) Resource Program

The learning experiences required to meet these needs will be provided in the regular classroom, the Student Success Teacher provides assistance during regular classes, resource periods and specialized classes. Students gain a better understanding to meet the individual students credit needs to achieve the skills and knowledge to graduate.

PROVINCIAL LITERACY REQUIREMENT:

All students must pass the literacy requirement to graduate with an Ontario Secondary School Diploma (OSSD). The first way to meet this requirement is to pass the Ontario Secondary School Literacy Test (OSSLT) assessing students' reading and writing skills. This test is designed by the Ontario Education Quality and Accountability Office. All grade 10 students must take the test in March/April of their grade 10 year. Accommodations may only be made for students with an Individual Education Plan (IEP) and in accordance with EQAO policies. Students may attempt the test a second time in the following year if they are unsuccessful their first time.

Students who have been eligible to write the OSSLT (test) at least twice, and have attempted but have been unsuccessful at least once, are eligible to take the Ontario Literacy Course (OLC3O1 or OLC4O1). Upon successful completion of this course, the student will be deemed to have met the provincial literacy requirement for graduation.

COMMUNITY INVOLVEMENT ACTIVITIES:

All students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. These activities may take place in a variety of settings (e.g. not-for-profit organizations, hospitals, informal settings, etc.) outside of the school's normal instructional hours (e.g. lunch time, after school, weekends, or holidays). Students may not fulfill this requirement through activities that are counted towards a credit (e.g. cooperative education, LINK crew activities, work experience or community engagement linked to course work, etc.). The principal will decide whether a student has met the requirements of both the Ministry and the Board for these activities.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

AN ONTARIO SECONDARY SCHOOL DIPLOMA will be granted to a student who earns a minimum of 30 credits of 110 hours each, passes the Ontario School Secondary School Literacy Test, and completes the Community Involvement Requirement.

CREDITS

Compulsory Credits (Total of 18)

4 credits in ENGLISH (one per grade)

1 credit in FRENCH AS A SECOND LANGUAGE

3 credits in MATHEMATICS (at least one in Grade Eleven or Twelve)

2 credits in SCIENCE

1 credit in CANADIAN HISTORY

1 credit in CANADIAN GEOGRAPHY

1 credit in PHYSICAL AND HEALTH EDUCATION

1 credit in ARTS

1 credit in CIVICS AND CAREER STUDIES

1 ADDITIONAL credit in SCIENCE or TECHNOLOGICAL EDUCATION (Grades 9 to 12) or GUIDANCE or COOPERATIVE EDUCATION

1 ADDITIONAL credit in ENGLISH, or a LANGUAGE (French, Native, Classical) or SOCIAL SCIENCES AND THE HUMANITIES, or CANADIAN AND WORLD STUDIES

1 ADDITIONAL credit in MUSIC or ART or DRAMA or DANCE or BUSINESS STUDIES or PHYSICAL AND HEALTH EDUCATION or COOPERATIVE EDUCATION

Optional Credits (total of 12)

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



requirements.

ADDITIONAL PROGRAM OPTIONS

COOPERATIVE EDUCATION

Cooperative Education offers students the opportunity to gain high school credits and investigate possible career options through on-the-job work experience. Students apply and practice the skills and knowledge acquired in their regular high school courses in a real-world work environment. Students may earn between one and four Cooperative Education credits in a semester. Students in the Coop Program may work towards an apprenticeship, as part of the Ontario Youth Apprenticeship Program (OYAP). Cooperative Education involves partnerships with the community. Students are monitored and supported by both the Coop Teacher and the Placement Supervisor with the goal of establishing a positive and successful experience for all parties. Students may enroll in the Coop Program more than once. For more information speak with a Guidance Counsellor or coop teacher.

DUAL CREDITS

The Dual Credit program is a partnership between secondary schools and certain community colleges. Grade 12 students can apply to enroll in college courses or apprenticeship training, earning dual credits that count towards their OSSD and college diploma or apprenticeship certification. The college courses are taught at the college campus and high school students learn alongside their college peers. A Dual Credit student typically travels to the college once or twice a week for his or her two to three hour course. Transportation to the course is the responsibility of the student. The dual credit program is available through St. Lawrence College (Kingston, Brockville, Cornwall) and Algonquin College (Ottawa). Students who desire learning opportunities outside of high school and who would benefit from a college or apprenticeship experience are suitable candidates. For more information speak with a Guidance Counsellor.

E-LEARNING

The Online Learning Program enables our students to access a variety of courses in a digital format. The program also provides an opportunity for students to acquire a new set of learning skills. For more information refer to www.elearningstudents.ca or speak with our Guidance Counsellor.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

CREDITS

Compulsory Credits (Total of 7)

2 credits in ENGLISH

1 credit in MATHEMATICS

1 credit in SCIENCE

1 credit in CANADIAN GEOGRAPHY OR HISTORY

1 credit in PHYSICAL AND HEALTH EDUCATION

1 credit in ARTS OR TECHNOLOGY

Optional Credits (total of 7)

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

ONTARIO CERTIFICATE OF ACCOMPLISHMENT

Student who are leaving secondary school upon reaching the age of 18 without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For

students who have an IEP, may be included.

SUBSTITUTION OF COMPULSORY CREDITS

⁸In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credits. These courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent in half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Students enrolled in Ontario secondary schools may have their knowledge and skills evaluated against the expectations outlined in provincial policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). The "PLAR challenge process" refers to the process whereby students present evidence of prior learning for assessment. Students may proceed to a formal examination. Students may apply to a maximum of four credits through the challenge process and for no more than two credits in one subject area. Student may only challenge courses offered by the Upper Canada District School Board.

THE ONTARIO STUDENT TRANSCRIPT

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

- ® a student's record of courses successfully completed in Grades Nine and Ten
- ® all attempts at courses in Grade Eleven or Twelve including courses from which the student withdraws five days after the mid-term report.

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

THE ONTARIO STUDENT RECORD

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

ASSESSMENT & EVALUATION OF STUDENT ACHIEVEMENT

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Student learning is assessed and evaluated according to the content standards outlined in the curriculum expectations provided in all curriculum documents for Grades 9–12, and according to the four categories of knowledge and skills and the four levels of achievement as outlined in the achievement chart. Students must successfully demonstrate achievement of all of the overall expectations to earn a credit for a course.

Assessment FOR Learning and Assessment AS Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. As part of Assessment *for* Learning, students will receive descriptive feedback and coaching for improvement prior to being evaluated.

Assessment OF Learning

Assessment *OF* Learning (evaluation) refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent the quality. Assessment *OF* Learning summarizes and communicates what the students know and can do with respect to the overall curriculum expectations for a particular subject or course.



Reporting

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s grade is 50 per cent or higher. The final grade for each course in Grades 9 to 12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of a performance examination, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Percentage marks will be used to indicate achievement below 50 percent. For grades 7 to 10 a code “I” may be used on a student’s report card including the final report card to indicate that insufficient evidence is available to determine a percentage mark. For grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. For grades 11 and 12 an indicator of 20 means that there is insufficient evidence at this time for teachers to make a professional judgement with regards to achievement of the course expectations.

The Provincial Report Card, Grades 9–12, also includes anecdotal comments that focus on what students have learned, describe significant strengths, and identify next steps for improvement. The report card contains separate sections for recording attendance and for evaluating the student’s learning skills in each course. The evaluation of the learning skills and work habits, apart from any that may be included as part of a curriculum expectations, are not considered in the determination of the percentage marks for a subject or course. Report cards are issued twice per semester along with a progress report each semester.

Students who are carrying a minimum of 80% will be admitted to the **Honour Roll** during each report card period. A list of Honour Roll students may be published in alphabetical order in each school.

Students who are carrying a minimum of 75% will be admitted to the **Principal List** during each report card period. A list of Principal List students may be published in alphabetical order in each school.

The form is titled "Ontario Ministry of Education Provincial Report Card, Grades 9-12". It includes fields for Student Name, DSN, Gender, Home/Room, Semester, Reporting Period, and Date. The main table has columns for Courses, Reporting Period, Learning Skills and Work Habits (Responsibility, Organization, Initiative/Value, Independence, Initiative, Self-Regulation), Comments, and Attendance. The table contains several rows for course reporting, each with fields for Course Title, Course Code, Teacher, and checkboxes for ELL/ELO, EP, French, and Gender. The comments column contains the text "Teacher reports as follows: []". The attendance column has a grid for recording Present, Absent, and Tardies.

COURSE LEVELS

Courses in grades 9 are offered at two levels: Locally Developed and De-streamed.

| |
|---|
| Locally Developed (L) |
| <ul style="list-style-type: none">➤ designed to prepare students for grades 10-12 workplace level courses➤ students in this stream will go directly to the workplace or apprenticeship programs after high school |
| De-streamed (D or W) - Grade 9 |
| <ul style="list-style-type: none">➤ develop students' knowledge and skills through the study of practical as well as abstract concepts - focus on essential components of a subject and explore related concepts, incorporating practical applications as appropriate➤ students in this pathway may go to university, college or the workplace after high school |

Courses in grade 10 are offered at four levels: Locally Developed, Open, Applied, and Academic

| |
|--|
| Locally Developed (L) |
| <ul style="list-style-type: none">➤ designed to prepare students for grade 11 workplace level courses➤ students in this stream will go directly to the workplace or apprenticeship programs after high school |
| Open (O) |
| <ul style="list-style-type: none">➤ designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society➤ • students following any pathway after high school may take these courses but these courses do not fulfill any prerequisite criteria to future pathways |
| Applied (P) |
| <ul style="list-style-type: none">➤ focus on essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples—familiar situations used to illustrate ideas—opportunities to experience hands-on applications of concepts and theories➤ students in this stream may attend college or go directly to the workplace after high school but will not be eligible for university programs |
| Academic (D) |
| <ul style="list-style-type: none">➤ develop students' knowledge and skills through the study of theory and abstract problems—focus on essential components of a subject and explore related concepts, incorporating practical applications as appropriate➤ students in this pathway may go to university, college or the workplace after high school |

Courses in grades 11 and 12 are offered at five levels: Workplace, Open, College, University/College, or University.

| |
|---|
| Workplace (E) |
| ➤ designed to equip students with knowledge and skills they need to meet the expectations of employers if they plan to enter the workplace directly after graduation or the requirements for admission to certain apprenticeship or other training programs |
| Open (O) |
| ➤ designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society (not designed with specific requirements of universities, colleges, or the workplace in mind) |
| College (C) |
| ➤ designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs |
| University/College (M) |
| ➤ designed to equip students with knowledge and skills to meet entrance requirements for specific programs offered at universities and colleges • may have specific prerequisites |
| University (U) |
| ➤ designed to equip students with knowledge and skills to meet entrance requirements for university programs ➤ usually have specific prerequisites |

UCDSB uses a six-digit alphanumeric code for courses. Here's a sample course code and its explanation:

| | | | |
|-----|---|---|---|
| CGC | 1 | D | F |
|-----|---|---|---|

Geography, Grade 9 Academic French

| | |
|----------------------|-----|
| Major Subject Area = | CGC |
|----------------------|-----|

First three digits indicate the Ministry approved course title.

| | |
|------------------|---|
| Grade/Language = | 1 |
|------------------|---|

Fourth digit indicates the grade level.

| | |
|---------------|---|
| Course Type = | D |
|---------------|---|

Fifth digit indicates the course types.

| | |
|-------------------------------------|---|
| Program or Credit differentiation = | F |
|-------------------------------------|---|

Sixth digit indicates program or credit differentiation.

Please refer to the Secondary School Quick Reference Guide for further course code explanation

**Courses which will be scheduled at
Saint Lawrence Secondary School are subject to sufficient student requests.**

Course descriptions are available in the complete Course Calendar provided on the school website
<http://slss.ucdsb.on.ca> .

Each course is worth a credit or the designated portion of a credit.

A credit is defined as “the successful completion of 110 hours of instruction”.

All the courses offered by Saint Lawrence Secondary School have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of each school and parents who wish to examine them may present their request to the Principal.

Courses are available through means other than regular day school and at facilities other than Saint Lawrence.

More information on these methods of delivery is available by contacting the school’s Guidance Department.

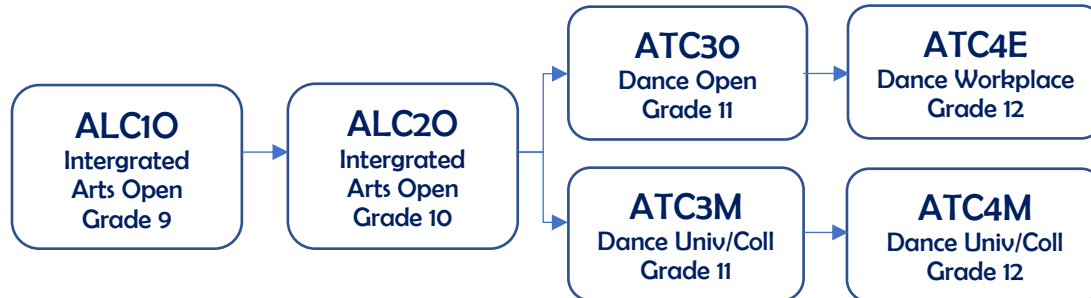
The subject area charts contained in the following pages, map out all the courses offered in the various disciplines in Grades 9 to 12 and show the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|--|---|---|
| <p>ALC1O ~ Integrated Arts CGCID ~ Geography of Canada CGCIDF ~ Geog. of Canada Immersion ENLIW ~ De-streamed English ENGL ~ Locally develop English FIFID ~ French Immersion FSFIP ~ French Core GLS1O ~ Learning Strategies HIF1O ~ Individual & Family Living MAT1W ~ De-streamed Math MAT1L ~ Locally develop Math NAC1O ~ Native Art Studies PPL1O ~ Healthy Active Living PPL1OF ~ Physical Ed. Immersion SNC1W ~ De-streamed Science SNC1L ~ Locally develop Science TIJ1O ~ Integrated Technology</p> | <p>ALC2O ~ Integrated Arts CHC2D ~ Canadian History Academic CHC2L ~ Canadian History LD CHD2P ~ Canadian History Applied CHV2O ~ Civics CHV2OF ~ Civics Immersion ENG2D ~ English Academic ENG2L ~ English Locally Developed ENG2P ~ English Applied FIF2D ~ French Immersion Academic GLC2O ~ Career Studies GLC2OF ~ Careers Studies Immersion HFN2O ~ Food & Nutrition HIF2O ~ Individual & Family Living HNL2O ~ Clothing ICD2O ~ Digital Technology & Innovations in Changing World MAT2L ~ Math Locally Developed MFM2D ~ Math Academic MFM2P ~ Math Applied PPL2O ~ Health & Phys. Education PPL2OF ~ Phys. Ed. Immersion SNC2D ~ Science Academic SNC2L ~ Science Locally Developed SNC2P ~ Science Applied TCJ2O ~ Construction Technology TXJ3E ~ Hairstyling Technology</p> | <p>ATC3O ~ Dance ATC3M ~ Dance AMG3M ~ Guitar AMG3O ~ Guitar AMU3M ~ Music Instrumental AMU3O ~ Music ASM3M ~ Arts Media Studies AVI3M ~ Visual Arts AVI3O ~ Visual Arts AWQ3 ~ Visual Arts-Photography BAF3M ~ Accounting BMI3C ~ Marketing BTA3O ~ Computerized Accounting CGG3O ~ Travel & Tourism CHW3M ~ World Hist. to 16th Century CLU3M ~ Canadian Law COOP32 ~ Co-Operative Education FIF3U ~ French Immersion University GWL3O ~ Designing your Future Careers HHD3O ~ Dynamics of Human Relationships HLS3O ~ House and Home Design HPC3O ~ Raising Healthy Children HPW3O ~ Work with Children HSP3C ~ Anthro/Phych/Sociology College HSP3U ~ Anthro/Phych/Sociology University ICS3C ~ Computer Science College ICS3U ~ Computer Science University MBF3C ~ Math College MCR3U ~ Math University MEL3E ~ Math Workplace NBE3C ~ English Abor. Voice College NBE3E ~ English Abor. Voice Workplace NBE3U ~ English Abor. Voice Workplace NBV3C ~ World Views Aspiration of First Nations, Metis & Inuit Communities in Canada NBV3E ~ World Views Aspiration of First Nations, Metis & Inuit Communities in Canada NDA3M ~ Contemporary First Nations</p> | <p>ATC4M ~ Dance ATC4E ~ Dance AMG4M ~ Guitar AMU4M ~ Music Instrumental ASM4M ~ Arts Media Studies AVI4M ~ Visual Arts AWQ4 ~ Visual Arts-Photography BAF4M ~ Accounting BAT4M ~ Financial Accounting Principles BDV4C ~ Entrepreneurship BTX4C ~ Information Communication Technology CHM4E ~ Adventures in World History CHY4C ~ World Hist. Since 15th Century C CHY4U ~ World Hist. Since 15th Century U CLN4C ~ Canadian/International Law College CLN4U ~ Canadian/International Law Univ. COOP42 ~ Co-Operative Education COOP44 ~ Co-Operative Education ENG4C ~ English College ENG4E ~ English Workplace ENG4U ~ English University ESL ~ English as a Second Language Open FIF4U ~ French Immersion University GLN4O ~ Navigating the Workplace GLS4O ~ Advance Learning Strategies Skills HFA4C ~ Nutrition & Health College HFA4U ~ Nutrition & Health University HIP4O ~ Personal Life Management Open HPD4C ~ Working with School-age Children HPW4O ~ Work with Children HSB4U ~ Anthro/Phych/Sociology University HSC4M ~ ICS4C ~ Computer Science University ICS4U ~ Computer Science</p> |

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|--|--|--|---|
| | | PAF3O ~ Personal & Fitness Activities PPL3O ~ Health & Physical Education PPL3OF ~ Health & Physical Ed. Immersion SBI3C ~ Biology College SBI3U ~ Biology University SCH3U ~ Chemistry University SPH3U ~ Physic University SVN3E ~ Environmental Science SVN3M ~ Environmental Science TCJ3C ~ Construction Technology College TCJ3E ~ Construction Technology Workplace TFJ3C ~ Hosp. & Tourism College TFJ3CF ~ Hosp. & Tourism College Imm. TFJ3E ~ Hosp. & Tourism Workplace TXJ3E ~ Hairstyling Technology | University MAP4C ~ Foundation of College Math MCV4U ~ Calculus/Vectors MEL4E ~ Math Workplace MHF4U ~ Advanced Functions NDW4M ~ Contemporary First Nations OLC4O ~ Ontario Literacy Course PAF4O ~ Personal & Fitness Activities Open PLF4MF ~ Recreation & Fitness Leadership PPL4O ~ Health & Physical Education PPL4OF ~ Health & Physical Ed. Immersion PSK4U ~ Kinesiology SBI4U ~ Biology University SCH4C ~ Chemistry College SCH4U ~ Chemistry University SPH4C ~ Physic College SPH4U ~ Physic University TCJ4C ~ Construction Technology College TCJ4E ~ Construction Tech. Workplace TFJ4C ~ Hosp. & Tourism College TFJ4CF ~ Hosp. & Tourism College Imm. TFJ4E ~ Hosp. & Tourism Workplace TXJ4E ~ Hairstyling Technology |
|--|--|--|---|

THE ARTS

Dance



ALC10/ALC20 Integrated Arts, Grade 9 or 10 Open

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

Prerequisite: None

ATC30 Dance Open, Grade 11

This course emphasizes the development of students' movement vocabulary relating to dance genres from around the world, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers. They will apply tools and techniques throughout the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity.

Prerequisite: None

ATC3M Dance University/College Preparation, Grade 11

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

Prerequisite: Dance/Integrated Arts, Grade 9 or 10, Open

ATC4E Dance Workplace Preparation, Grade 12

This course enables students to develop performance and interpersonal skills through the study of dance. Students will apply the elements of dance and the tools of composition to develop a physical vocabulary that can be used to create and communicate through dance. Students will research and explain how physical, intellectual, and artistic skills developed in the dance arts are transferable to a wide range of careers and workplace environments. They will develop an understanding of practices associated with healthy living, the benefits of self-discipline, and the importance of continuing engagement in the arts.

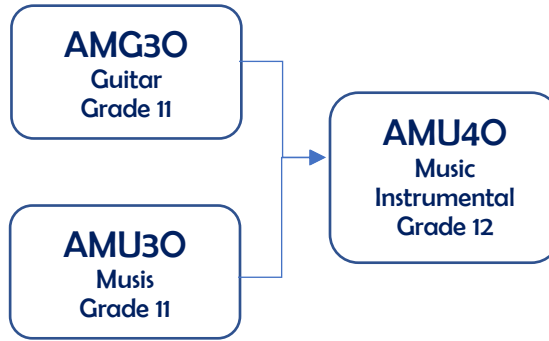
Prerequisite: Dance, Grade 11, Open

ATC4M Dance University/College Preparation, Grade 12

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world, and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.

Prerequisite: Dance, Grade 11, University/College Preparation

MUSIC GUITAR & INSTRUMENTAL



GUITAR

AMG3MO Guitar Guitar, University/College Grade 11

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

Prerequisite: Music, Grade 9 or 10, Open

INSTRUMENTAL MUSIC

AMU3M Music Instrumental Music, University/College Preparation Grade 11

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

Prerequisite: Music, Grade 9 or 10, Open

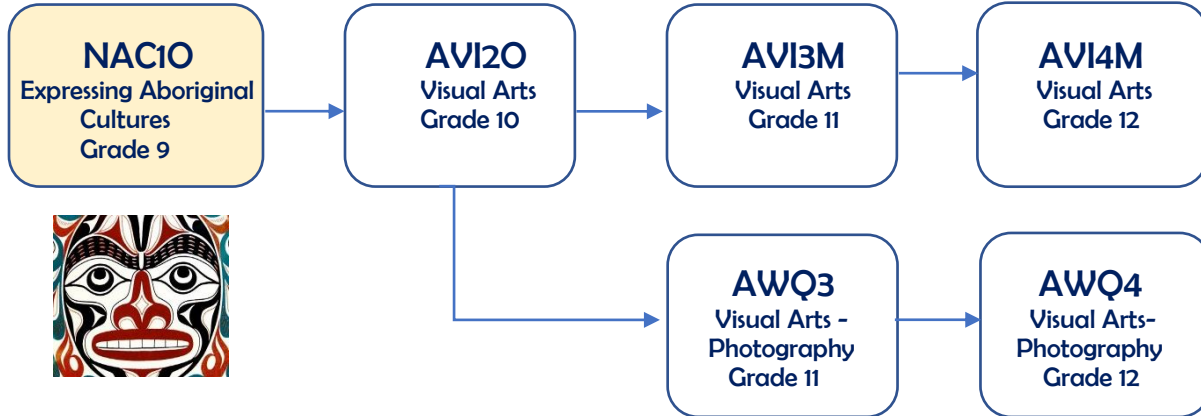
AMU4UO Music Instrumental Music, University/College Preparation Grade 12

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 analyze how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 11, University/College Preparation



ART



NAC10 Expressing Aboriginal Cultures, Grade 9

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

Prerequisite: None

AVI20 Visual Arts, Grade 10

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.

AVI3M Visual Arts Grade 11

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

AVI4M Visual Arts Grade 12

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

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

AWQ3 Visual Arts – Photography Grade 11

The course covers everything about how to use your camera and the historical beginnings of the medium. Learn to think like a photographer and photographically explore the world and cutting edge photography exhibitions. The course concludes with the creation of portrait and lighting imagery.

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

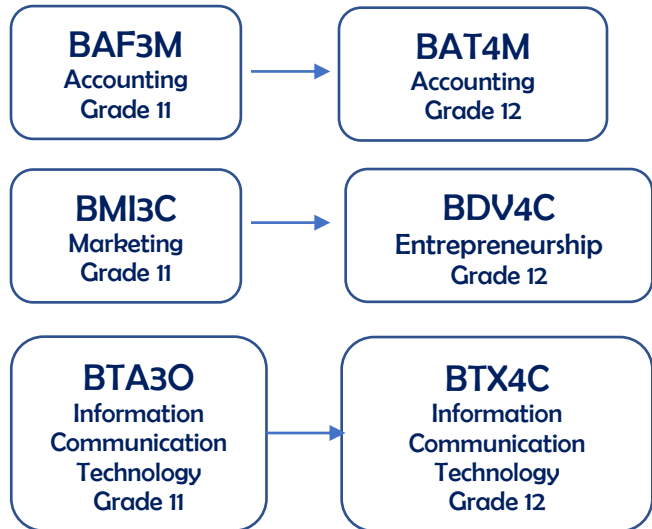
AWQ4 Visual Arts – Photography Grade 12

The course covers everything about how to use your camera and the historical beginnings of the medium. Learn to think like a photographer and photographically explore the world and cutting edge photography exhibitions. The course concludes with the creation of portrait and lighting imagery.

Prerequisite: Visual Arts – Photography Grade 11, University/College Preparation

Business Studies

ACCOUNTING



BAF3M Introduction to Financial Accounting, University/College Preparation Grade 11
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.
Prerequisite: None

BMI3C Marketing: Goods, Services, Events, College Preparation Grade 11
This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.
Prerequisite: None

BTA3O Information Communication Technology University/College Preparation Grade 11
This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.
Prerequisite: None

BAT4M Financial Accounting Principles, University/College Preparation Grade 12
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.
Prerequisite: Accounting Fundamentals, Grade 11, University/College Preparation with a mark of 65%

BDV4C Entrepreneurship: Venture Planning in an Electronic Age, College Grade 12
This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.
Prerequisite: None

BTX4C Information and Communication Technology: Multimedia Solutions, College Grade 12
 This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers.
Prerequisite: Information and Communication Technology: The Digital Environment, Grade 11, Open

CANADIAN AND WORLD STUDIES

GEOGRAPHY



CGC1D Issues in Canadian Geography, De-streamed Grade 9
 This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.
Prerequisite: None

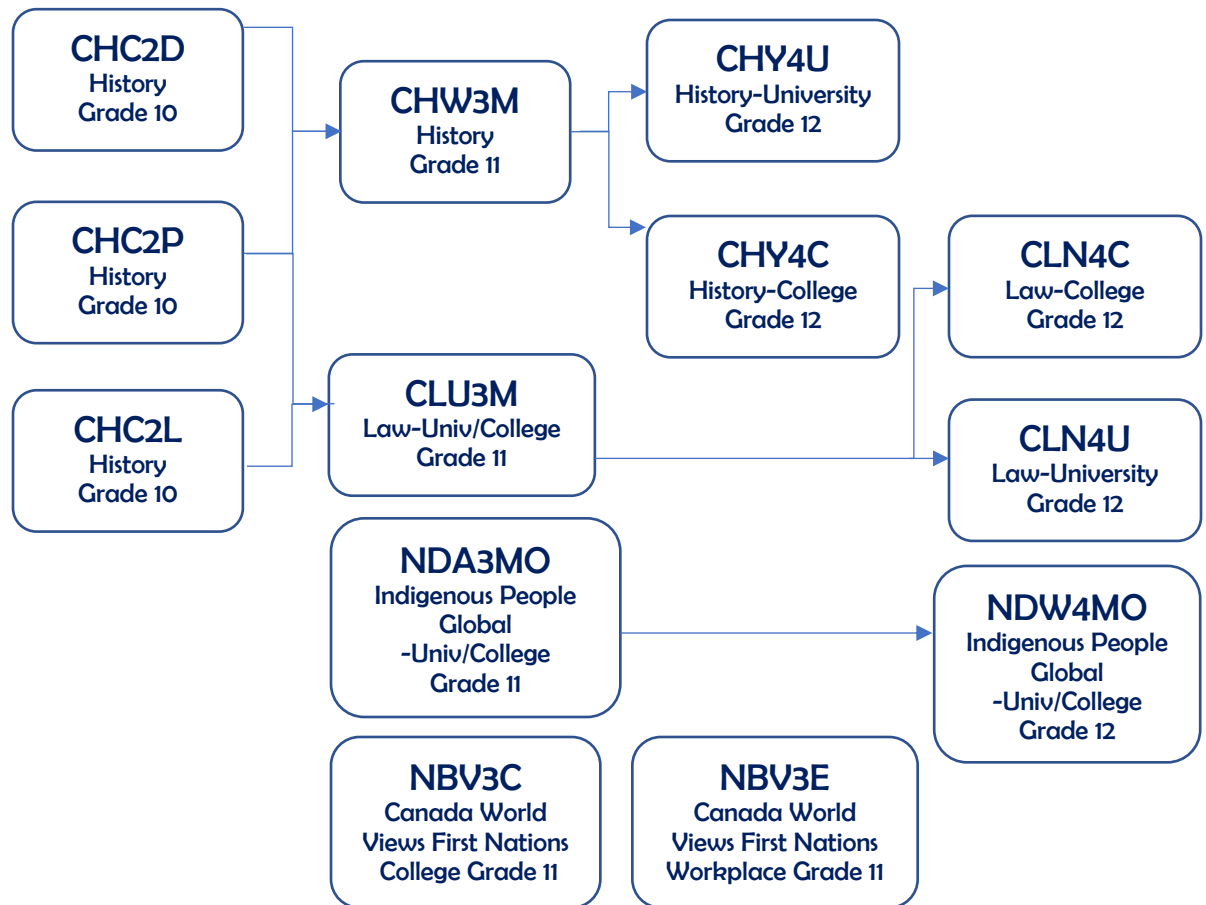
CGG30 Travel and Tourism: A Geographic Perspective, Open Grade 11
 This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.
Prerequisite: Geography of Canada, Grade 9, De-streamed

CIVICS

CHV2O/ CHV2OF Civic Grade 10

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

HISTORY



CHC2DO/CHC2DF Canadian History since World War I, Academic Grade 10

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.

CHC2PO Canadian History since World War I, Applied. Grade 10

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

CHC2L1 Canadian History in the Twentieth Century, Locally Developed Grade 10

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. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. Students practise reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

CHW3MO World History to the end of the 15th Century, University/College Preparation Grade 11

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

Prerequisite: CHC2D or CHC2P with a recommended mark of 65%.

CHY4UO World History since the 15th Century, University Grade 12

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

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

CHY4CO World History since the 15th Century, College Preparation Grade 12

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.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities. Recommend CHW3MO with a mark of 65%.

NBV3C Canada World Views and Aspirations of First Nations, Métis, & Inuit Communities in Canada Grade 11

This course explores the diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine the historical and contemporary context of those beliefs, values, aspirations, and actions, including the impact of colonization and decolonization. Students will explore the factors that shape world views to develop an understanding of how acknowledging diverse cultures, values, and ways of knowing contributes to truth, reconciliation, and renewed nation-to-nation relationships. Students are also given the opportunity to develop their own problem-solving strategies to build mutual understanding related to First Nations, Métis, and Inuit world views and aspirations.

Prerequisite: First Nations, Métis, and Inuit in Canada, Grade 10, Open, or Canadian History since World War I, Grade 10, Academic or Applied

NBV3E World Views and Aspirations of First Nations, Métis, & Inuit Communities in Canada Workplace Preparation Grade 11

This course explores diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine issues of identity facing First Nations, Métis, and Inuit individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own and others' world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary beliefs and values influence the aspirations and practices of First Nations, Métis, and Inuit communities. Students are given the opportunity to develop further understanding about the impacts of colonization and how reconciling diverse knowledge, world views, and aspirations contributes to a call for societal understanding.

Prerequisite: First Nations, Métis, and Inuit in Canada, Grade 10, Open, or Canadian History since World War I, Grade 10, Academic or Applied, or Grade 10 locally developed compulsory credit (LDCC) course in history

NDA3MO Issues of Indigenous Peoples in a Global Context, University/College Preparation Grade 11
This course examines historical and contemporary issues of concern to Indigenous peoples from a global perspective. Students will explore the richness, depth, and diversity of Indigenous cultures, traditions and knowledge. They will consider how diverse Indigenous communities persevere despite recent global environmental and economic trends. Topics such as identity, social justice, human rights and abuses, spirituality, resistance and protest for change will be investigated.
Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies

NDW4MO Issues of Peoples in a Global Context, Grade 12, University/College Preparation
This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.
Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies

LAW

CLU3MO Understanding Canadian Law, University/College Preparation Grade 11
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed.
Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied with a recommended mark of 65%.

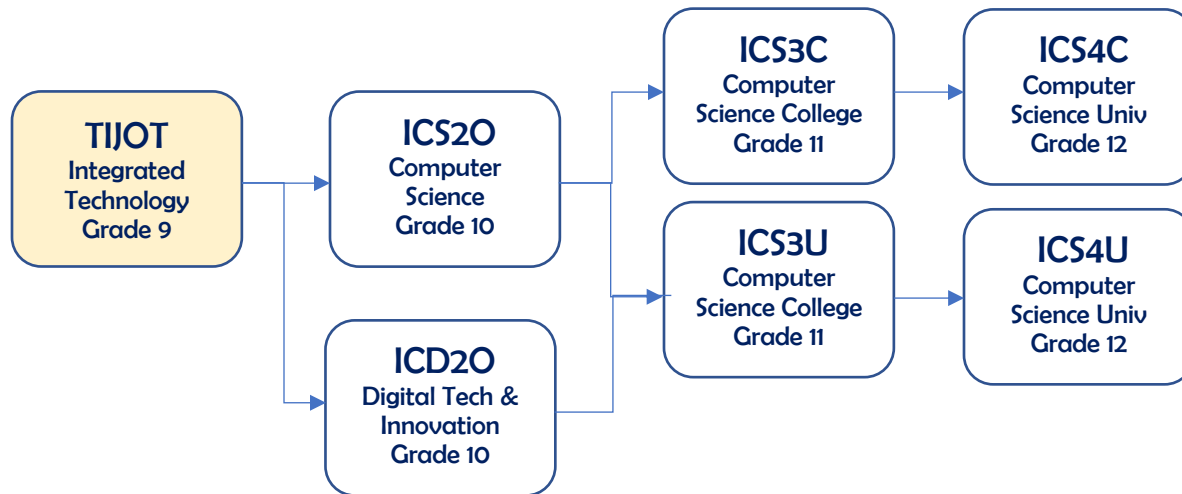
CLN4CO Canadian and International Law, College Preparation Grade 12
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.
Prerequisite: Understanding Canadian Law, Grade 11, with a recommended mark of 65%

CLN4UO Canadian and International Law, University Preparation Grade 12
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.
Prerequisite: Understanding Canadian Law, Grade 11, with a recommended mark of 6





COMPUTER STUDIES



ICS2OO Introduction to Computer Studies, Open Grade 10

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

ICS3UO Introduction to Computer Science, University Grade 11

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

Prerequisite: None

ICS3CO Introduction to Computer Programming, College Grade 11

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

Prerequisite: None

ICS4UO Computer Science, University Grade 12

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 analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparatio

ICS4CO Computer Programming, College Grade 12

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

Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation

ICD2O Digital Technology and Innovations in the Changing World (2023) Grade 10

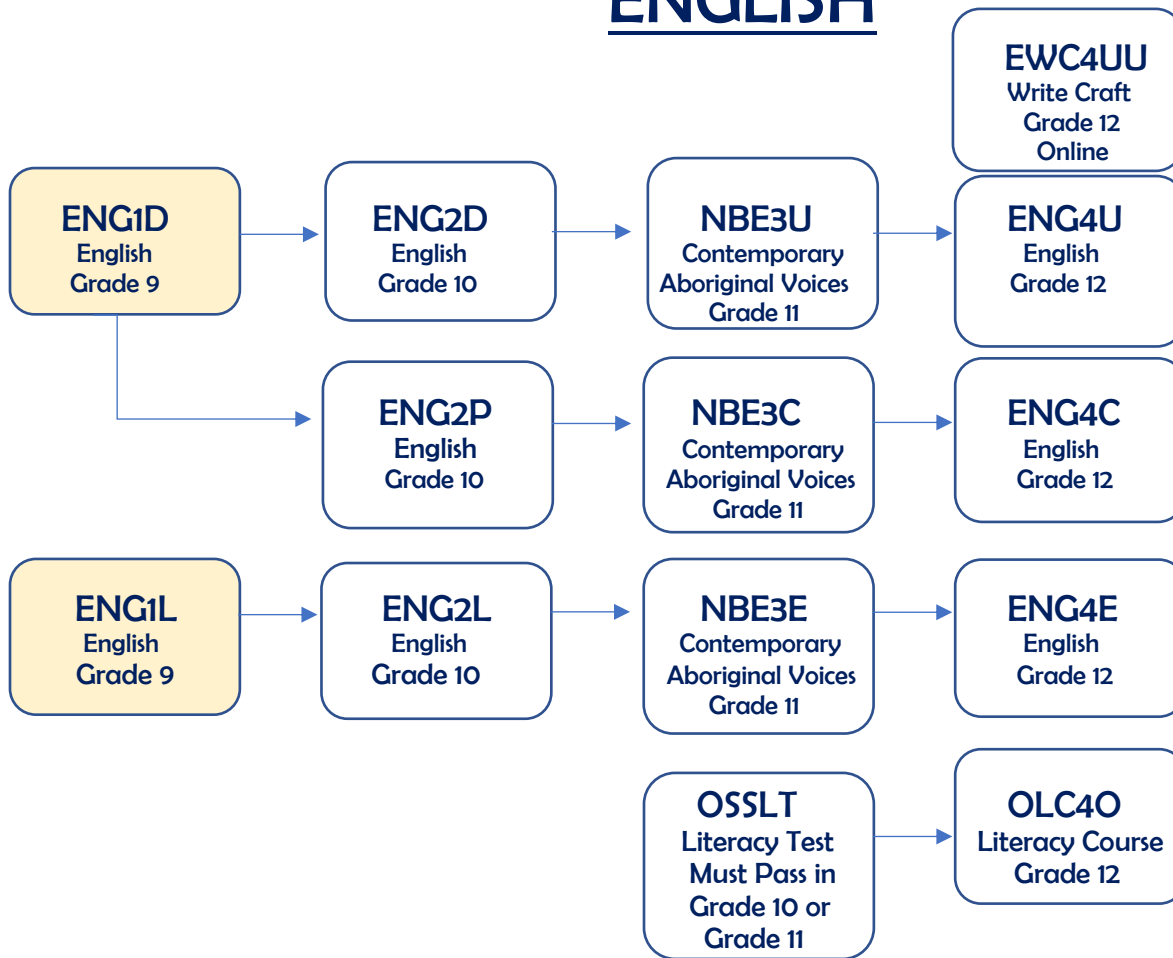
This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

```
/**
 * Simple HelloButton() method.
 * @version 1.0
 * @author John Doe <doe.j@example.com>
 */
HelloButton()
{
    JButton hello = new JButton( "Hello, wor
    hello.addActionListener( new HelloBtnLis

// use the JFrame type until support for
// new component is finished
JFrame frame = new JFrame( "Hello Button
Container pane = frame.getContentPane();
pane.add( hello );
frame.pack();
frame.show();
}
// display the f
```



ENGLISH



COMPULSORY ENGLISH

ENG1D English, De-streamed Grade 9

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

Prerequisite: None

ENG1L English, Locally Developed Grade 9

This course emphasizes the key reading, writing, and oral communication and thinking skills students need for success in school and beyond. Students practice the skills necessary for clear and accurate spoken and written language. Course activities will develop confidence and self-esteem and provide motivation to succeed in school and life. This course is intended to prepare students for the Grade 10 locally developed English course, which leads to workplace prep courses in grades 11 and 12.

Prerequisite: Recommendation of teacher and IPRC Committee

ENG2DO English, Academic, Grade 10

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

Prerequisite: Grade 9, English, Academic ENG1DO or Grade 9, English, Applied ENG1PO

ENG2PO English, Applied Grade 10

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

Prerequisite: Grade 9, English, Academic ENG1DO or Grade 9, English, Applied ENG1PO

ENG2L1 English, Locally Developed Grade 10

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

Prerequisite: A Grade 9 English credit

NBE3CO English: Contemporary Aboriginal Voices, College Grade 11

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Prerequisite: Grade 10 English, Academic or Applied

NBE3EO English: Contemporary Aboriginal Voices, Workplace Grade 11

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: Grade 10 English, Academic or Applied

NBE3UO English, University Preparation Grade 11

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

Prerequisite: English, Grade 10, University Preparation with a recommended mark of 65%

ENG4UO English, University Preparation Grade 12

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

Prerequisite: English, Grade 11, University Preparation with a recommended mark of 65%

ENG4CO English, College Preparation Grade 12

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

Prerequisite: English, Grade 11, College Preparation with a recommended mark of 65%

OPTIONAL ENGLISH COURSES

OLC400 Ontario Secondary School Literacy Course, Open Grade 12

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

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

ENGLISH AS A SECOND LANGUAGE

ESLAOO English as a Second Language, Level 1, Open

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use basic English language structures and simple sentence patterns in short conversations; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

ESLBOO English as a Second Language, Level 2, Open

This course expands students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations, in structured situations, on a variety of familiar and new topics; link English sentences to compose paragraphs; read a variety of texts designed or adapted for English language learners; and expand their knowledge of English grammatical structures and sentence patterns. The course also supports students' continuing adaptation to the Ontario school system by expanding their cultural knowledge of their new province and country.

Prerequisite: English as a Second Language, Level 1, or equivalent

ESLCOO English as a Second Language, Level 3, Open

This course extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom presentations; read a variety of adapted and original texts in English; and write using a variety of forms of text. Students will also expand their academic vocabulary and their study skills to facilitate the transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: English as a Second Language, Level 2, or equivalent

ESLDOO English as a Second Language, Level 4, Open

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all school subjects. They will study and interpret a variety of grade-level texts; extend listening and speaking skills through participation in discussions and seminars; write narratives, articles, and summaries in English; and respond critically to various print and media texts.

Prerequisite: English as a Second Language, Level 3, or equivalent

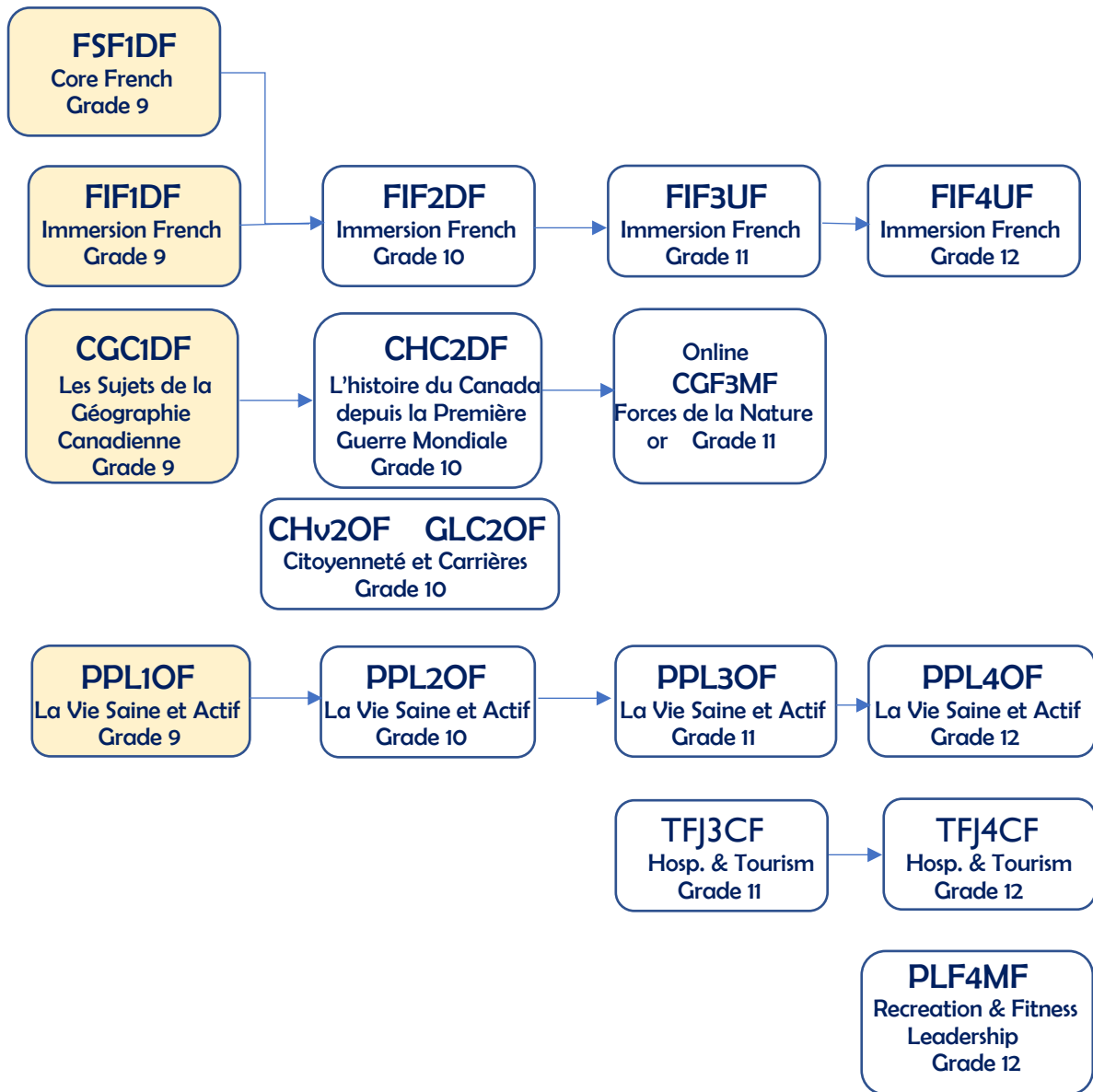
ESLEOO English as a Second Language, Level 5, Open

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: English as a Second Language, Level 4, or equivalent



FRENCH



FSF1DF Core French, De-streamed Grade 9

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.

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

FIF2DF French Immersion, Academic Grade 10

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

Prerequisite: Grade 9, French Immersion, Academic (FIF1DF)

FIF3UF French Immersion, University Preparation Grade 11,
This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and *précis*. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: French Immersion, Grade 10, Academic

FIF4UF French Immersion, University Preparation Grade 12
This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

CHC2DF French Immersion Canadian History, Grade 10 (Same as CHC2D – this course is taught in French.)
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: French Immersion

CHV2OF French Immersion Civic & Careers Grade 10 (Same as CHV2O – this course is taught in French.)
This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: French Immersion

PPL1OF
PPL2OF
PPL3OF
PPL4OF French Immersion Healthy Active Living Education, (Same as PPL1O/PPL2O/PPL3O/PPL4O – this is a co-ed class and the course is taught in French.)

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 wellbeing is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively

Prerequisite: French Immersion

TFJ3CF & TFJ4CF French Immersion Culinary Arts and Management, College Preparation, Grade 11 & Grade 12
(Same as TFJ3C or TFJ4C – this course is taught in French)

This course enables students to develop or expand knowledge and skills related to hospitality, with an emphasis on basic food preparation. 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.

Prerequisite: French Immersion

PLF4MF Recreation and Fitness Leadership, College Preparation Grade 12
This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership. Students should have demonstrated leadership potential.

Prerequisite: Any Grade 11 or 12 open course in health and physical education recommended mark of 70%

INTERDISCIPLINARY STUDIES

IDC4O Interdisciplinary Studies, Grade 12, Open

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

IDC4UO Environmental Leadership, University/College, Grade 12

This course combines the expectations for Interdisciplinary Studies, Grade 12, Open with selected expectations from the two courses, PLF 4C (Recreation and Fitness Leadership, Grade 12) and SVN 3M (Environmental Science Grade 11). Students will use scientific investigation techniques to explore sustainable and affordable agricultural opportunities for urban settings. They will investigate but not be limited to, appropriate plant selection for growing season and space restrictions, the role that modern agricultural practices' play within the context of urban farming; the positive and negative impact that urban farming can have on the economy (both locally and globally). Students will form community partnerships to help develop and sustain urban farming within the local community. Students will develop and applied individual and group leadership skills in the context of both the classroom environment and the local communities. This will include leadership opportunity within the context of the School, Family of Schools and various community organizations. Students will investigate how urban farming and gardening can enhance their physical well-being.

DUAL CREDITS

Students can apply to enrol in college courses or apprenticeship training, earning dual credits that count towards their OSSD and college diploma or apprenticeship certification. For example, a student interested in applying to the Police Foundations Program following graduation may opt to take one of the required courses for this program while still in high school. *Interpersonal and Group Dynamics, Community and Social Services, First Nations People and Issues in Diversity and Criminal and Civil Law* are examples of Police Foundation's courses offered through the Dual Credit Program. The college courses are taught at the college campus and high school students learn alongside their college peers. A Dual Credit student typically travels to the college once or twice a week for his or her two to three hour course. Transportation to the course is the responsibility of the student. Many other college programs offer courses through this initiative.

The dual credit program is available through St. Lawrence College – Kingston, Brockville and Cornwall campuses and Algonquin College – Ottawa. Students who desire learning opportunities outside of high school and who would benefit from a college or apprenticeship experience are suitable candidates. To ease scheduling, many students take their dual credit course in conjunction with their high school co-operative education course. This is an excellent opportunity for students to transition to post-secondary education while still in high school. For more information please contact student services.

COOPERATIVE EDUCATION PROGRAM

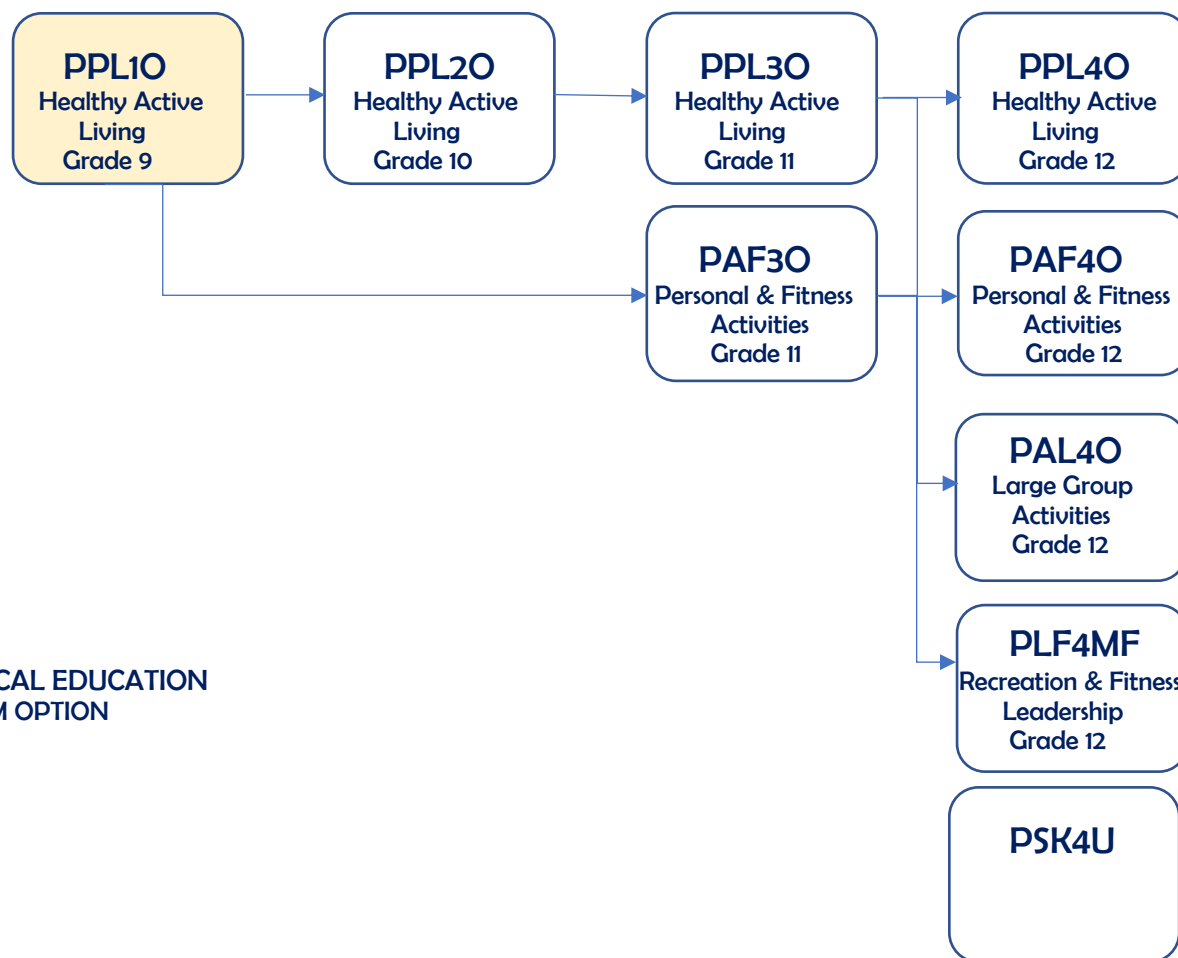
The Cooperative Education Program is available to students in Grades 10, 11 and 12, and is based on a related course (or courses) from an Ontario curriculum policy document or a Ministry-approved, locally-developed course. The student must be concurrently enrolled in the related course, or have successfully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

COOP32/42/44 Grade 11, Cooperative

This course is available to students in grades 11 and 12 and is based on a related course (or courses) from an Ontario curriculum policy document or a Ministry approved locally developed course. The student must be concurrently enrolled in the related course or have successfully completed it. Cooperative education courses include a classroom component and a placement component. Placements provide students with opportunities to apply and extend the knowledge, and practice and refine the skills, acquired in the related course, and to demonstrate the achievement of placement expectations that reflect current workplace practices and standards. The student's individual cooperative education program will be designed following a placement interview and can be worth two, three or four credits. Some students will be eligible to begin an apprenticeship through a cooperative education placement in a skilled trades setting. Some students will select cooperative education placements which prepare them for the school to work transition.

Prerequisite: Career Studies, Grade 10, Open

HEALTH & PHYSICAL EDUCATION



PHYSICAL EDUCATION SHSM OPTION

PPL10 Healthy Active Living Education, Grade 9

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 wellbeing is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Prerequisite: None

PPL200 Healthy Active Living Education, Open Grade 10

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.

PPL300 Healthy Active Living Education, Open, Grade 11

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

Prerequisite: None

PAF300**Healthy Active Living Education – Personal and Fitness Activities, Open Grade 11**

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' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

PPL400**Healthy Active Living Education, Open Grade 12**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Prerequisite: None

PAL40**Healthy Living and Large-Group Activities, Grade 12**

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.

Prerequisite: None

PLF4MO**Recreation and Fitness Leadership, College Preparation Grade 12**

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

Prerequisite: Any Grade 11 or 12 open course in health and physical education with a recommended mark of 70%.

Students should have demonstrated leadership potential.

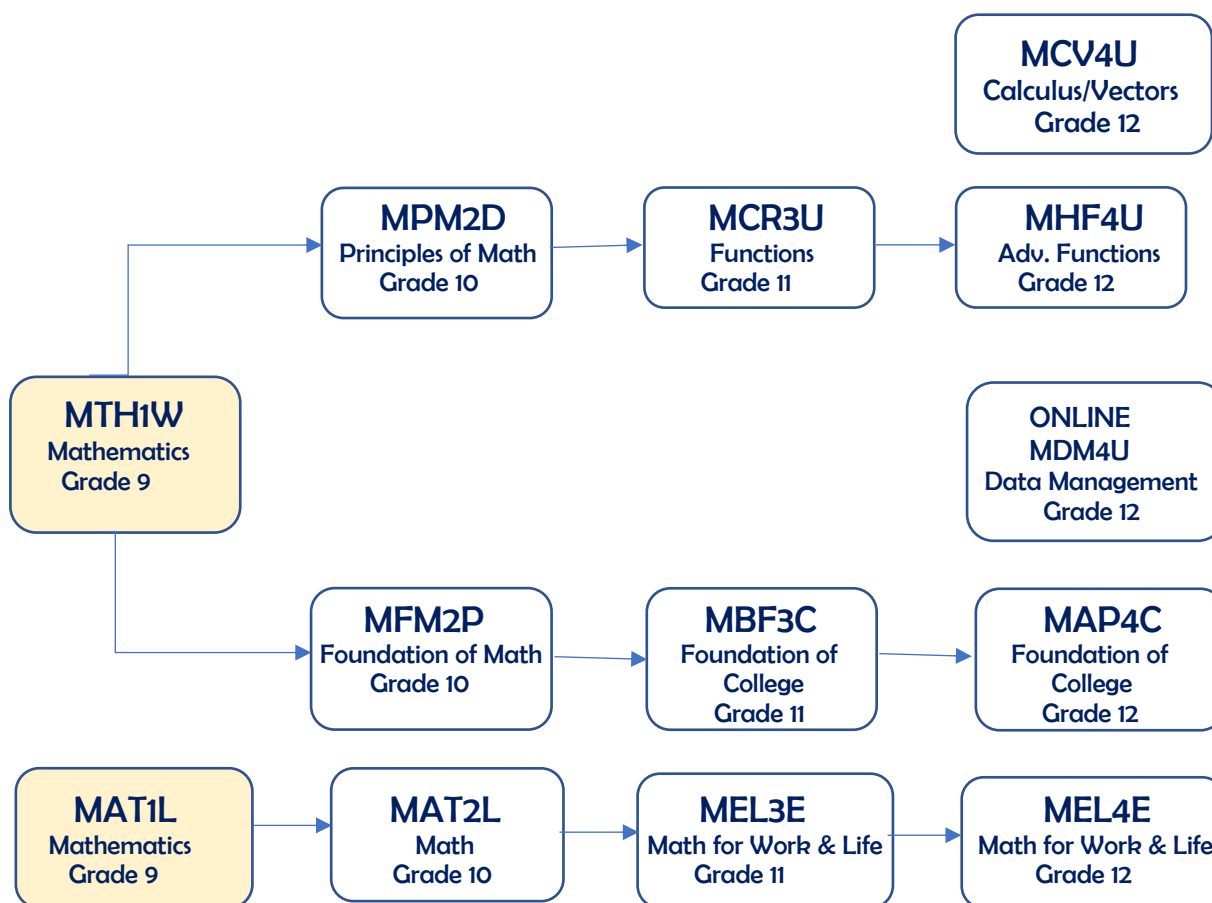
PSK4U**Introductory Kinesiology, University Preparation Grade 12**

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

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



MATHEMATICS



MTH1W Mathematics, Grade 9

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

Prerequisite: None

MAT1L Mathematics, Grade 9

Locally Developed Concepts will be presented in a real life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulatives will be used wherever appropriate. This course is intended to prepare students for the grade 10 locally developed Mathematics course, which leads to workplace prep courses in grades 11 and 12.

Prerequisite: Recommendation of the teacher and IPRC Committee

MPM2DO Principles of Mathematics, Academic Grade 10

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

Prerequisite: Grade 9 Foundations of Mathematics, MTH1W or MAT1L

MFM2PO Foundations of Mathematics, Applied Grade 10

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

Prerequisite: Foundations of Mathematics, Grade 9, Applied (MFM1PO) or Principles of Mathematics, Grade 9, Academic (MPM1DO)

MAT2L1 Mathematics, Locally Developed Grade 10

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

Prerequisite: A Grade 9 Mathematics credit

MCR3UO Functions, University Preparation Grade 11

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic with a recommended mark of 65%

MCF3MO Functions and Applications, University/College Preparation Grade 11

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied with a recommended mark of 70%

MBF3CO Foundations for College Mathematics, College Preparation Grade 11

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied with a recommended mark of 65% Principles of Mathematics, Grade 10, Academic.

MEL3EO Mathematics for Everyday Life, Workplace Preparation Grade 11

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. 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.

Prerequisite: Mathematics, Grade 9, Academic or Applied

MCV4UO Calculus and Vectors, University Preparation Grade 12

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

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

MHF4UO Advanced Functions, University Preparation Grade 12

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or
Mathematics for College Technology, Grade 12, College Preparation

MDM4UO Data Management, University Preparation Grade 12 **ONLINE ONLY**

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

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

MAP4CO Foundations for College Mathematics, College Preparation Grade 12

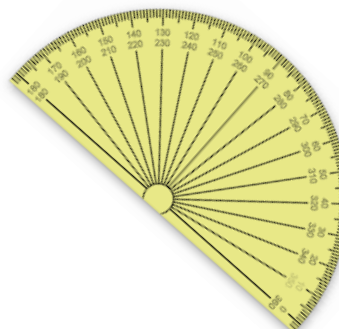
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically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

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation

MEL4EO Mathematics for Work and Everyday Life, Workplace Preparation Grade 12

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

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





NATIVE STUDIES



NAC100 Expressing Aboriginal Cultures, Open Grade 9

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.

NBE3CO English: Contemporary Aboriginal Voices, College Preparation Grade 11

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: Grade 10 English, Academic or Applied

NBE3EO English: Contemporary Aboriginal Voices, Workplace Preparation Grade 11

This course focuses on content, forms, and style of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will investigate the connections between text forms and audiences on themes such as identity, culture, community, relationships, and sovereignty in the 21st century. Students will create oral, written, and media focusing on using language for practical and workplace purposes. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. Prerequisite: Grade 10 English, Academic or Applied

NBE3UO English, University Preparation Grade 11

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

Prerequisite: English, Grade 10, University Preparation with a recommended mark of 65%

NDA3MO Issues of Indigenous Peoples in a Global Context, University/College Preparation Grade 11

This course examines historical and contemporary issues of concern to Indigenous peoples from a global perspective. Students will explore the richness, depth, and diversity of Indigenous cultures, traditions and knowledge. They will consider how diverse Indigenous communities persevere despite recent global environmental and economic trends. Topics such as identity, social justice, human rights and abuses, spirituality, resistance and protest for change will be investigated.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies

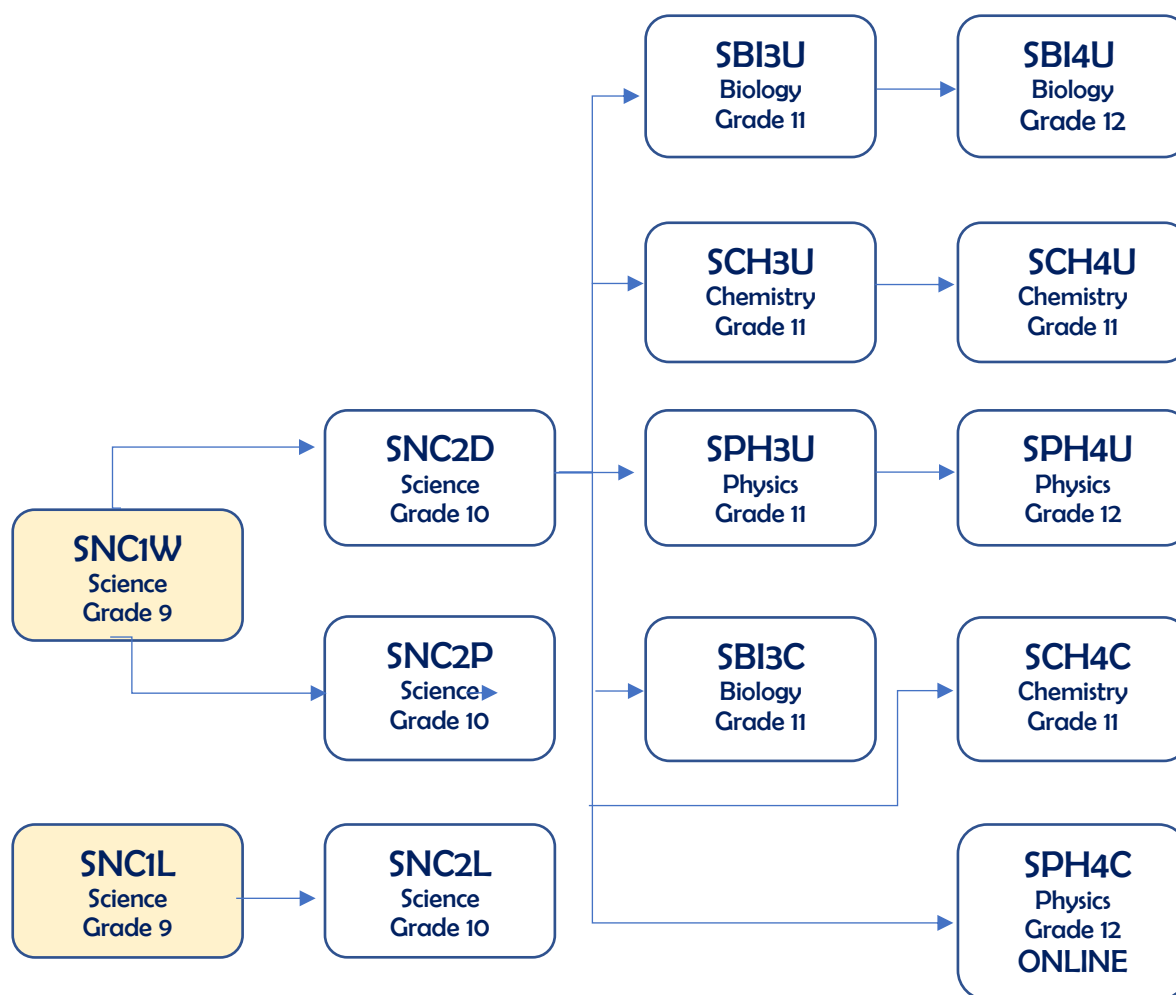
NDW4MO Issues of Peoples in a Global Context, Grade 12, University/College Preparation

This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies



SCIENCE



SNC1W Science, De-streamed Grade 9

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

SNC1L Science, Locally Developed Grade 9

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

SNC2DO Science, Academic Grade 10

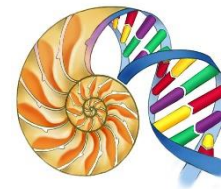
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation 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.

Prerequisite: Science, Grade 9, Applied SNC1PO or Science, Grade 9, Academic SNC1W

SNC2PO Science, Applied Grade 10

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.

Prerequisite: Science, Grade 9, Applied (SNC1PO) or Science, Grade 9, Academic (SNC1DO)



BIOLOGY

SBI3CO Biology, College Preparation Grade 11

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

Prerequisite: Science, Grade 10, Academic or Applied

SBI3UO Biology, University Preparation Grade 11

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

Prerequisite: Science, Grade 10, Academic with a recommended mark of 65%

SBI4UO Biology, University Preparation Grade 12

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

Prerequisite: Biology, Grade 11, University Preparation with a recommended mark of 65. SCH3UO also recommended.

CHEMISTRY



SCH3UO Chemistry, University Preparation Grade 11

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

Prerequisite: Science, Grade 10, Academic with a recommended mark of 65%

SCH4UO Chemistry, University Preparation Grade 12

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

Prerequisite: Grade 11, Chemistry, University Preparation with a recommended mark of 65%

SCH4CO Chemistry, College Preparation Grade 12

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

Prerequisite: Science, Grade 10, Academic or Applied



PHYSICS

SPH3UO Physics, University Preparation Grade 11

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic with a recommended mark of 65%

SPH4UO Physics, University Preparation Grade 12

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation with a recommended mark of 65%

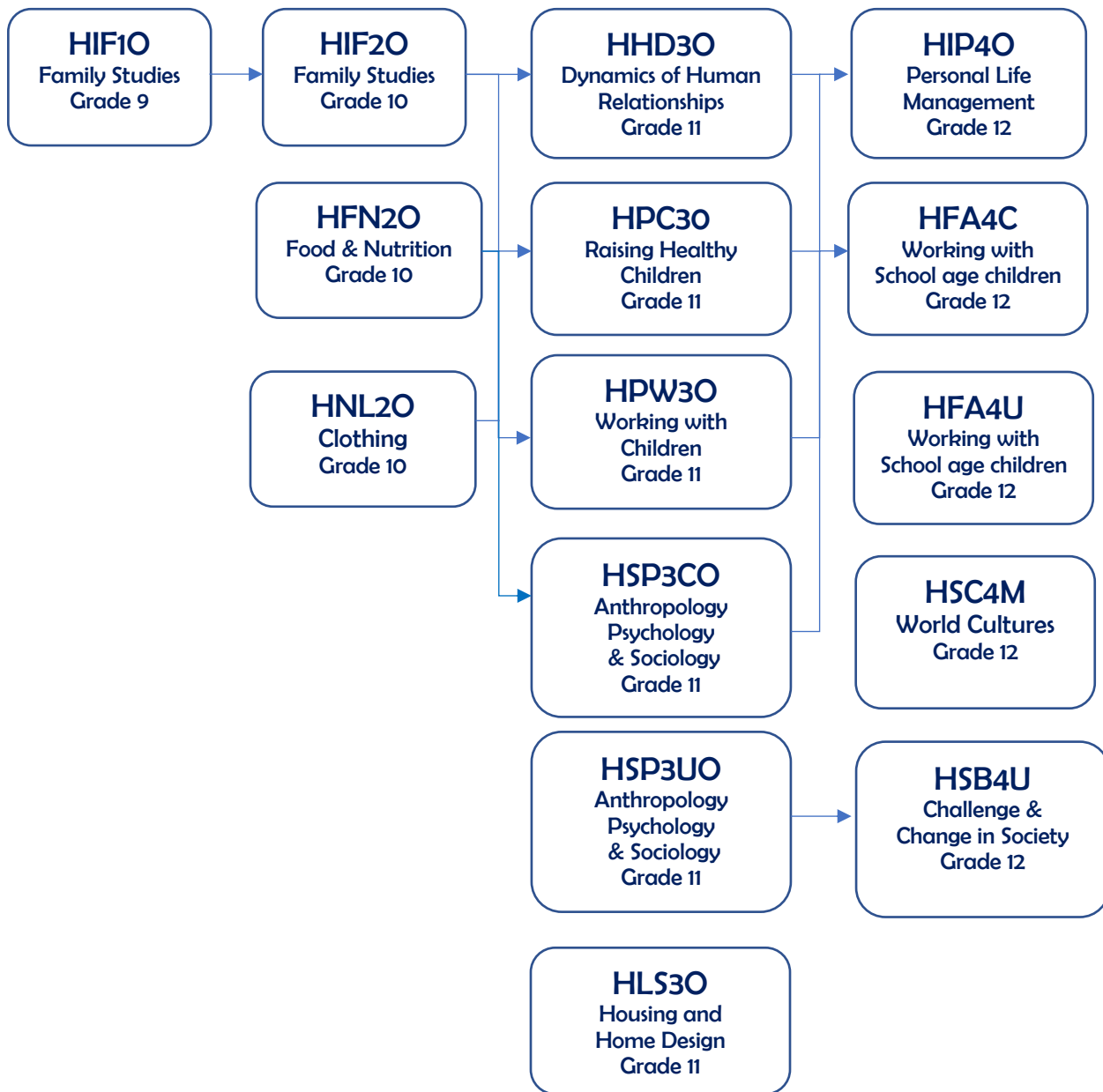
SPH4CO Physics, College Preparation Grade 12

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

Prerequisite: Science, Grade 10, Academic or Applied



SOCIAL SCIENCES AND HUMANITIE



HIF10/20 Exploring Family Studies, Grade 9 or 10

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.

Prerequisite: None

HFN20 Food and Nutrition, Open Grade 10

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

HIP40 Personal Life Management, Open Grade 12

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

Prerequisite: None.

HNL20 Clothing, Open Grade 10

This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.

Prerequisite: None

HLS30 Housing and Home Design, Open Grade 11

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfills; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

Prerequisite: None

HPC30 Raising Healthy Children, Grade 11

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

Prerequisite: None

HPW3CO Living and Working With Infants & Young Children, College Preparation Grade 11

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.

HPD4CO Working with School-Age Children and Adolescents, College Preparation Grade 12

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.

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

HPW3CO Living and Working with Infants & Young Children, College Preparation Grade 11

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.

Prerequisite: None

HSC4M

World Cultures, University/College Preparation Grade 12

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

HSP3UO

Introduction to Anthropology, Psychology, and Sociology, University Preparation Grade 11

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

Prerequisite: The Grade 10 *academic* course in English or the Grade 10 *academic* history course.

HSP3CO

Introduction to Anthropology, Psychology, and Sociology, College Preparation Grade 11

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.

NDA3M

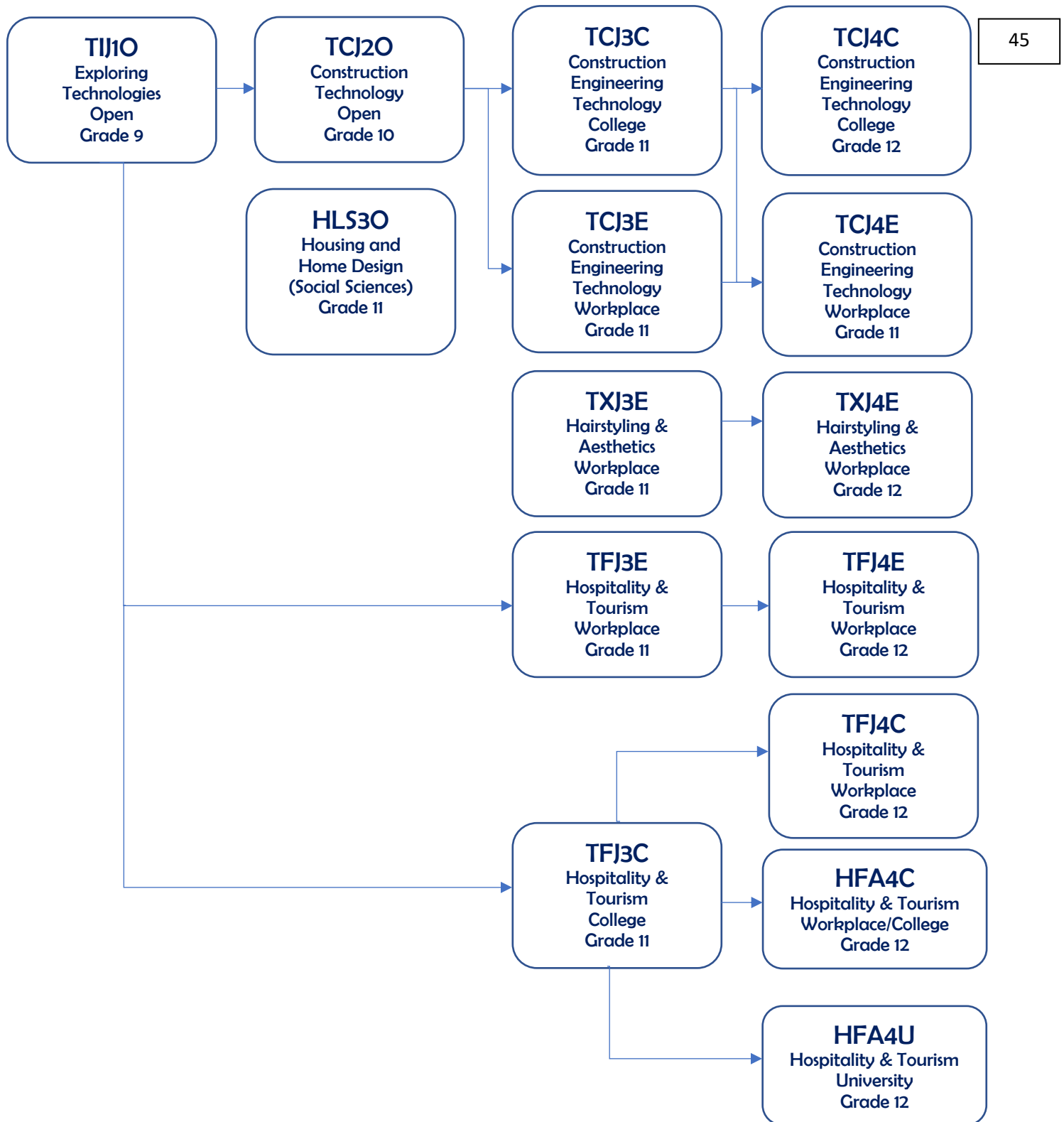
Current Aboriginal Issues in Canada, Grade 11, University/College Preparation

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.

Prerequisite: Aboriginal Peoples in Canada, Grade 10, Open or Canadian History in the Twentieth Century, Grade 10, Academic or Applied



TECHNOLOGICAL STUDIES





CONSTRUCTION TECHNOLOGY

TIJ1O Exploring Technologies, Open Grade 9

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.

Prerequisite: None

TCJ2OO Construction Technology, Open Grade 10

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.

Prerequisite: None

TCJ3CO Construction Engineering Technology, College Preparation Grade 11

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 explore career opportunities in the field.

Prerequisite: None

TCJ3EO Construction Engineering Technology, Workplace Preparation Grade 11

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.

Prerequisite: None

HL53O Housing and Home Design, Grade 11 Open

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfills; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

Prerequisite: None

TCJ4CO Grade 12, Construction Engineering Technology, College Preparation

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 explore career opportunities in the field.

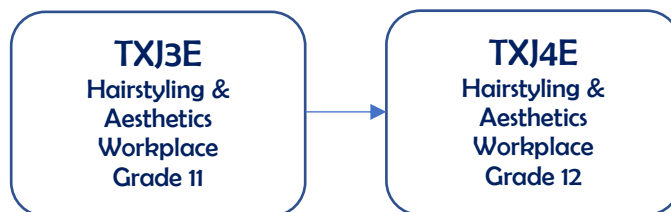
Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

TCJ4E Construction Technology, Workplace Preparation Grade 12

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.

Prerequisite: Construction Technology, Grade 11, Workplace Preparation

HAIRSTYLING



TXJ3EO Hairstyling and Aesthetics, Workplace Preparation Grade 11

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

Prerequisite: None

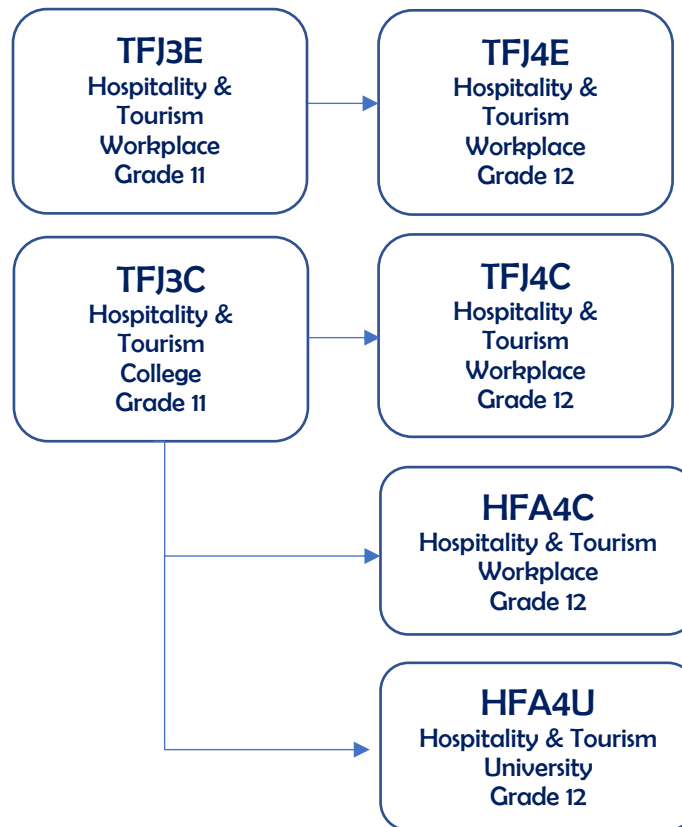
TXJ4EO Hairstyling and Aesthetics, Workplace Preparation Grade 12,

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation



HOSPITALITY AND TOURISM



TFJ3CO Culinary Arts and Management, College Preparation Grade 11

This course enables students to develop or expand knowledge and skills related to hospitality, with an emphasis on basic food preparation. 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.

Prerequisite: None

TFB3EO Baking, Workplace Preparation Grade 11

This course enables students to acquire knowledge and skills related to baking and pastry arts hospitality opportunities. Students will receive practical, theoretical, and hands-on training, in order to prepare, present, and serve baked goods using a variety of tools and equipment. Focus will be placed on the fundamentals of providing high quality service to ensure customer satisfaction. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector with an emphasis on baking and pastry arts.

Prerequisite: None

TFT4CO Tourism and Travel Planning, College Preparation Grade 12

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

Prerequisite: Hospitality and Tourism, Grade 11, College Preparation / Culinary Arts and Management, College Preparation

TFJ4EO **Cooking, Workplace Preparation Grade 12**

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation or Baking, Grade 11, Workplace

HFA4C **Nutrition and Health, College Preparation Grade 12**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

HFA4U **Nutrition and Health, University Preparation Grade 12**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies



Culinary Arts

