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GENERAL INFORMATION

DIPLOMA REQUIREMENTS

The following **18 COURSES ARE COMPULSORY:**

- 4 English (1 in each grade)
- 3 Math (1 at grade 11 or 12)
- 2 Science
- 1 French
- 1 Canadian Geography
- 1 Canadian History
- 1 Physical and Health Education
- 1 Arts credit
- 1 half credit in Careers
- 1 half credit in Civics

Plus

One of: English or French as a second language or Third Language or Social Sciences or Canadian and World Studies or Guidance and Career Education or Co-operative Education.

One of: Physical Education or Music or Drama or Dance or Visual Arts or Business/ Entrepreneurial Studies or Co-operative Education.

One of: Science (grade 11 or 12) or Technology (grade 9-12) or Co-operative Education.

Plus

12 optional courses for a total of 30 credits.

In addition to earning 30 credits, students must accumulate 40 hours of community involvement activities and pass a literacy test to earn a secondary school graduation diploma.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may **not** fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The Community Involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role that they can play in supporting and strengthening their communities. Students and their parents are responsible for maintaining records in this program. (Please contact the Guidance Office for more information.) Submit completed hour cards to the Guidance Office.

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

THE PROVINCIAL SECONDARY SCHOOL LITERACY TEST

All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing - up to and including Grade 9.

Students will write the test during the spring of their Grade 10 year. Students who are not successful will have an opportunity to retake the test. Students who do not pass the test after two attempts must successfully complete the Grade 12 Literacy course in order to obtain a diploma.

Provincial regulations allow for students to receive accommodations when writing the test, to defer the test to a later date or be exempted under special circumstances. Please contact Bruce Griffith in the Special Education Department for details about these policies.

SUBSTITUTIONS FOR COMPULSORY COURSES

In 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 credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Physical and Health Education
- 1 credit in the Arts or Technological Education.

Optional credits (total of 7)

7 credits selected by the student from available courses

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

CREDIT

A credit is granted when a course of at least 110 hours (that is, a regular full-year or full-semester course) is completed successfully. A partial credit may be granted for a shorter course.

TYPES OF COURSES IN GRADES 9 AND 10

Academic and applied courses set high expectations for all students.

ACADEMIC COURSES (D) focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

APPLIED COURSES (P) also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

OPEN COURSES (O), offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

LOCALLY DEVELOPED COURSES (L) provide students with the knowledge and skills for continuation in the workplace pathway.

TYPES OF COURSES IN GRADES 11 AND 12

The five types of courses in Grades 11 and 12 are defined as follows:

UNIVERSITY PREPARATION COURSES (U) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

UNIVERSITY/COLLEGE PREPARATION COURSES (M) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

COLLEGE PREPARATION COURSES (C) are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

WORKPLACE PREPARATION COURSES (E) are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. These courses can also be used towards college, but check with your counselor.

OPEN COURSES (O) are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the course descriptions in this calendar.

Outlines of courses of study are available in the secondary school offices. Please contact the principal. The courses offered are developed according to the requirements of the Ontario Ministry of Education and Training.

All course outlines are available for viewing. Please contact the school.

UNDERSTANDING COURSE CODES

Course Codes consist of 5 or 6 digits. The first three digits are letters that indicate the course.

For example - **CHC2D**

C - Canadian and World Studies

HC - Canadian History

The fourth digit indicates the grade

2 - Grade 10

The fifth digit indicates the stream

D – Academic

Other Codes for the fifth digit:

P - Applied

O – Open

COURSE CHANGES

Policy regarding course changes is to be found in the student handbook. All course changes for students are done through the guidance office and must have parental/guardian consent for students under the age of 18.

EVALUATION AND EXAMINATIONS

Students receive a course outline and evaluation policy for each course from their subject teacher. This information is to be brought home for parent/ guardian signatures.

STUDENT RECORDS AND THE ONTARIO STUDENT TRANSCRIPT

An Ontario Student Record file is maintained in the school for each secondary school student.

Students' report cards are kept in this file, along with an Ontario Student Transcript. The Ontario Student Transcript lists all courses that the student has successfully completed, marks and the credits obtained in grades 9 and 10. All attempts at grade 11 and 12 courses, marks and the credits obtained will also be listed. The Ontario Student Transcript will show the successful completion of the Grade 10 Test of Reading and Writing, and the 40 hours of Mandatory Community Involvement.

Students and parents have a right to view the Student's Record upon request. The purpose of the Ontario Student Transcript is to provide students, parents, postsecondary institutions and employers with a common record of student achievement.

CREDIT RECOVERY

“Credit Recovery” is a process whereby students can recover the credit for a course which was failed, in less than the 110 hours required to repeat the whole course. Credit recovery focuses not on time, but on what key learnings the student must attain before earning the credit. “Courses for which credits are being recovered” refers to the individual curriculum course which the student has previously failed, and in which the student is trying to recover a credit by meeting the curricular expectations established by the principal. The principal will grant a credit when he/she is assured that the student has satisfactorily achieved the curriculum expectations for the course which the credit is being recovered.

EXCEPTIONAL STUDENTS

Students identified by the Board as exceptional will be monitored by the Special Education/ Student Services Department to ensure that the expectations of their programs are being satisfied and that any special equipment necessary is made available. Please contact the Special Education/Student Services Department Head at your son's/ daughter's school for more specific information.

Trillium Lakelands District School Board has a Special Education Plan outlining programs and services for exceptional students. The Trillium Lakelands District School Board Special Education Advisory Committee (S.E.A.C.) advises the Board on any matter affecting the establishment and development of special education programs and services in respect of exceptional pupils of the Board. Further information on S.E.A.C. including membership and meeting dates, is available through the school.

The Special Education Plan and Parent Guide to Special Education are both available at the T.L.D.S.B. website www.tldsb.on.ca.

GUIDANCE SERVICES

Through the Guidance Program, students are offered a number of services to help them define and meet their educational, personal and vocational aspirations. The services listed below are available to all students throughout their high school career with emphasis provided at appropriate grade levels.

- Academic Counselling
- Career Exploration
- Financial Assistance Information
- Personal Counselling and referral to outside agencies
- Postsecondary Counselling Application Support
- Postsecondary Education Library

EXTENDED FRENCH PROGRAM

The Extended French program is intended for students who have completed the elementary school French Immersion program. Students electing to take the Extended French program will be required to complete seven Extended French courses prior to graduation. Students who successfully complete these credits are eligible for an Extended French Certificate. At H.H.S.S. the French courses are: Grade 9, 10, 11, 12 Extended French, Grade 9 Geography in French, Grade 10 History in French, Grade 10 Civics and Careers in French. Students in the French Extended Program who only want to take the French portion of the Extended French are welcome to do so.

DUAL CREDITS

A number of interesting opportunities exist for students wishing to pursue Dual Credits. You can earn a credit through Fleming College while completing your diploma requirements at H.H.S.S. This gives you great experience and a chance to move forward with college plans while still in secondary school. For further information, see a Guidance Counsellor.

STUDENT SUCCESS

The Student Success Team works together with students, parents, teachers, administrators, as well as the Student Services Department, to help support students in gaining the credits they need to graduate.

Student Success works mostly with Grade 9 and 10 students who need help with the adjustment to high school. They help them keep on track with due and/or overdue assignments. They also train students on assistive technology where needed. They advocate on behalf of the student to help them be as successful as they can.

SCHOOL CREDO

Our school believes in respect, commitment and responsibility in all aspects of school life here at H.H.S.S. School policies regarding attendance and behaviour are outlined in the **Student Handbook** which all students receive at the beginning of the school year.

STUDENT EVALUATION AND EXAMINATIONS

Please refer to the “academic” section of the Student Handbook for an explanation of the evaluation and examination policy.

ATTENDANCE POLICY

Regular attendance is directly related to achievement in school. Therefore, all students are expected to attend school regularly.

Strong academic performance is directly related to regular attendance. Students are required to attend regularly and punctually in order to achieve the maximum benefits from the school program. A summary of the Attendance Policy is outlined in the Code of Conduct distributed in September.

CODE OF BEHAVIOUR

The complete student code of behaviour can be found in the Student Handbook.

CHANGING COURSE TYPES

(a) **CROSS OVER MATERIALS**

When a student plans to switch from one course type in Grade 9 to the other in Grade 10 in the same subject, the principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work of up to 30 hours and as defined by the Ministry in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work can be taken in summer school or in a program outside the regular school hours or during the school day. Please contact Mrs. Duchene in Student Services for more information.

(b) **TRANSFER COURSES**

Over the course of your 4 years in high school, your interests and goals might change as you gain experience and learn about new career options. If this should happen, you will be able to change path-ways by taking a transfer course. Transfer courses will allow students who are taking one type of course in Grade 10 or 11 to switch to another type in the same subject in the next grade.

Transfer courses are more focused and shorter than regular courses, as they are designed to cover only the additional course content that bridges the gap between two course types. Transfer courses will be delivered in a variety of ways. Students will receive a partial credit for a successfully completed transfer course. Credits earned through transfer courses will qualify as optional credits towards the diploma requirements. Please contact Student Services for details about this opportunity and other methods of changing course types such as using correspondence or virtual learning.

DISTANCE EDUCATION

Courses may be able to be accessed by taking a continuing education course from a remote site (home) after school. The credit courses offered and registration process and timelines will be available through your guidance office, please keep informed.

Distance Education courses are available to **any resident** of the Trillium Lakelands District School Board. If you are not a current day school student and wish to work towards earning your secondary school diploma, please contact your nearest Adult Education or Community Learning Centre.

NIGHT SCHOOL

Night School Co-op is available in Haliburton. Approval to take this course while you are a student at a secondary school must be arranged prior to registration. For details on the registration process and timelines, please contact your guidance office.

Night School courses are available to **any resident** of the Trillium Lakelands District School Board. If you are not a current day school student and wish to work towards earning your secondary school diploma, please contact your nearest Adult Education or Community Learning Centre.

SUMMER SCHOOL

Summer school programs are available to students currently registered in day school programs in Trillium Lakelands District School Board. For registration information and program format please contact your guidance office in mid-May.

ONTARIO YOUTH APPRENTICESHIP PROGRAM

- Earn credits toward your high school diploma
- Become a registered apprentice
- Get real-world experience
- Possibly “earn while you learn”

To participate you must be 16 years of age or older, have earned 16 credits and be experiencing success in school. The Ontario Youth Apprenticeship Program allows a student the opportunity to work in a skilled trade through co-operative education and possibly register as an apprentice in one of 130 different trades, while working towards your diploma. For more information contact your school’s Co-operative Education teacher, Guidance Counsellor or visit www.oyap.com.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (P.L.A.R.)

Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. Students may “challenge” a specific course for credit if they can provide evidence indicating a likelihood of success.

A student who believes that she or he possesses the full range of knowledge and skills for a Grade 10 or 11 course that is taught in the board should refer to the “Prior Learning Assessment” brochure for information about the Challenge Process and the due dates. Brochures are located in the guidance office. The student must be prepared to provide reasonable evidence for success in the challenge process (a combination of the following such as, a portfolio, documentation of related course work, recommendation from a teacher, etc.) Further, the student will be required to demonstrate achievement of the course expectations through formal tests and other assessment strategies appropriate for the particular course. Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course. Unsuccessful challenges will also be reported for Grade 11 and 12 courses as well as being recorded on their Cumulative Record of Prior Learning Assessment and Recognition Challenges.

COURSE DESCRIPTIONS

ARTS

ADA10 – DRAMA (Open)

Prerequisite: None

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

ADA20 – DRAMA (Open)

Recommended preparation: Drama, Grade 9, Open

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

ADA3M – DRAMA ARTS (University/College)

Prerequisite: Drama, Grade 9 or 10, Open

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

ADA4M – DRAMA ARTS (University/College)

Prerequisite: Drama, Grade 11, University/College Preparation

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

AMI10 – INSTRUMENTAL MUSIC - BAND (Open)

Prerequisite: None

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

AMI20 – INSTRUMENTAL MUSIC - BAND (Open)

Recommended preparation: Music, Grade 9, Open

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

AMG20 – GUITAR MUSIC (Open)

Recommended preparation: Music, Grade 9, Open

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

AMG30 – GUITAR MUSIC (Open)

Recommended Preparation: AMG20 or significant guitar music reading skills

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. Students are required to supply their own acoustic guitar for this course.

AMI3M – INSTRUMENTAL MUSIC - BAND (University/College)

Prerequisite: Music, Grade 9 or 10, Open

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and 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. Reeds can be purchased in class for students who need them.

AMI4M – INSTRUMENTAL MUSIC - BAND (University/College)

Prerequisite: Music, Grade 11, University/College Preparation

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

ATC20 – DANCE (Open)

Prerequisite: None

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts. This course is geared to the beginner/intermediate level.

ATC30 – DANCE (Open)

Recommended Preparation: Dance, Grade 9 or 10, Open

This course emphasizes the development of students' movement vocabulary relating to global dance genres 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 technologies and techniques throughout the process of creation and presentation and reflect on how studies in the dance arts affect personal identity. This course is geared to the

intermediate level.

AVI10 – VISUAL ARTS (Open)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary and historical context. A fee of \$10. will be charged for materials. Students will be expected to provide their own sketchbook.

AVI20 – VISUAL ARTS (Open)

Recommended preparation: Visual Arts, Grade 9, Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary and historical context. A fee of \$15. will be charged for materials. Students are expected to provide their own sketchbook.

AVI30 – VISUAL ARTS (Open)

Prerequisite: Visual Arts, Grade 9 or 10, Open

This course focuses on studio activities in the visual arts such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. A fee of \$15. will be charged for materials. Students are expected to provide their own sketchbook.

AVI3M - VISUAL ARTS (University/College)

Prerequisite: Visual Arts, Grade 9 or 10, Open

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular artform (e.g. photography, video, computer graphics, information design). A fee of \$15. will be charged for materials. Students are expected to provide their own sketchbook.

AWN30 – VISUAL ARTS – PAINTING (Open)

Prerequisite: Visual Arts, Grade 9 or 10, Open

This course focuses on studio activities in the visual arts such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. This course will focus on painting and a fee of \$30. will be charged for materials.

AVI4M – VISUAL ARTS (University/College)

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

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. A fee of \$20. will be charged for materials. Students are expected to provide their own sketchbook.

AWT4M – VISUAL ARTS-NON-TRADITIONAL/ PORTFOLIO (University/College)

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

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. This course requires much independent work and assumes that the student has successfully completed AVI4M Visual Arts. A fee of \$20. will be charged for materials.

BUSINESS STUDIES

There may be a field trip charge which students will pay as arranged in class. Costs will vary from \$10. to \$40. per trip.

BTT10 – INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS (Open)

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

BAF3M – FINANCIAL ACCOUNTING FUNDAMENTALS (University/College)

Prerequisite: None

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.

BMX3E – MARKETING: RETAIL AND SERVICE (Workplace)

Prerequisite: None

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

BOG4E – BUSINESS LEADERSHIP: BECOMING A MANAGER (Workplace)

Prerequisite: None

This course helps students prepare for managerial positions in their future careers. Students will focus on the development of core skills required to become a successful manager, including operations management, inventory control, marketing, financial planning, scheduling and communication. Students will also explore the management challenges of hiring, training, and motivating employees, and complying with legal requirements.

COMPUTER AND INFORMATION SCIENCE

ICS20 – INTRODUCTION TO COMPUTER STUDIES (Open)

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. Students will learn practical programming techniques and use their Web Design skills (HTML, JavaScript and Flash Action Script) to enhance our H.H.S.S. school web site.

ICS3U – INTRODUCTION TO COMPUTER SCIENCE (University)

Prerequisite: None

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. Ideal for students with a passion for using computer software to solve problems and create game-focussed programs.

ICS3C – INTRODUCTION TO COMPUTER PROGRAMMING (College)

Prerequisite: None

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. Ideal for students with a passion for using computer software to solve problems and create game-focussed programs.

ICS4U – COMPUTER SCIENCE (University)

Prerequisite: Introduction to Computer Science, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also 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. Students will be introduced to other programming languages to solve complex problems.

ICS4C – COMPUTER PROGRAMMING (College)

Prerequisite: Introduction to Computer Programming, College Preparation

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

ENGLISH

ENG1D – ENGLISH (Academic)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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 preparation courses in Grades 11 and 12.

ENG1P – ENGLISH (Applied)

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

ENG1L – LOCALLY DEVELOPED ENGLISH

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

ENG2D – ENGLISH (Academic)

Prerequisite: English, Grade 9, Academic or Applied

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

ENG2P - ENGLISH (Applied)

Prerequisite: English, Grade 9, Academic or Applied

This course is designed to extend the range of oral communications, 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.

ENG2L – LOCALLY DEVELOPED ENGLISH

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.

ENG3U – ENGLISH (University)

Prerequisite: English, Grade 10, Academic

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

ENG3C – ENGLISH (College)

Prerequisite: English, Grade 10, Applied

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

ENG3E – ENGLISH (Workplace)

Prerequisite: English, Grade 10, Applied

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

ENG4U – ENGLISH (University)

Prerequisite: English, Grade 11, University Preparation

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

EW4U – THE WRITER’S CRAFT (University)

Prerequisite: English, Grade 11, University Preparation

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

ENG4C – ENGLISH (College)

Prerequisite: English, Grade 11, College Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

ENG4E – ENGLISH (Workplace)

Prerequisite: English, Grade 11, Workplace Preparation

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

OLC40 – ONTARIO SECONDARY SCHOOL LITERACY COURSE (Open)

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

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.)

FAMILY STUDIES

In today's increasingly complex world there is a growing need to understand family dynamics and to develop skills related to that area. Family Studies can give students the self-confidence, interpersonal skills and awareness they will need to function well in a family context and manage their own family life in a climate of societal, cultural, technological and scientific change.

HLS30 – LIVING SPACES AND SHELTER (Open)

Prerequisite: None

This course analyzes how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing.

HPC30 – PARENTING (Open)

Prerequisite: None

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

HSP3M – INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY (University/College)

Prerequisite: None

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

HSB4M – CHALLENGE AND CHANGE IN SOCIETY (University/College)

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

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

FRENCH/SPANISH

By studying French, students will develop communication skills in the French language and understand better the structure of other modern languages (such as English). We shall explore the culture of French Canada, France and the many countries that make up "La Francophonie". Daily participation is important and, as the students' abilities to understand spoken and written French increase, so will the self-confidence to use French in the classroom and elsewhere.

FEF1D – EXTENDED FRENCH (Academic)

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

FSF1D – CORE FRENCH (Academic)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, mystery solving, environment, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

FSF1P – CORE FRENCH (Applied)

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

FEF2D – EXTENDED FRENCH (Academic)

This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Prerequisite: Extended French, Grade 9, Academic

FSF2D – CORE FRENCH (Academic)

Prerequisite: Core French, Grade 9, Academic or Applied

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of Francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

FEF3U – EXTENDED FRENCH (University)

This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyze a range of works and produce written assignments in a variety of genres, including the formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: Extended French, Grade 10, Academic

FSF3U – CORE FRENCH (University)

Prerequisite: Core French, Grade 10, Academic

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

FSF4U – CORE FRENCH (University)

Prerequisite: Core French, Grade 11, University Preparation

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

GEOGRAPHY

CGC1D – GEOGRAPHY OF CANADA (Academic)

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.

CGC1DE – GEOGRAPHY OF CANADA (Academic)

GEOGRAPHIE – EXTENDED FRENCH

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings. Note: The instructional language for this course is French.

CGC1P – GEOGRAPHY OF CANADA (Applied)

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

CGG30 – TRAVEL AND TOURISM: A REGIONAL GEOGRAPHIC PERSPECTIVE (Open)

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

This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on

communities and environments around the world.

CGW4U – CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS (University)

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

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

CGR4E – ENVIRONMENT AND RESOURCE MANAGEMENT (Workplace)

This course is designed to enable students to enter the work force or further education with a portfolio of skills relating to a career in environmental studies, or some other employment setting.

The courses within this package include: Geography, Leadership, Business and Environmental Science. This package of courses will provide students with opportunities to:

- Earn certifications in first aid, C.P.R., services excellence, W.H.I.M.I.S., etc.
- Gain work experience in both the tourist and the environmental industries.
- Experience field studies and eco-adventures (partial day and multi-day treks).
- Raise their awareness and appreciate environmental issues and topics.

The program will involve extra time outside of the regular classroom hours, where students will be involved in job-related activities. Many of the opportunities in this program will be provided at no cost. However, some of the accreditations and transportation will involve a **cost to the student of \$325.00**.

GUIDANCE/CO-OPERATIVE EDUCATION

GLC20 – CAREER STUDIES .5 credit (Open)

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

GLC20E – CAREER STUDIES .5 credit (Open)

L'EXPLORATION DES CHOIX DE CARRIERE – EXTENDED FRENCH

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

CO-OPERATIVE EDUCATION

GWL30

Co-operative Education is a planned learning experience program, for which credits are earned, that integrates classroom theory and practical learning experience at the workplace. Co-operative education involves a partnership between education and business, industry or community organizations that includes students, teachers, employers and co-op placement supervisors.

Co-op can help students make informed decisions about their future education and occupations and enables them to apply and refine the knowledge and skills acquired in a related curriculum course. Co-operative Education requires a “Personalized Placement Learning Plan” that outlines the course of study for the placement component and

overall learning expectations that relates to the specific subject link.

Who May Apply for Co-operative Education?

- All students who have accumulated 16 credits by the end of the current school year.
- Have a GOOD attendance record.
- Are 16 years of age or older by September 1st.
- Have parental approval

Students who wish to apply for co-op should pick up an **application form** in the guidance office. An interview may be required before an admission decision is made.

Students must select **ONE** of three possible ways to take co-op. The three options are:

- (a) **Subject-Linked Co-op** – FULL-DAY CO-OP
- (b) **Subject-Linked Co-op** – HALF-DAY CO-OP
- (c) **Subject-Linked Co-op** – 1 CREDIT CO-OP

Please read the application form for details of each option.

- (d) **Ontario Youth Apprenticeship Program (OYAP)**

The Ontario Youth Apprenticeship Program (OYAP) is a specialized program that enables students who are 16 years of age or older to meet diploma requirements while participating in an occupation that requires apprenticeship.

All students participating in **OYAP** must:

- Complete sixteen credits towards the OSSD prior to starting the program.
- Be enrolled as full-time students during the program.
- Complete all compulsory credits required for the OSSD.

HISTORY

CHC2D – CANADIAN HISTORY SINCE WORLD WAR I (Academic)

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

CHC2DE – CANADIAN HISTORY SINCE WORLD WAR I (Academic)

HISTOIRE – EXTENDED FRENCH

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view. Note: The instructional language for this course is French.

CHC2P – CANADIAN HISTORY SINCE WORLD WAR I (Applied)

This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions and present ideas about the central issues and events of the period.

CHC2L – LOCALLY DEVELOPED CANADIAN HISTORY SINCE WORLD WAR I

Prerequisite: None

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

CHV2O – CIVICS .5 credit (Open)

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.

CHV2OE – CIVICS .5 credit (Open)

LA CITOYENNETE – EXTENDED 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. Note: The instructional language for this course is French.

CHA3U – AMERICAN HISTORY (University)

Prerequisite: Contemporary Canadian History, Grade 10, Academic or Applied

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the applications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

CHW3M – WORLD HISTORY TO THE SIXTEENTH CENTURY (University/College)

Prerequisite: Contemporary Canadian History, Grade 10, Academic or Applied

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and present their conclusions.

CLU3M – UNDERSTANDING CANADIAN LAW (University/College)

Prerequisite: Contemporary Canadian History, Grade 10, Academic or Applied

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

CLU3E – UNDERSTANDING CANADIAN LAW (Workplace)

Prerequisite: Contemporary Canadian History, Grade 10, Academic or Applied

This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy, and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates, and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

CHT30 – TWENTIETH-CENTURY HISTORY: GLOBAL AND REGIONAL PERSPECTIVES (Open)

Prerequisite: Contemporary Canadian History, Grade 10, Academic or Applied

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges facing people in various parts of the world.

CHI4U – CANADIAN HISTORY: IDENTITY, AND CULTURE (University)

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

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views.

CHY4U – WORLD HISTORY: THE WEST AND THE WORLD (University)

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

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

NBV3C – ABORIGINAL BELIEFS, VALUES, AND ASPIRATIONS IN CONTEMPORARY SOCIETY AND THE WORLD (College)

Prerequisite: Grade 10 Canadian History in the Twentieth Century, Academic or Applied

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine world views of Aboriginal peoples and political, economic, cultural, and social challenges facing individuals and communities. Students will also learn how traditional and contemporary beliefs and values influence the aspirations and actions of Aboriginal peoples.

MATHEMATICS

MPM1D – PRINCIPLES OF MATHEMATICS (Academic)

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

MF1P – FOUNDATIONS OF MATHEMATICS (Applied)

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

MAT1L – LOCALLY DEVELOPED MATHEMATICS

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

MPM2D – PRINCIPLES OF MATHEMATICS (Academic)

Prerequisite: Mathematics, Grade 9, Academic

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

MF2P – FOUNDATIONS OF MATHEMATICS (Applied)

Prerequisite: Mathematics, Grade 9, Academic or Applied

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

MAT2L – LOCALLY DEVELOPED MATHEMATICS

Prerequisite: A Grade 9 Mathematics Credit

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurements, 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.

MCR3U – FUNCTIONS (University)

Prerequisite: Principles of Mathematics, Grade 10, Academic

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

MCF3M – FUNCTIONS AND APPLICATIONS (University/College)

Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied

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

MBF3C – FOUNDATIONS FOR COLLEGE MATHEMATICS (College)

Prerequisite: Foundations of Mathematics, Grade 10, Applied

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

MEL3E – MATHEMATICS FOR WORK AND EVERYDAY LIFE (Workplace)

Prerequisite: Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics, Grade 9, Applied or MAT2L

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematics skills as they solve problems and communicate their thinking.

MCV4U – CALCULUS AND VECTORS (University)

Note: The Advanced Functions course must be taken prior to or concurrently with Calculus and Vectors

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

MHF4U – ADVANCED FUNCTIONS (University)

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

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

MDM4U – MATHEMATICS OF DATA MANAGEMENT (University)

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

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical process 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.

MAP4C – FOUNDATIONS FOR COLLEGE MATHEMATICS (College)

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

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

MCT4C – MATHEMATICS FOR COLLEGE TECHNOLOGY (College)

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

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

MEL4E – MATHEMATICS FOR WORK AND EVERYDAY LIFE (Workplace)

Prerequisite: Mathematics for work and Everyday Life, Grade 11, Workplace Preparation

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

HEALTHY ACTIVE LIVING EDUCATION

The Physical and Health Education program is designed to provide students with the opportunity to earn a credit no matter what their natural athletic ability. Good effort, enthusiasm and co-operation as well as evidence of the acquisition of knowledge in the areas dealt with are used as a measure of whether or not the student has achieved the major objective of the course, i.e. a positive attitude toward the value of physical exercise in the development of good physical, mental and social health.

PPL1OM (Male) / PPL1OF (Female) HEALTHY ACTIVE LIVING EDUCATION (Open)

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

PPL2OM (Male) / PPL2OF (Female) HEALTHY ACTIVE LIVING EDUCATION (Open)

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

PAF3OM (Male) / PAF3OF (Female) PERSONAL & FITNESS ACTIVITIES (Open)

Recommended Preparation: Healthy Active Living Education, Grade 10, Open

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

PPL3OM (Male) / PPL3OF (Female) HEALTHY ACTIVE LIVING EDUCATION (TEAM SPORTS) (Open)

Prerequisite: None

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

PPL4O (Coed) HEALTHY ACTIVE LIVING EDUCATION (Open)

Prerequisite: None

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. Students will be required to pay an activity fee of approximately \$40. to cover golfing and curling field trips.

PSE4U – EXERCISE SCIENCE (University)

This course will be offered in 2010–2011 but will not be offered in 2011-2012.

Prerequisite: Any grade 11 university or university/ college preparation course in science, or any grade 11 or 12 open course in health or physical education.

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

PLF4C – RECREATION AND FITNESS LEADERSHIP (College)

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

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership. Students will be required to pay an activity fee of approximately \$40. to cover golfing and curling field trips.

SCIENCE

Our students will have opportunities to develop the science-related attitudes, skills and knowledge to nurture inquiry, to problem-solve, to make decisions, to become life-long learners and to maintain a sense of wonder about the world around them. As students advance from grade to grade, their knowledge and skills are applied in increasingly demanding contexts. Through applications, community outreach and independent study each science student is encouraged to understand the role and contribution of science in their lives.

SNC1D – SCIENCE (Academic)

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

SNC1P – SCIENCE (Applied)

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

SNC1L – LOCALLY DEVELOPED SCIENCE

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

SNC2D – SCIENCE (Academic)

Prerequisite: Science, Grade 9, Academic or Applied

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.

SNC2P – SCIENCE (Applied)

Prerequisite: Science, Grade 9, Academic or Applied

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.

SBI3U – BIOLOGY (University)

Prerequisite: Science, Grade 10, Academic

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic 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.

SBI3C – BIOLOGY (College)

Prerequisite: Science, Grade 10, Academic or Applied

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

SCH3U – CHEMISTRY (University)

Prerequisite: Science, Grade 10, Academic

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

SPH3U – PHYSICS (University)

Prerequisite: Science, Grade 10, Academic

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

SVN3E – ENVIRONMENTAL SCIENCE (Workplace)

Prerequisite: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit course in science

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

SBI4U – BIOLOGY (University)

Prerequisite: Biology, Grade 11, University Preparation

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.

SCH4U – CHEMISTRY (University)

Prerequisite: Chemistry, Grade 11, University Preparation

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.

SPH4U – PHYSICS (University)

Prerequisite: Physics, Grade 11, University Preparation

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 analyze, 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.

SCH4C – CHEMISTRY (College)

Prerequisite: Science, Grade 10, Academic or Applied

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.

SPH4C – PHYSICS (College)

Prerequisite: Science, Grade 10, Academic or Applied

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

TECHNOLOGICAL STUDIES

The aims of technical education are the same as those of education as a whole. However, the environment of a shop is different than that of the average classroom. Both are attempting to develop the students' capacities, constructive attitudes toward society, and their personalities. In the shops, students are confronted with concrete rather than abstract problems. The analysis and solution require the use of their related and past experiences, and the final decisions are proven in practical applications.

The objectives of the technical program may be summed up as follows:

To develop:

- "safety thinking" by the students, aided by work areas designed and equipped with safety in mind
- a broadening of the student's horizons through trips to industrial and related education sites
- an awareness of the constantly changing world in which they live
- an appreciation of the relationships of the various disciplines
- a positive attitude to learning and good work habits
- the use of resource materials
- manipulative skills
- assumption of responsibility
- the ability to work with others and to accept instruction and direction
- a broad education base for future learning
- communicative skills

Broad-Based Technology – An Explanation

Broad-based technology is an initiative which expands the concept of technological education. Technology is defined as the practical use of ideas, materials, and energy to create products, knowledge, processes, and systems to improve society. This extends technology beyond the invention and operation of machines.

The ten technological concepts of structures, materials, fabrication, mechanisms, power and energy, controls, systems, function, aesthetics and ergonomics, as they apply to physical products, human systems and environmental processes will form the basis of all broad-based technology programmes.

Project-driven - interconnected activities, tasks or projects will be used through which students reach the outcomes that have been developed for a particular course or programme. They will learn theoretical principles as needed by performing specific activities that are related to the completion of a project. Open-ended problem solving will be used for solving challenges and problems that arise in the completion of projects. The process that is used in the completion of the project is at least as important as the finished product. It is expected that the student taking a BBT course will have achieved a level of self-directedness and can work with a degree of independence. These skills should develop further as the student progresses through the program.

In these integrated programmes students will learn knowledge, skills, and values that are related to all subjects through common themes or group activities. This integration may occur within technological subject areas, between technological and other subject areas, or with combinations of both.

TECHNOLOGICAL DESIGN

TIJ10 – EXPLORING TECHNOLOGIES (Open)

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

TCJ20 – CONSTRUCTION TECHNOLOGY (Open)

Prerequisite: None

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.

TDJ20 – TECHNOLOGICAL DESIGN (Open)

Prerequisite: None

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

TWJ3E – CUSTOM WOODWORKING (Workplace)

Prerequisite: None

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

TWJ4E – CUSTOM WOODWORKING (Workplace)

Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation

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

HOSPITALITY AND TOURISM

TFJ20 – HOSPITALITY AND TOURISM (Open)

Prerequisite: None

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

TFJ3C – HOSPITALITY AND TOURISM (College)

Prerequisite: None

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

TFJ4C– HOSPITALITY AND TOURISM (College)

Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

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.

TRANSPORTATION TECHNOLOGY

TTJ20 – TRANSPORTATION TECHNOLOGY (Open)

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

TTJ3C – TRANSPORTATION TECHNOLOGY (College)

Prerequisite: None

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

TTJ4E – TRANSPORTATION TECHNOLOGY: VEHICLE MAINTENANCE (Workplace)

Prerequisite: Transportation Technology, Grade 11, Workplace Preparation

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them.

MANUFACTURING TECHNOLOGY

TMJ20 – MANUFACTURING TECHNOLOGY (Open)

Prerequisite: None

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

TMJ3E – MANUFACTURING TECHNOLOGY (Workplace)

Prerequisite: None

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.

TMJ4E – MANUFACTURING TECHNOLOGY (Workplace)

Prerequisite: Manufacturing Technology, Grade 11, Workplace Preparation

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

COMMUNICATIONS TECHNOLOGY

TGJ2O – COMMUNICATIONS TECHNOLOGY (Open)

Prerequisite: None

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

TGJ3M4 – COMMUNICATIONS TECHNOLOGY (College/University)

Prerequisite: None

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. This specialized course will emphasize video, video editing, desktop publishing, computer animation, electronics and the recording of a weekly radio show for Canoe FM.

TGJ3M1/TGJ3M2 – COMMUNICATIONS TECHNOLOGY (Yearbook) (College/University)

Prerequisite: None

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. This is a two-credit package course suitable for students interested in digital photography, journalism, layout and design, desktop publishing, marketing, advertising and creating our H.H.S.S. "Highlander" yearbook and memory slideshows.

TGJ4M1/TGJ4M2 – COMMUNICATIONS TECHNOLOGY (Yearbook) (College/University)

Prerequisite: Communications Technology, Grade 11, Parts 1 and 2, College/University Preparation

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. This is a two-credit package course for students who have excelled in the previous yearbook course and are looking to further enhance their communication technology skills through mentoring others.