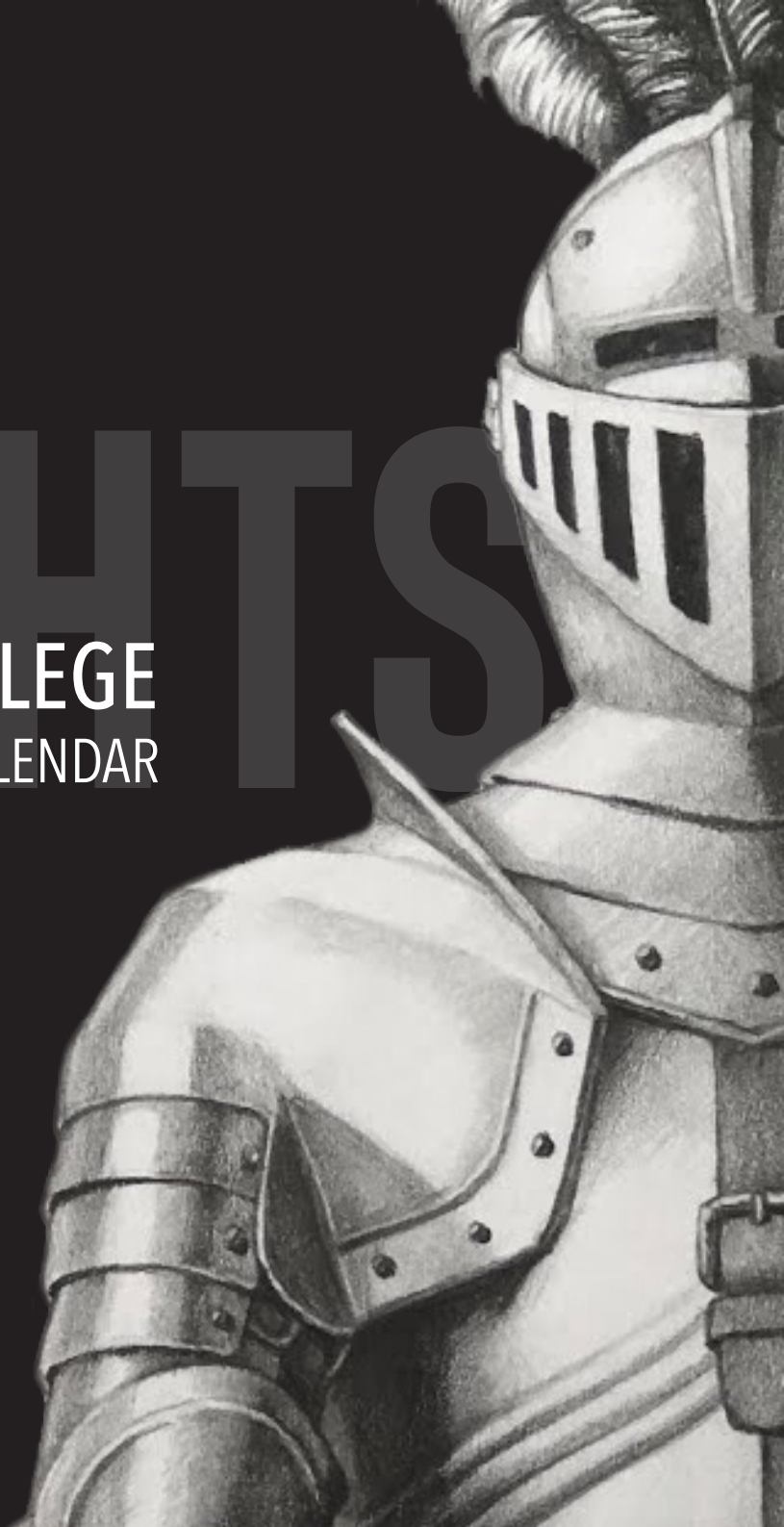


# KNIGHTS

ST. MARY'S COLLEGE  
2023-2024 COURSE CALENDAR







# **POLICIES & PROGRAMS**

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## our mission

Rooted in Jesus Christ, we are a Catholic learning community called and committed to develop the full potential of each child and to nurture a personal relationship with Jesus that will inspire Catholic leadership.

## our vision

Dedicated to excellence in education and the desire to live the values of Jesus we strive to:

- affirm the sacredness of life and respect for all creation
- reverence the dignity of each person as a Child of God
- provide an enduring education that reflects the essence of our Catholic traditions
- proclaim Christ's message throughout the curriculum
- celebrate God's love in prayer, at Eucharist and in all sacramental moments of life
- create sacred learning environments
- cultivate enriching opportunities that will deepen faith.

## our values

Guided by the Spirit on our journey, together with family and Church, we mutually invite, encourage and support one another in our efforts to transform the world.

# Director of Education's Message

*"God calls you to make definitive choices, and He has a plan for each of you: to discover that plan and to respond to your vocation is to move toward personal fulfillment."* - Pope Francis

It is such an exciting time each year for you as students of St. Mary's College to make choices about courses and pathways. For some, this is a very uneasy time because you struggle with the, "What am I supposed to do with my life?" dilemma. This is all very common. Believe me that we have all been there and some of us never discovered our plan until long after we left high school. Do your best right now to pause and appreciate that you are fortunate enough to have the opportunity to make choices.

At St. Mary's College, there is such a diversity of programming and options for you. We are very optimistic that you WILL identify your gifts and prosper while at SMC. My advice is to listen to the whispers that you are hearing from God as He is guiding you to discover your talents. Once you begin to do this, you will find much more joy in doing what you love, and you will bless, inspire and motivate so many people around you when you begin to find your way. This is the fun part! ENJOY!

Remember to lean on those who care about you, including the entire staff at SMC; they are very special people who are called to guide, teach and coach you in so many capacities.

In closing, I want to thank you for being the gift that you are right now to the St. Mary's College community. St. Mary's College is an incredible place and I encourage you to enjoy the awesome journey you embark on each and every day you enter those doors. God bless!

Sincerely,



Danny Viotto  
Director of Education



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# What do you need to graduate from high school?

## 18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)\*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

### In addition, students must complete:

- ✓ 12 optional credits\*\*
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement
- ✓ 2 online learning credits (with an option to opt out)

Plus one credit from each of the following groups:

### Group 1

- English or French as a second language
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education

### Group 2

- health and physical education
- the arts
- business studies
- French as a second language\*\*
- cooperative education\*\*\*

### Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language\*\*
- computer studies
- cooperative education\*\*\*

\*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\* In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or 3.

\*\*\*A maximum of 2 credits in cooperative education can count as compulsory credits.

^^ The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

**Note:** It is the policy of the Huron-Superior Catholic District School Board that *all* students complete four (4) high school Religious Education courses.

### Community Involvement

One of the Ministry of Education requirements for the Ontario Secondary School Diploma is completion of **40 hours** of Community Involvement/Christian Service. The Huron-Superior Catholic District School Board has guidelines and procedures which guide students in their choice of activities. Each student will receive from his/her Religion Teacher or School Principal the guidelines which outline this requirement.

### Ontario Secondary School Literacy Test

In order to earn the Ontario Secondary School Diploma, students must also successfully complete the Ontario Secondary School Literacy Test, administered in Grade 10, or will have the opportunity to re-take the test in subsequent years or will have the opportunity to meet this diploma requirement by enrolling and earning credit in the Ontario Secondary School Literacy Course (OLC40). **Successful completion of the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OLC40) is required to achieve an Ontario Secondary School Diploma.**

### Online Learning Requirement

Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD), unless they have opted out (form signed by their parent), or been exempted. This online learning requirement also applies to adult learners entering the Ontario secondary school system starting in 2023-24 school year, unless they have opted out.

# THE CREDIT SYSTEM

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## Definition of a Credit

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister with a minimum of 50%.

## Compulsory Credit

This is a specific course students must take that fulfills part of the Ontario Secondary School Diploma (OSSD) requirements. As part of the program in the Huron-Superior Catholic District School Board, students are required to take a Religious Education course each year.

## Prerequisite Credit

This is a specific course one must successfully complete before taking another course at the same or next grade level.

## Optional Credit

In addition to the 18 compulsory credits students must take 8 optional credits and 4 Religion credits for **a total of 30 credits**. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar. The school year is divided into two semesters: September to January and February to June.

## Course Code

This 5 (or 6) character code describes the subject, grade, level or destination of a high school course.

## Course Coding System

The course code consists of a course title and a sixth character code. The first five characters are designated by the Ministry of Education and Training. The Huron-Superior Catholic District School Board determines the sixth character.

Code Characters	Explanation	Example – SNC1W
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Subject discipline of the course in letters.	“SNC” Science
4 <sup>th</sup>	Grade level as a number “1” Grade 9      “3” Grade 11 “2” Grade 10    “4” Grade 12	“1” Grade 9
5 <sup>th</sup>	Type of course as a letter “D” Academic      “P” Applied      “W” De-streamed “C” College      “U” University    “M” College/University “E” Workplace    “O” Open      “L” Locally Developed	“W” De-streamed Course
6 <sup>th</sup>	Board designated character that may be used to differentiate between courses with similar codes.	“A” Advanced Placement “F” French Immersion



# THE ORGANIZATION OF SECONDARY SCHOOL COURSES

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## **GRADE 9 AND 10**

### **Academic Courses (D)**

Academic courses focus on the essential concepts of the discipline and also explore the 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)**

Applied courses 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, additional material, theory, and application.

### **De-streamed Courses (W)**

De-streamed courses replace and blend the former academic and applied streamed courses at the Grade 9 level.

### **Open Courses (O)**

Open courses have one set of expectations for the discipline, appropriate for all students at any given grade. These courses are designed to prepare students for further study in certain subjects and enrich their education.

### **Locally Developed Courses (L)**

Locally Developed Courses are courses that meet educational and/or career preparation needs not met by provincial curriculum policy documents. Boards may develop courses locally that can be counted as optional credits in Grade 9 to 12 in any discipline. Boards may develop locally and offer one Grade 9 course in English, in mathematics, in science, and in French as a second language, and one Grade 10 course in English, in mathematics, in science, and in Canadian history that can be counted as a compulsory credit in that discipline. A student may count no more than seven such locally developed courses as compulsory credits. Students who successfully complete eight locally developed compulsory credit courses may count the eighth course as an optional credit. All locally developed courses require the approval of the Ministry.

## **GRADE 11 AND 12**

### **University Preparation Courses (U)**

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. All university preparation courses are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

### **College/University Preparation Courses (M)**

College/University preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills needed to meet the entrance requirements for specific university and college programs. All College/University preparation courses are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

### **College Preparation Courses (C)**

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. All college courses are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

### **Open Courses (O)**

Open courses in grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be entirely related to their post-secondary goals, but that reflects their interest. These courses are appropriate for all students regardless of post-secondary destination.

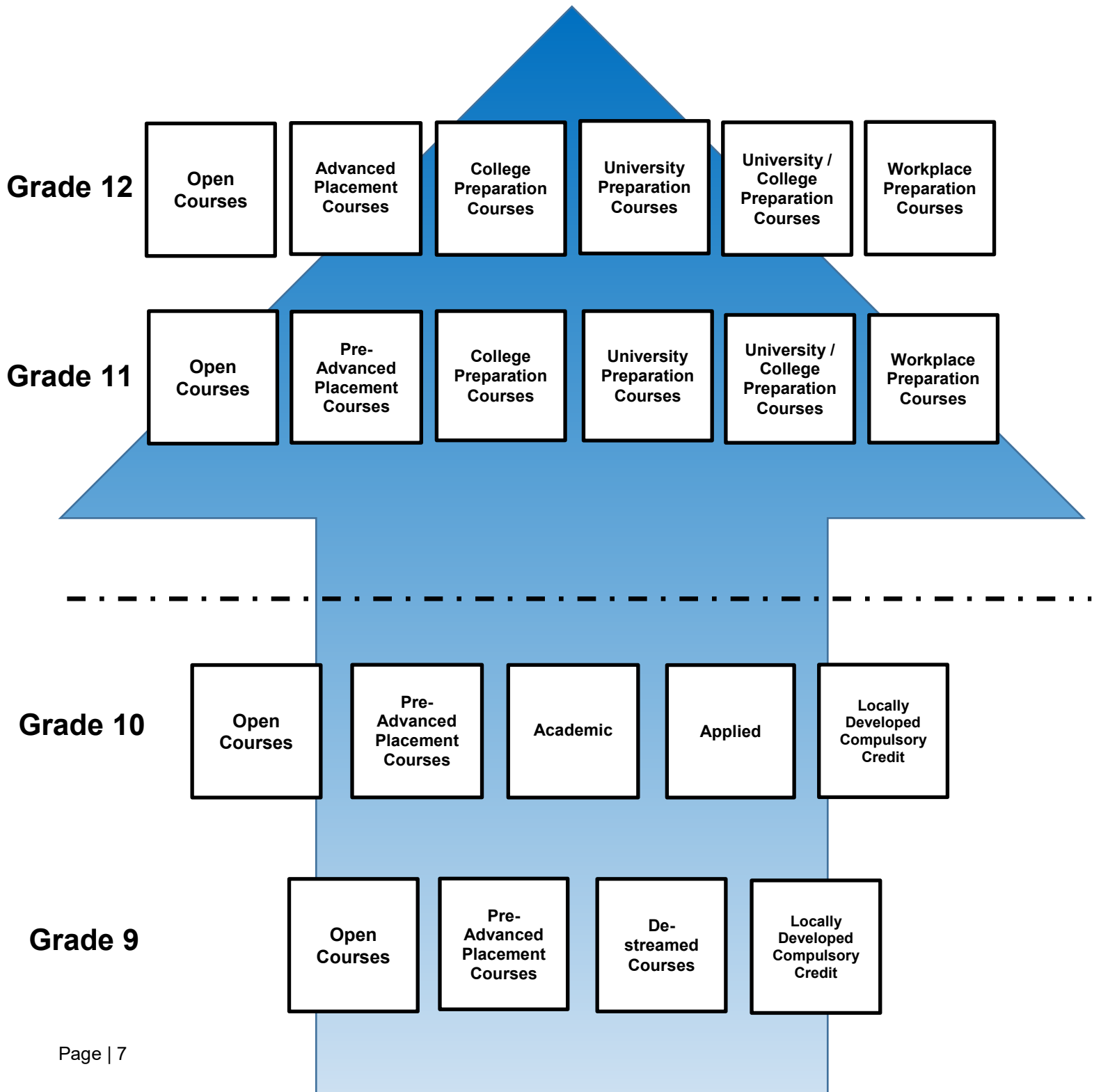
### **Workplace Preparation Courses (E)**

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers.

### **Credit Recovery**

Credit Recovery may be available to students who have not achieved the credit. The subject teacher and the Credit Recovery school team will determine if the student is eligible to complete the failed course's missing expectations.

# Pathways Through High School



## GRANTING OF DIPLOMAS AND CERTIFICATES

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On the recommendation of the principal, the Minister of Education and Training grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, evening classes, or summer school, the diploma or certificate will be issued by the principal of the school that possesses the student's Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the Director of the Independent Learning Centre or the principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education and Training.

## ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

### 7 required compulsory credits

- ❖ 2 credits in English
- ❖ 1 credit in mathematics
- ❖ 1 credit in science
- ❖ 1 credit in Canadian history or Canadian geography
- ❖ 1 credit in health and physical education
- ❖ 1 credit in the arts, computer studies, or technological education

### 7 required optional credits

- ❖ 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

## CERTIFICATE OF ACCOMPLISHMENT

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Students who are leaving secondary school upon reaching the age of eighteen without having met 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 kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

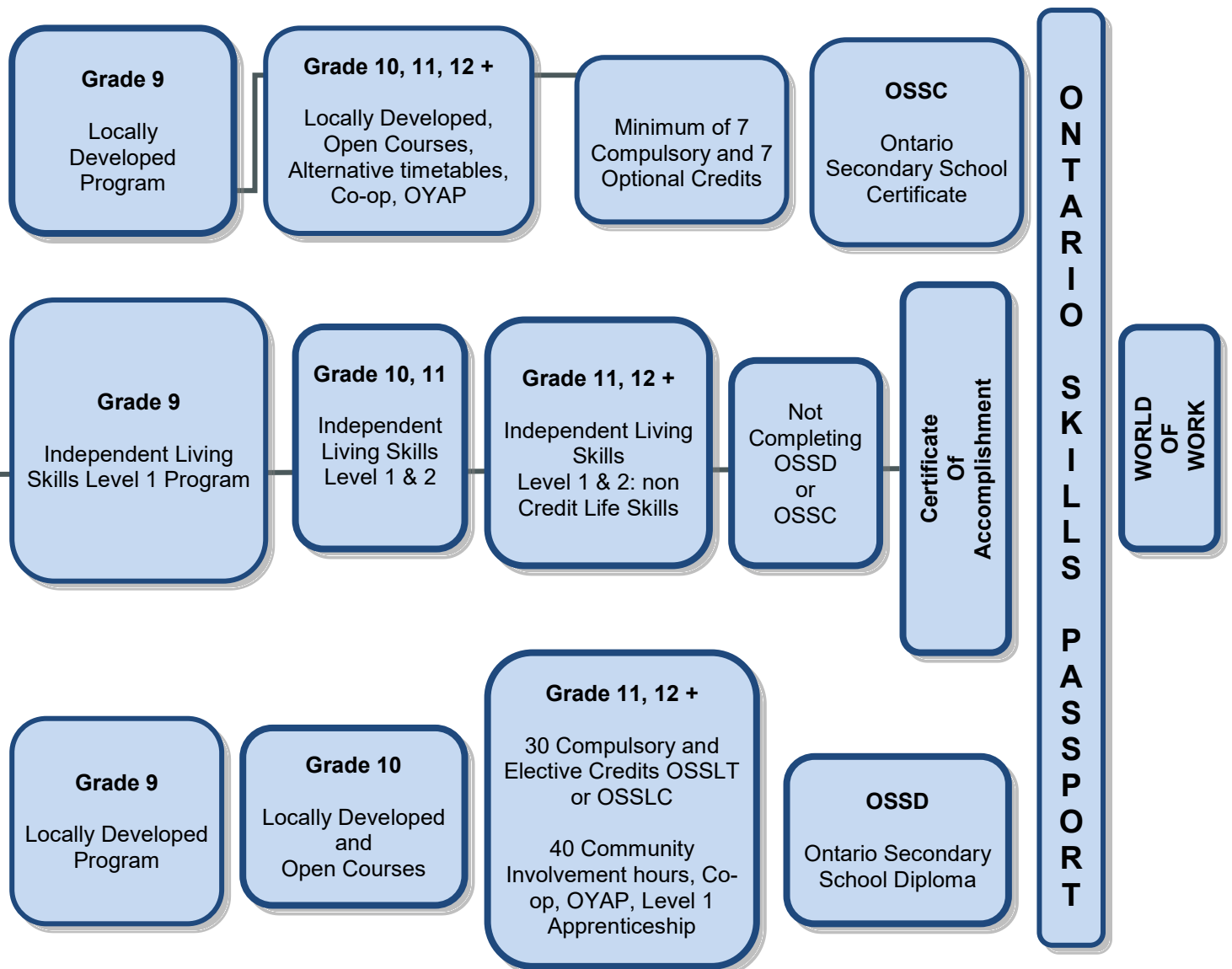
Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

## SCHOOL-TO-WORK TRANSITIONS PROGRAM

The School-to-Work Transitions Program encourages and facilitates students intending to enter the workforce directly after graduating from secondary school. The program consists of a number of courses that prepare the students to meet the requirements of a specific job or career. These include opportunities for career exploration, job shadowing, skills development and co-operative education experiences directly related to their chosen career.

This program is available to all students with emphasis on exceptional students and students who receive Special Education services and programs. Partnerships have been established with employers to provide students with enhanced learning experiences and appropriate Co-operative Education placements where job opportunities are known to exist in the future.

## SCHOOL-TO-WORK EDUCATION PATHWAYS



Students follow one of the three main pathways, but flexibility exists to move between pathways as well. Students in all pathways can access: Resource, work experience, Co-op (1/2 and full day), various Industry Certificates and Training.

## **THE SPECIAL EDUCATION PROGRAM**

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The fundamental aim of the secondary Special Education Program is to help students become independent learners while increasing their personal management skills, both in school and in other contexts. The Special Education/Learning Strategies Courses are based upon:

- assisting each student to become more aware of his/her strengths and weaknesses
- encouraging student participation in programming and remediation
- building self-awareness and self-esteem
- helping each student to develop responsibility for preparation for tests, for organizing and completing assignments
- adapting appropriate materials and using accommodations
- developing meaningful evaluation techniques in cooperation with the subject area teachers

There are different options available to exceptional/special needs students upon entering our secondary schools and throughout their academic career. During a student's last year of elementary school, the student, parents, Grade 8 Teacher, elementary and secondary Learning Resource Teachers, and Principal attend a "transition meeting" to discuss the courses and programs available in Grade 9. In this transition meeting, appropriate student courses are selected based on the student's needs. The Individual Education Plan is electronically transferred to the secondary school.

## **PROGRAMMING AVAILABLE FOR EXCEPTIONAL/SPECIAL NEEDS STUDENTS**

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### **Full Timetable with Learning Strategies Assistance**

The student takes a full course load (4 credits per semester) with the option of seeking assistance in the Learning Strategies Classroom as it becomes necessary when determined by the student, parent(s), classroom teacher or Student Services Department. The student has the opportunity to write all tests and exams in the Learning Strategies Classroom.

### **Reduced Timetable**

The student can enroll in 3 credit courses per semester, and one credited Learning Strategies block in Grades 9 & 10. In Grades 11 & 12, the student has the option of enrolling in a Learning Strategies block during one semester only.

Learning strategies courses have expectations and curriculum from the Ministry of Education. In addition, alternative programs are offered to special needs students working towards an Ontario Secondary School Certificate or an Ontario Secondary School Certificate of Accomplishment.

### **Substitutions for Compulsory Courses**

In specific circumstances, when granted permission by the superintendent, 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 student needs, principals may replace up to three of these courses.

In all cases, 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. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. Each substitution will be noted on the student's Ontario Student Transcript.

## ONTARIO STUDENT RECORD (OSR)

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The Ontario Student Record is the official record of a student's educational progress through schools in Ontario. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and Freedom of Information legislation.

## ONTARIO STUDENT TRANSCRIPT (OST)

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The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The transcript will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses.
- Full disclosure of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained.
- Identification of any course that has been substituted for one that is a diploma requirement.
- Confirmation that the student has completed the forty (40) hours of community involvement required.
- Successful completion of the Ontario Secondary School Literacy requirement.
- Successful completion of 2 online learning credits or a parental form signed by their parents indicating that they have opted out of this requirement.

The official transcript document is available by contacting the Student Services Office. This document is used when students:

- transfer from one school to another (secondary or post-secondary);
- apply to Lake Superior State University and other American Colleges and Universities;
- apply for scholarships or bursaries;
- apply for part-time or full-time employment.

Students apply online to Ontario College and Universities, including Sault College and Algoma University. Student Services from secondary schools submit student and transcript information electronically to accompany the application

## FULL DISCLOSURE & WITHDRAWAL FROM COURSES

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All attempts at senior courses which include successful credits, failed courses, withdrawals and upgrades are entered on the Ontario Student Transcript. This is considered full disclosure. Students are expected to carry a full course load of four courses each semester in grades 9, 10 and 11. Students can schedule a study period after having earned 24 credits. If a Grade 12 student withdraws from a course within 5 instructional days following the issue of the midterm report, the withdrawal will not be reported on the Ontario Student Transcript. If a student withdraws from a course after 5 instructional days following the issue of the midterm report, the withdrawal will be recorded in the Ontario Student Transcript with a "W" in the credit column.

**A parent/guardian signature is required for any change of level of a course if the student is under the age of 18.**



## ALTERNATIVE EDUCATION

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Timetables are personalized using an adult learning model. Students ages 16 and older, are welcomed on a continuous intake basis.

Students may obtain credits through a variety of delivery formats:

- Credit courses
- Independent Learning Centre courses (ILC)
- Correspondence courses
- PLAR (Prior Learning Assessment and Recognition) for mature students
- Maturity credits (for those students who started secondary school before September 1999 in Ontario)
- Dual credits through Sault College
- Level 1 Apprenticeships in Cook, or Hairstyling (fully funded)

Students who would like to complete credits to achieve their Ontario Secondary School Diploma (OSSD) are encouraged to contact the Holy Angels Learning Centre at 705-945-5685 from 8:30 a.m. to 3:30 p.m., Monday to Friday during the regular school year.

## OBTAINING CREDITS OUTSIDE OF THE REGULAR SCHOOL DAY

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Students may wish to consider alternative ways of earning required credits. The options available include:

1. Continuing Education: summer courses or evening courses.
2. Online courses.
3. Prior Learning Assessment and Recognition (PLAR) (see page 13).
4. **Music Certificates Accepted for Credits:**
  - A. A maximum of one Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
    - Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music Toronto
    - Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
    - Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec Grade V Practical and Grade III theory of Trinity College London, England
    - Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
  - B. A maximum of one Grade 12 university/college preparation music credit may be awarded toward the OSSD for the successful completion of one of the following:
    - Grade VIII Practical and Advanced rudiments (formerly Grade II rudiments of the Royal Conservatory of Music, Toronto).
    - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
    - Collegial II practical and Collegial II Theory of any conservatory of music in the province of Quebec.
    - Grade VI Practical and Grade IV Theory of Trinity College London, England
    - Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

### Notes:

- The term **practical** refers to any musical instrument on which performance is examined. It includes voice (i.e. singing) but not speech arts.
- The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and the rudiments or theory as the case may be.
- Students are asked to submit official transcripts to Student Services.

## **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

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### **Challenge for Credit**

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, Grade 11 or Grade 12 course in the school course calendar can obtain further information from a Guidance Counsellor in Student Services. The student should be prepared to provide evidence for success in the challenge process (e.g., a portfolio, documentation of related course work). **Further, the student will be required to demonstrate achievement of the Ministry 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.**

### **Mature Students**

Prior Learning Assessment and Recognition (PLAR) for Mature Students is the formal evaluation and credit-granting process through which mature students, who are enrolled in a secondary school course, may obtain credits for prior learning. Mature students may obtain credits towards the Ontario Secondary School Diploma (OSSD) for knowledge and skills that they have acquired, in both formal and informal ways, outside secondary school. The PLAR process involves: Grade 9 and 10 individual assessment/equivalency process; Grade 11 and 12 equivalency process; and Grade 11 and 12 challenge process.

In all cases, the knowledge and skills gained through education, work experience, and training must be directly related to the provincial curriculum expectations.

By using this process, mature students may be granted up to 26 credits towards their OSSD by the principal. For more information and details about how to apply, or to obtain a brochure on the PLAR Process for Mature Students and Facts Sheets on each PLAR process, contact Holy Angels Learning Centre at 705 945-5656.

## **EVALUATION AND EXAMINATION POLICIES**

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Effective assessment, evaluation, and reporting not only provide information about student achievement, but also afford a basis for improving both instructional programs and student achievement. A well-designed system of assessment, evaluation, and reporting based on clearly stated curriculum expectations and achievement criteria allows teachers to focus on high standards of achievement from all students and promotes consistency in these practices across Ontario.

### **Final Grades**

The final grade for a course will reflect 70% for the evaluations conducted throughout the whole course and 30% for the final evaluation conducted near the end of the course.

### **Secondary School Provincial Report Card**

All students in Ontario receive a standard report card based on the Ontario curriculum. The report card provides clear and detailed information to each student and to his/her parents about how well the student is achieving the provincial curriculum expectations. The student’s learning skills will also be assessed throughout the course, and will be reported separately on the provincial report card. Students will be issued a mid-term report (November and April) and a final report at the end of each semester. The final report card for the semester also provides a summary of credits achieved and graduation requirements completed.

### **Parent-Teacher-Student Conferences**

Parent-Teacher-Student conferences are scheduled each semester. Parents and guardians are also encouraged to contact the school at any time regarding the achievement of their son/daughter.

## EXPERIENTIAL LEARNING PROGRAMS

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Experiential learning courses are planned learning experiences that take place in the community, providing the student with the opportunity to enhance her/his school programs while earning credits.

Whether bound for university, college, apprenticeship or the workplace, experiential learning programs can assist all students, including exceptional students, in making career decisions as well as in developing the knowledge, skills and attitudes that are essential in today's society.

The secondary schools of the Huron-Superior Catholic District School Board offer four experiential learning programs: Co-operative Education Program; Ontario Youth Apprenticeship Program (OYAP), and School to Work Transition Program, and the Outdoor Education Program.

**For more information on the Experiential Learning Programs please contact Student Services in your school.**

## CO-OPERATIVE EDUCATION

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### What Is Co-operative Education?



Co-operative education is a program that allows students to earn secondary school credits while completing a work placement in the community.



A student's co-op program consists of the co-operative education course, (monitored by a co-operative education teacher), and the related curriculum course from any discipline. Every student in a co-op program must have a Personalized Placement Learning Plan (PPLP) which shows how the student's related curriculum course is being applied at the placement.

The co-operative education course consists of a classroom component and a placement. The classroom component includes 15 to 20 hours of pre-placement instruction which prepares students for the workplace. This includes instruction in health and safety. Classroom sessions held at various times during the semester provide opportunities for students to reflect on and reinforce their learning in the workplace.

Co-operative education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university, or the workplace.

### How Does Co-operative Education Benefit Students? Co-operative education gives students the opportunity to:

- make connections between school and work and to explore a career of interest before finalizing plans for postsecondary education, training, or employment;
- develop the essential skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations;
- gain valuable work experience to help build their resume for postsecondary programs and future employment.

### How Does Co-operative Education Help Students Meet Diploma Requirements?

- Co-operative education credits may be used to meet up to two of the 18 compulsory credit requirements for the Ontario Secondary School Diploma (OSSD).
- Students must also earn 12 optional credits for the OSSD. There is no limit to the number of optional credits that may be earned through co-operative education courses.
- Under the Ministry-approved framework for the Specialist High Skills Major (SHSM) designation within the OSSD, students must earn a minimum of two co-operative education credits as one of the five required components of a SHSM. Co-operative education credits are also a required component of other specialized programs, such as school-to-work and apprenticeship (OYAP) programs.

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

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### **What is OYAP?**

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

### **How does the Ontario Youth Apprenticeship Program benefit students?**

By participating in OYAP, students:

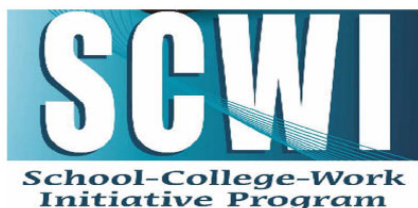
- gain on-the-job training and experience in an apprenticeship in a skilled trade while earning credits towards the Ontario Secondary School Diploma (OSSD).
- accumulate workplace hours that count towards both secondary school co-op credits and the requirements of an apprenticeship program.
- may have an opportunity to receive Level 1 apprenticeship in-school training or be eligible to write an exemption test for Level 1.
- may earn optional credits towards their OSSD for Level 1 apprenticeship in-school training, if enrolled in a Ministry-approved dual credit program.

### **How do students participate in OYAP?**

- To participate in OYAP, students must be at least sixteen years old and have accumulated a minimum of 16 credits towards their OSSD. An OYAP student earns cooperative education credits for work experience in an apprenticeship occupation.
- In some cases, employers may formally register students as apprentices with the Ministry of Training, Colleges and Universities (MTCU).
- Students may have the opportunity to be enrolled in Level 1 apprenticeship in-school training, delivered by a community college or another MTCU-approved training facility, or may be eligible to write a Level 1 exemption test upon successful completion of a multiple-credit secondary school technological education course.
- A student may participate in OYAP as part of a Specialist High Skills Major (SHSM) program.

# SCHOOL-COLLEGE-WORK INITIATIVE (SCWI)

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The School-College-Work Initiative (SCWI) is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. The Algoma Regional Planning Team includes a representative from: Algoma District School Board; Huron-Superior Catholic District School Board; and Sault College of Applied Arts and Technology.

**SCWI also sponsors the following pathway activities:**

## **Vex Robotics Competition**

- Vex Robotics IQ is an exciting and fun global robotics program that ignites an enthusiasm for discovery, science and technology in elementary school students.

## **ACTIVITIES, PROJECTS AND FORUMS**

### **Specialist High Skills Major Pathways to College Programs**

- Develop curriculum pathways for secondary courses to college programs which include the minimum academic admission requirements as well as suggested courses in related subject areas.

### **Teacher/Faculty Development Forum**

- Forum is used to inform secondary teachers, secondary administrators, and college faculty about SCWI initiatives and projects.

### **DUAL CREDIT PROGRAMS (Grades 11 and 12)**

- Career Exploration in a variety of program areas.
- Students complete a Registration and Interest and Rationale Form, ranked by the secondary school and forwarded to the Regional Planning Team (RPT). The RPT determines successful candidates based on the rankings provided, seats available and the quota for each participating board based on enrolment ratios.
- Students can count a maximum of 4 College delivered Dual Credits as optional credits toward OSSD.
- Dual credits cannot be used as substitutions for compulsory credit requirements.

### **Student/Parent Dual Credit Information Sessions**

- Orientation session inform students and parents about dual credit opportunities and expectations.

## **School College Connection Program**

This program gives students who have stopped attending secondary school and are within 6 credits of graduating an opportunity to attain an OSSD in a college setting. Participants are selected from the list identified based on their potential to succeed in a college program. All classes for these students are scheduled at Sault College. Students complete missing secondary credits using Independent Learning Centre and E-Learning course materials under the direction of a secondary teacher. Students also enroll in approved dual credit college courses while completing their secondary diploma requirements.

## **Specialist High Skills Major Programs (SHSM)**

Reach-ahead dual credit opportunities are available for students pursuing Specialist High Skills Major (SHSM) programs.

## **Level 1 Apprenticeships**

Secondary students are eligible to complete Level 1 Apprenticeships in Cook training and Hairstyling at Sault College. Both are offered Semester 1. Please see Student Services for applications.

## **TWO FOR ONE! DUAL CREDITS COUNT AS SECONDARY AND COLLEGE CREDITS!**

### **SCHOOL COLLEGE WORK INITIATIVE (SCWI) DUAL CREDIT OPPORTUNITIES AT SAULT COLLEGE 2023-2024**

**Subject to funding approval, sufficient enrolment, changes and additions.  
Please contact Student Services for up-to-date course offerings.**

**Costs for tuition, textbooks, and transportation are paid by SCWI**

#### **2023-2024 DUAL CREDIT COURSE CODES – RPT15:**

##### **Career Exploration Fall 2023 – September start**

HCB4T – Sault C: Canadian Criminal Justice PFP101  
EWH4T – Sault C: College Communication Skills CMM110  
EBA4T – Sault C: Communication 1 CMM115  
TNC4T – Sault C: Electrical Fundamentals ELR130  
BBA4T – Sault C: Introduction to Business Concepts BCG101  
BMA4T – Sault C: Introduction to Marketing BCM101  
HBB4T – Sault C: Introduction to Psychology PSY102  
PHS4T – Sault C: Medical Terminology MED111  
TBA courses

##### **Dual Credit Projects: Fall 2023 – September start**

St. Kateri Dual Credit – PAA4T – Sault C: Outdoor Navigation – NRT123

##### **Dual Credit Apprenticeship Seats Fall 2023 – September starts**

##### **Contact Student Services**

Level One Hairstyling (3 seats)  
Level One Cook (1 seat)

##### **Career Exploration Winter 2024 – January start**

EWH4T – Sault C: College Communication Skills CMM110  
EBA4T – Sault C: Communication 1 CMM115  
CLH4T – Sault C: Community Policing PFP306  
TSQ4T – Sault C: Concrete and Formwork 1  
TAB4T – Sault C: Introduction to Computers/AutoCAD CAD100  
BMA4T – Sault C: Introduction to Marketing BCM101  
HBB4T – Sault C: Introduction to Psychology PSY102  
PHS4T – Sault C: Medical Terminology MED111  
TBA courses

##### **SHSM Winter 2024 – January start**

SHSM Manufacturing – TLG4T – Sault C: Shield Metal Arc Welding SMAW1 – MTF107

##### **Dual Credit Projects: Winter 2024 – February start**

Dual Credit for Hospitality & Tourism – TUA4T – Sault C: Fundamentals of Professional Baking CUL152  
Personal Fitness and Wellness – Team Taught Dual Credit for St. Mary's College – PAF40  
St. Kateri Dual Credit – TMH4T – Sault C: Outdoor Equipment Certification NET107  
TTE4Y Level One Automotive Service Technician OYAP/Dual Credit – See Student Services

##### **School College Connection Program Projects – start date varies (see below)**

AHE4T – Sault C: Music and Pop Culture GAS109 – September only  
GWB4T – Sault C: Personal and Academic Success Strategies HDG122 – September only  
EBA4T – Sault C: Communications 1 CMM115 – February only  
JFE4T – Sault C: What In The World Is Going On? GAS103 – February only  
SCC Other dual credits vary by semester; availability determined at registration – Sep & Jan

##### **Summer Dual Credits – July/August 2024**

Summer SWAC: GWB4T Sault C: Personal and Academic Success Strategies HDG122  
Summer Dual Credit – PPH4T Sault C: Personal Wellness and Lifestyle Change FIT108



## SPECIALIST HIGH SKILLS MAJOR IN BUSINESS



### Overview

The Specialist High Skills Major (SHSM) is a specialized, Ministry-approved program that allows grade 11 and 12 students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). The SHSM program in Business provides students an opportunity to specialize, gain training, earn certifications, and plan for a career in the business sector before graduating and entering apprenticeship training, college, university or an entry-level position in the workplace.

The business sector, the central pillar of Canada's economy, is bursting with opportunities in entrepreneurship, finance, retail, real estate, human resources, marketing, management and budget-related careers. Because of globalization and new technology, the business sector also offers opportunities in the international market. As long as there is commerce, qualified and knowledgeable workers in business will find prospects either in one of Canada's prospering companies or as an entrepreneur in one of their own.

### Required Components for the SHSM – Business

1.	Bundled Credits: 4 "major" credits in the Business listing (Gr. 11 and/or Gr. 12) 2 English credits (Gr. 11 and Gr. 12) 2 Math credits (Gr. 11 and Gr. 12) 2 Cooperative Education credits (Gr. 11 or Gr. 12)
2.	Experiential Learning and Career Exploration – Planned activities that take place outside of the regular classroom which relate to the SHSM sector such as field trips, guest speakers, conferences, and job shadowing.
3.	"Reach Ahead" Experiences – Opportunities that allow for students to relate to post-secondary pathways in apprenticeship, college, university, and the workplace
4.	Sector Partner Contextualized Components and/or Innovation, Creativity, Entrepreneurship (ICE) Training.
5.	Certification and Awareness Training – Earn sector recognized certifications and awareness training.

### Occupations in the Business Sector by Postsecondary Destination

The following are examples of sector specific occupations accessible directly after Grade 12 graduation or after postsecondary education and training. Many are available in the Algoma Region.

University	College	Workplace	Apprenticeship Training
Business Development Officer Marketing Researcher & Consultant Economist Economic Policy Researcher & Analyst Executive Assistant Financial & Investment Analyst Financial Auditor & Accountant Mathematician, Statistician & Actuary Professional in Business Services Securities Agent, Investment Dealer & Broker Social Policy Researcher, Consultant & Program Officer Specialist in Human Resources	Accounting & Related Clerk Administrative Clerk Administrative Officer Assessor, Valuator & Appraiser Banking, Insurance & Other Financial Clerk Bookkeeper Conference & Event Planner Court Officer & Justice of the Peace Desktop Publishing Operator & Related Occupations Insurance Adjuster & Claims Examiner Legal Secretary Loan Officer Personnel 7 Recruitment Officer Personnel Clerk Professional in Business Services Purchasing Agent & Officer Retail & Wholesale Buyer Secretary (except Legal & Medical) Social Policy Researcher, Consultant & Program Officer	Accounting & Related Clerk Administrative Clerk Banking, Insurance & Other Financial Clerk Customer Service & Related Clerks Customer Service Representative – Financial Services Customs, Ship & Other Broker General Office Clerk Payroll Clerk Personnel Clerk Postal or Mail Clerk Purchasing & Inventory Clerk Real Estate Agent & Salesperson Receptionist, Admitting Clerk Records Management & Filing Clerk Retail & Wholesale Buyer Retail Salesperson & Sales Clerk Shippers & Receivers Storekeeper & Parts Clerk	Hardware, Lumber & Building Materials Retailer Parts Technician Special Events Coordinator

## SPECIALIST HIGH SKILLS MAJOR IN CONSTRUCTION



### Overview

A Specialist High Skills Major (SHSM) is a specialized, Ministry-approved program that allows grade 11 and 12 students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). The SHSM program in Construction provides students an opportunity to specialize, gain

training, earn certifications, and plan for a career in the construction and skilled trades sector before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.

The Ontario construction workforce will experience a gradual generational shift over the next decade, particularly in the skilled trades, due to the looming retirement of many workers. This will put pressure on the provincial construction industry to both develop and hire enough highly skilled workers. The Specialist High Skills Major in construction allows students to progress through the construction process from the design and drawing stage to the actual construction process from the design and drawing stage to the actual construction of a variety of structures.

### Required Components for the SHSM – Construction

1.	Bundled Credits: 4 “major” credits in the Construction listing (Gr. 11 and/or Gr. 12) 2 English credits (Gr. 11 and Gr. 12) 2 Math credits (Gr. 11 and Gr. 12) 1 Business or Science credit (Gr. 11 or Gr. 12) 2 Cooperative Education credits (Gr. 11 or Gr. 12)
2.	Experiential Learning and Career Exploration – Planned activities that take place outside of the regular classroom which relate to the SHSM sector such as field trips, guest speakers, conferences, and job shadowing.
3.	“Reach Ahead” Experiences – Opportunities that allow for students to relate to post-secondary pathways in apprenticeship, college, university, and the workplace.
4.	Sector Partner Contextualized Components and/or Innovation, Creativity, Entrepreneurship (ICE) Training.
5.	Certification and Awareness Training – Earn sector recognized certifications and awareness training.

### Occupations in the Construction Sector by Postsecondary Destination

The following are examples of sector specific occupations accessible directly after Grade 12 graduation or after postsecondary education and training.

University	College	Workplace	Apprenticeship Training
Architect Mechanical Engineers Structural Engineer	Construction Managers Contractors & Supervisors: Electrical Trades & Telecommunications Interior Designer Homebuilding Inspector Home Builder Construction Estimator Construction Superintendent Construction Technician Construction Technologists Architectural Design Technician/Technologist	Construction Trades Helpers & Labourers Carpenter Helper Construction Labourer Demolition Worker Drywall Sander Home Renovator	Carpenter Electrician Plumber Heating & Air Conditioning Contractor Brick & Stone Mason Painter & Decorator Roofer Construction Millwright

## SPECIALIST HIGH SKILLS MAJOR IN HEALTH AND WELLNESS



### Overview

A Specialist High Skills Major (SHSM) is a specialized, Ministry-approved program that allows grade 11 and 12 students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). The SHSM program in Health and Wellness provides students an opportunity to specialize, gain training, earn certifications, and plan for a career in the health and wellness sector before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.

The demand for professionals in the health and wellness sector in Ontario and across Canada is on the rise as the age of our population increases leading to retirements in this field. This sector has a wide variety of career opportunities and is one of the largest employers in Canada. Over 2 million Canadians are currently employed in a health-related job according to Statistics Canada.

### Required Components for the SHSM – Health and Wellness

1.	Bundled Credits: 4 “major” credits in the Health and Wellness listing (Gr. 11 and/or Gr. 12) 2 English credits (Gr. 11 and Gr. 12) 1 Math credit (Gr. 11 or Gr. 12) 1 Science of Social Science/Humanities credit (Gr. 11 or Gr. 12) 2 Cooperative Education credits (Gr. 11 or Gr. 12)
2.	Experiential Learning and Career Exploration – Planned activities that take place outside of the regular classroom which relate to the SHSM sector such as field trips, guest speakers, conferences, and job shadowing.
3.	“Reach Ahead” Experiences – Opportunities that allow for students to relate to post-secondary pathways in apprenticeship, college, university, and the workplace.
4.	Sector Partner Contextualized Components and/or Innovation, Creativity, Entrepreneurship (ICE) Training.
5.	Certification and Awareness Training – Earn sector recognized certifications and awareness training.

### Occupations in the Health and Wellness Sector by Postsecondary Destination

The following are examples of sector specific occupations accessible directly after Grade 12 graduation or after postsecondary education and training. Many are available in the Algoma Region.

University	College	Workplace	Apprenticeship Training
Audiologist or Speech-Language Pathologist	Ambulance Attendants & Other Paramedical Occupations	Blood Donor Clinic Assistant	Child & Youth Worker
Chiropractor	Biomedical Engineering Technologist	Certified Personal Trainer	Early Childhood Educator
Dentist	Community & Social Service Worker	Doctor's Office Receptionist	Educational Assistant
Dietician	Dental Hygienist or Dental Assistant	Fitness Instructor	
Family, Marriage & Other Related Counsellors	Documentation Clerk	Hospital Admitting Clerk	
Hospital Equipment Sales Representative	Funeral Director or Embalmer	Hospital Cleaner	
Kinesiologist	Health Care Aide	Hospital Porter	
Medical Microbiologist	Hospital Laboratory Technician	Lifeguard	
Medical Sonographer	Medical Secretary	Recreation Program Leader	
Midwife	Pharmacy Technician		
Nutritionist	Practical Nurse		
Optometrist	Primary Care Paramedic		
Pharmacist	Registered Massage Therapist		
Psychiatrist	Registered Orthopedic Technologist		
Registered Nurse	Respiratory Therapist		
Sports Therapist			

## SPECIALIST HIGH SKILLS MAJOR IN HOSPITALITY AND TOURISM



### Overview

A Specialist High Skills Major (SHSM) is a specialized, Ministry-approved program that allows grade 11 and 12 students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). The SHSM program in Hospitality and Tourism provides students an opportunity to specialize, gain training, earn certifications, and plan for a career in the hospitality and tourism sector before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.

The tourism industry in Canada is a dynamic and growing employment sector that includes opportunities in hospitality, accommodation, food and beverage services, recreation, and travel services. Employment prospects and career advancement in the hospitality and tourism sector have never been better locally and world-wide.

### Required Components for the SHSM – Health and Wellness

1.	Bundled Credits: 4 "major" credits in the Hospitality and Tourism listing (Gr. 11 and/or Gr. 12) 2 English credits (Gr. 11 and Gr. 12) 1 Math credit (Gr. 11 or Gr. 12) 1 Business or Science credit (Gr. 11 or Gr. 12) 2 Cooperative Education credits (Gr. 11 or Gr. 12)
2.	Experiential Learning and Career Exploration – Planned activities that take place outside of the regular classroom which relate to the SHSM sector such as field trips, guest speakers, conferences, and job shadowing.
3.	"Reach Ahead" Experiences – Opportunities that allow for students to relate to post-secondary pathways in apprenticeship, college, university, and the workplace.
4.	Sector Partner Contextualized Components and/or Innovation, Creativity, Entrepreneurship (ICE) Training.
5.	Certification and Awareness Training – Earn sector recognized certifications and awareness training.

### Occupations in the Hospitality and Tourism Sector by Postsecondary Destination

The following are examples of sector specific occupations accessible directly after Grade 12 graduation or after postsecondary education and training. Many are available in the Algoma Region.

University	College	Workplace	Apprenticeship Training
Nutritionist Dietician Food Scientist Bacteriologist Food Stylist	Ticket Agents Purser & Flight Attendant Reservation Agent Hotel/Resort Manager Food Service Managers Convention Services Coordinator	Front Desk Hotel Valet Taxicab Driver Food & Beverage Server Local Tour Guide Purser & Flight Attendant Car Rental Agent Tourist Information/Hotel Clerk Casino Dealer Tour Guides Bartender Food & Beverage Salesperson	Baker Assistant Cook Cook Special Events Coordinator Chef

## SPECIALIST HIGH SKILLS MAJOR IN NON-PROFIT



### Overview

The Specialist High Skills Major (SHSM) is a specialized, Ministry-approved program that allows grade 11 and 12 students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). The SHSM program in Non-Profit enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university or an entry-level position in the workplace. Depending on local circumstances, this SHSM may be designed to have a particular focus – for example, on community action or international development.

Whether in the fields of social services, health care, community housing, the environment, sports, recreation, arts or culture, there are career paths for people that share the sector's common vision: *to make a difference*. Over a million Canadians perform paid work for close to 69,000 non-profit organizations located all across the country.

### Required Components for the SHSM – Non-Profit

1.	<p>Bundled Credits:</p> <p>4 "major" credits in the Non-Profit listing (Gr. 11 and/or Gr. 12)</p> <p>2 English credits (Gr. 11 and Gr. 12)</p> <p>1 Math credit (Gr. 11 or Gr. 12)</p> <p>1 Business or Science credit (Gr. 11 or Gr. 12)</p> <p>2 Cooperative Education credits (Gr. 11 or Gr. 12)</p>
2.	Experiential Learning and Career Exploration – Planned activities that take place outside of the regular classroom which relate to the SHSM sector such as field trips, guest speakers, conferences, and job shadowing.
3.	"Reach Ahead" Experiences – Opportunities that allow for students to relate to post-secondary pathways in apprenticeship, college, university, and the workplace
4.	Sector Partner Contextualized Components and/or Innovation, Creativity, Entrepreneurship (ICE) Training.
5.	Certification and Awareness Training – Earn sector recognized certifications and awareness training.

### Occupations in the Non-Profit Sector by Postsecondary Destination

The following are examples of sector specific occupations accessible directly after Grade 12 graduation or after postsecondary education and training. Many are available in the Algoma Region.

University	College	Workplace	Apprenticeship Training
<p>Accountant</p> <p>Communications Manager</p> <p>Community Development Officer</p> <p>Social Development Officer</p> <p>Public Affairs Officer</p> <p>Social Policy Researcher</p> <p>Consultant &amp; Program Officer</p> <p>Social Services Planner/Researcher</p> <p>Social Worker</p>	<p>Administrative Officer</p> <p>Business Manager-Non-Profit Organization</p> <p>Bookkeeper</p> <p>Fundraising Consultant</p> <p>Marketing Administration</p> <p>Rural Development Officer</p>	<p>Administrative Clerk</p> <p>Festival Organizer</p> <p>Fitness Instructor</p> <p>Personal Trainer</p> <p>Office Manager – Non-Profit Organization</p> <p>Recreation Program Leader</p> <p>Records Management &amp; Filing Clerk</p>	<p>Child and Youth Worker</p> <p>Development Service Worker</p> <p>Educational Assistant</p> <p>Special Events Coordinator</p>

## ADVANCED PLACEMENT PROGRAM, PRE-AP AND AP

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### Enhanced learning opportunities available at St. Mary's College

The Pre-AP and Advanced Placement courses prepare students to write Advanced Placement exams. By writing Advanced Placement exams, students may earn credit or be exempt from first-year university courses. Many Canadian universities (and all American colleges and universities) have policies which will grant entrance or transfer credits for strong achievement in the AP exams. Parents and students are encouraged to refer to the Canadian AP website for more information - [www.ap.ca](http://www.ap.ca)

Students of the Huron-Superior Catholic District School Board may choose the following Pre-AP and AP courses:

#### Grade 9

English	ENL1WA	(Pre-AP)
Issues in Canadian Geography	CGC1DA	(Pre-AP)
Principles of Math	MTH1WA	(Pre-AP)
Science	SNC1WA	(Pre-AP)
Visual Arts	AVI1OA	(Pre-AP)

#### Grade 10

English, Academic	ENG2DA	(Pre-AP)
Principles of Math, Academic	MPM2DA	(Pre-AP)
Science, Academic	SNC2DA	(Pre-AP)
History, Academic	CHC2DA	(Pre-AP)

#### Grade 11

English, University	ENG3UA	(Pre-AP)
Math, Functions, University	MCR3UA	(Pre-AP)
Science, Biology, University	SBI3UA	(Pre-AP)

#### Grade 12

English, University	ENG4UA	(AP)
Math, Advanced Functions, University	MHF4UA	(Pre-AP)
Math, Calculus and Vectors, University	MCV4UA	(AP)
Interdisciplinary Course: Math, University	IDC4UA	(AP)
Science, Biology, University	SBI4UA	(AP)

**NOTE:** Please refer to the Course Descriptions Section for complete information on Pre-AP courses offered.



## OUTDOOR EDUCATION PROGRAM – SCOPE

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**SCOPE** is an outdoor experiential learning opportunity where students earn two credits: one in Physical Education and one in Cooperative Education. Students learn in an outdoor environment how to navigate using GPS, compasses and maps. In addition, they participate in a variety of outdoor physical activities (hiking, biking, cross country skiing, snowshoeing, ice fishing, as well as traditional sports such as lacrosse, hockey & soccer), learn outdoor survival skills, raise fish to stock lakes, and study many other related environmental topics like species identification and interpreting weather. In addition to this, students have the additional opportunity to complete a Dual Credit with Sault College, thus earning three credits in total during the semester.

### Grade 11 Program

1. **PAD30**  
Outdoor Education
2. **PAD30K**  
Co-operative Education

### Grade 12 Program

1. **PAD40**  
Outdoor Education
3. **PAD40K**  
Co-operative Education



# HOCKEY CANADA SKILLS ACADEMY

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The HSCDSB Hockey Canada Skills Academy is designed to challenge and inspire all students who participate. It is a complete program that includes education, on-ice skills, off-ice strength and conditioning, mental training, and personal development. On-ice sessions include hockey fundamentals such as skating, puck handling, angling, and passing. When students are not on ice they are exposed to sport specific fitness training, floorball, stick handling and shooting. Health promotion with a specific emphasis on sound food and nutrition habits will also be explored.

This is a great program for those students wanting to enhance their current skill set. It also provides an opportunity to introduce the game to students new to hockey who want to play for the first time. The Academy is open to all students entering Grades 7 and 8 and possibly Grades 5 and 6, pending registration numbers. The elementary program is based out of St. Basil Catholic Elementary School. In secondary, the academy is open to all students entering Grade 9 and possibly Grade 10 at St. Mary's College. Enrollment will be based on number of applicants while a selection committee will review all applications and determine participants. The program operates during the school day and runs from September to June each year at the elementary level and for the duration of the first semester at the secondary level.

HSCDSB's Hockey Canada Skills Academy is committed to the development of each player and providing personalized and directed strategies for improvement. The individual needs of each player are identified by analyzing his/her academics, hockey skills, strength and conditioning and future goals. All program participants must be committed to both on and off-ice training. The program offers ongoing skill development and the opportunity to build on individual skills and team development.

HSCDSB's Hockey Canada Skills Academy has been accredited by Hockey Canada. The framework of the program is consistent with the standards for development set by Hockey Canada. As well, it is in full compliance with the Ministry of Education provincial expectations for health and physical education. Importantly, the goals and values of the program are consistent with the HSCDSB goals and values of inclusion, equity of opportunity, and meeting the needs of the whole child.

## Who can apply for the program?

All students enrolled in a HSCDSB school entering grade 5 to grade 10 can apply. For those students who do not currently attend any of our schools, parents must complete a school registration form for the upcoming school year.

## Does my child need to have prior experience playing hockey?

No. Any child regardless of their hockey skill level may apply to gain acceptance into the program. The program will be structured to ensure that students who have limited or zero experience, as well as those who are enrolled in minor hockey, have the opportunity to further develop their skill level.

## Will my child need to bring equipment?

Yes.

### Benefits:

- Enhancement of individual technical and tactical development along with fitness and nutrition.
- All training sessions occur during the school day.
- Provides a better balance for the practice to game ratio that currently exists.
- Enhancement of academic achievement through establishing a better balance between athletics and academics within the school system.

### On-Ice Hockey Instruction:

- 120-180 minutes per week depending on grade level
- Individual skill development (skating, passing, shooting, checking, goaltender skill development)
- Hockey Canada qualified on-ice staff
- Hockey Canada Skills Academy Curriculum

### Mental Training:

- Goal setting
- Positive reinforcement
- Self-discipline
- Self-motivation
- Self-confidence

### Off-Ice / Classroom Instruction:

- Qualified teaching staff
- Systems of play, warm-up/cool down, video analysis, strength and resistance training, core training, balance, sound food and nutrition habits.

## 21<sup>ST</sup> CENTURY LEARNING – BLENDED LEARNING

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We live in a world of acceleration that looks ahead to unimagined possibilities in an unknowable future. As a secondary school we need to do our best to prepare our students so they can maximize the opportunities of our fast changing world. At St. Mary's College we are committed to incorporating new approaches to learning that will equip our students for their futures and Blended Learning is one of our instructional approaches that supports our mission.

Blended Learning employs on-line tools within a face-to-face classroom environment to increase student engagement and student achievement. At St. Mary's College, Blended Learning utilizes the Ministry of Education's on-line Learning Management System (LMS) to support classroom instruction. A real bonus for parents with Blended Learning is the ability for parents to access the LMS to keep in touch with daily student work and view their son/daughter's progress.

Although personal laptops are beneficial for students, they are not a requirement for Blended Learning. The school has access to laptop carts for in-school student use.

### **WHAT IS THE LEARNING MANAGEMENT SYSTEM (LMS)?**

The LMS is the Ministry of Education's Learning Management System. Custom web pages provide students with many resources. The LMS provides our educators with a way to create and deliver content, monitor student participation, and assess student performance.

### **BENEFITS OF THE LMS**

#### Content

- All course content available on teacher webpage
- Interactive tutorials and online lessons for practice at any time / teacher created video lessons
- Online practice tests and quizzes to check understanding
- Complete homework solutions available online

#### Communications

- Class discussion board allows students to communicate with each other during class or in the evening
- Easy access for parents to stay up-to-date with classroom instruction
- The email system allows students to contact their teacher regularly
- Grades available online and always updated
- Online calendar displays important dates for assignments, tests and quizzes
- Daily news feed contains all work for students who are absent

### **FREQUENTLY ASKED QUESTIONS**

#### **How do students access the LMS?**

Students will log on to the site – <https://hscdsb.elearningontario.ca>. To allow access, students will be given a username and password to log in.

## E-LEARNING

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E-learning is an opportunity to complete high school courses on-line with the assistance of a qualified teacher.

E-learning:

- allows students to learn in a more independent and flexible environment
- supports inquiry and project-based learning

Grade	Course	Department and Subject
12	CHY4Ue	World History Since the 15 <sup>th</sup> Century
12	EW4Ue	The Writer's Craft
12	SPH4Ce	Physics

*Students must confirm the withdrawal date from an e-learning course with their e-learning teacher due to full disclosure guidelines.*

Students are encouraged to contact Student Services about other courses available through e-learning.

## CHOOSING YOUR COURSES

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### 1. Gather Information

- Students and parents are encouraged to read the Course Calendar including Course Descriptions carefully available on the Board website: [www.hscdsb.on.ca](http://www.hscdsb.on.ca)
- Students may explore career information and educational pathways at: <https://login.xello.world/account/Canada:9a907558-067e-4039-8ac8-b0aa376b2be4>
- Within the XELLO website, students may access information and course descriptions in Course Planner

### 2. Seek Advice

- Students are asked to discuss course selections thoroughly with parents/guardians
- Teachers may provide additional information related to specific subject areas
- Students are encouraged to meet with a Guidance Counsellor

### 3. Make Informed Choices

- Students in grades 9-12 will complete Course Selections electronically using Course Planner
- Students will be advised of this process by Student Services staff
- Parents are encouraged to participate in the Course Selection process

***Students must choose courses carefully as subsequent changes in a student's timetable may be restricted due to class availability.***

***Where enrolment is insufficient, a course may be withdrawn.***



Huron-Superior Catholic  
DISTRICT SCHOOL BOARD

# Your Pathway to Success









# **COURSE DESCRIPTIONS**



**Huron-Superior Catholic**  
DISTRICT SCHOOL BOARD

# Course Descriptions 2023-2024

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## COURSE CHART 2023-2024

DEPARTMENT AND SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>THE ARTS</b>				
Dance	ATC1O	ATC2O	ATC3O	
Dance – Musical Theatre	ATU1O and/or	ATU2O➤	ATU3M➤	ATU4M
Drama	ADA1O and/or	ADA2O➤	ADA3M➤	ADA4M
Guitar Music	AMU1O and/or	AMG2O➤	AMG3M➤	AMG4M
Instrumental Music - Band	AMU1O and/or	AMI2O➤	AMI3M➤	AMI4M
Instrumental Music – Strings	AMU1O and/or	AMS2O➤	AMS3M➤	AMS4M
Music – Vocal/Choral	AMU1O and/or	AMV2O➤	AMV3M➤	AMV4M
Music – Musical Theatre	AMT1O and/or	AMT2O➤	AMT3M➤	AMT4M
Visual Arts Visual Arts, Pre-AP	AVI1O and/or AVI1OA and/or	AVI2O➤	AVI3M➤	AVI4M
Visual Arts – Digital Media	AVI1O and/or AVI1OA and/or	AWD2O	AWQ3O	
Visual Arts – Information/Consumer Design	AVI1O and/ or AV1OA and/or	AVI2O➤ AWD2O➤	AWE3M➤	AWE4M
<b>BUSINESS STUDIES</b>				
Introduction to Business		BBI2O		
International Business Fundamentals				BBB4M
Accounting			BAF3M➤	BAT4M
Entrepreneurship Studies			BDI3C	BDV4C
Marketing: Goods, Services, Events : Sports and Entertainment			BMI3C BMI3CS	
Business Leadership: Management Fundamentals				BOH4M
Information and Communication Technology in Business	BTT10			
<b>CANADA AND WORLD STUDIES – Geography</b>				
Issues in Canadian Geography, De-streamed	CGC1D➤			
Issues in Canadian Geography, Pre-AP	CGC1DA➤			
Travel and Tourism: A Geographic Perspective			CGG3O	
The Environment & Resource Management				CGR4M
<b>CANADA AND WORLD STUDIES – History</b>				
Canadian History since World War 1		CHC2P➤ CHC2D➤ CHC2L		
Canadian History since World War 1, Pre-AP		CHC2PA➤		
American History			CHA3U	
Civics and Citizenship (.5 credit)		CHV2O CHV2ON		
World History since the Fifteenth Century				CHY4U



<b>CANADA AND WORLD STUDIES</b>				
<b>Economics, Law, Politics</b>				
Understanding Canadian Law Analysing Current Economic Issues			CLU3M	CLN4U CIA4U
<b>COMPUTER STUDIES</b>				
Computer Science		ICD2O	ICS3U➤	ICS4U
Communication Technology Print and Graphic Communications		TGJ2O	TGJ3M and/or TGG3M➤	TGJ4M and/or TGG4M
<b>ENGLISH</b>				
Destreamed → University Preparation	ENL1W ➤ ENL1WA➤	ENG2D ➤ ENG2DA➤	ENG3U ➤ ENG3UA➤	ENG4U ENG4UA
Applied → College Preparation		ENG2P➤	ENG3C➤	ENG4C
Locally Developed/Workplace	ENG1L➤	ENG2L➤	ENG3E➤	ENG4E
Writer's Craft → University Preparation			ENG3U➤	EWC4U
Ontario Literacy Course				OLC4O
<b>FRENCH AS A SECOND LANGUAGE</b>				
Core French - Academic → University Preparation	FSF1D➤	FSF2D➤	FSF3U➤	FSF4U
Italian		LWIBD		
<b>FRENCH IMMERSION</b>				
French Immersion	FIF1DF➤	FIF2DF➤	FIF3UF➤	FIF4UF
Enseignement religieux	HRE1OF	HRE2OF	HRT3MF➤	HRE4MF
Enjeux géographiques du Canada	CGC1DF			
Histoire du Canada depuis la Première Guerre mondiale		CHC2DF		
Civisme et citoyenneté (.5 crédit)		CHV2OF		
Exploration de carrière (.5 crédit)		GLC2OF		
Activités personnelles en forme physique			PAF30F	
Leadership and Peer Support			IDC3OF	
<b>GUIDANCE &amp; CAREER EDUCATION</b>				
Learning Strategies	GLE1O	GLE2O	GLE3O	GLE4O
Career Studies (.5 credit)		GLC2O GLC2ON		
Designing Your Future			GWL3O	
Discovering the Workplace		GLD2O		
Leadership and Peer Support			GPP3O	
Navigating the Workplace				GLN4O
<b>HEALTH &amp; PHYSICAL EDUCATION</b>				
Personal Fitness Activities			PAF3O	PAF4O
Healthy Living & Individual & Small Group Activities: Wellness for Girls			PAI3O	
Healthy & Active Living Education: Male	PPL1OM	PPL2OM	PPL3OM	PPL4OM
Healthy & Active Living Education: Female	PPL1O	PPL2O	PPL3O	PPL4O



Recreation and Healthy Active Living Leadership				PLF4M
Introductory Kinesiology				PSK4U
<b>INTERDISCIPLINARY STUDIES</b>				
Leadership and Peer Support			IDC3OF	
Peer Tutoring				IDC4UP
Portfolio Development				IDC4UV
<b>MATHEMATICS</b>				
Mathematics, De-streamed → Academic → University Preparation Mathematics of Data Management Advanced Functions Calculus and Vectors	MTH1W➤	MPM2D➤	MCR3U➤	MDM4U MHF4U➤ MCV4U
Mathematics, Pre-AP → Pre-AP Functions → Mathematics of Data Management Pre-AP Advanced Functions Calculus and Vectors/Calculus AP Interdisciplinary AP Calculus	MTH1WA➤ MTH1W➤	MPM2DA➤	MCR3UA➤	MDM4U MHF4UA➤ MCV4UA➤ IDC4UA
Applied → Foundations for College Mathematics	MTH1W➤	MFM2P➤	MBF3C ➤	MAP4C
Applied → University/College Functions → Mathematics for College Technology Advanced Functions Mathematics of Data Management	MTH1W➤	MFM2P➤  MFM2P➤	MCF3M➤  MCF3M➤	MCT4C➤ MHF4U  MDM4U
Locally Developed → Workplace	MAT1L➤		MEL3E➤	MEL4E
<b>NATIVE LANGUAGES AND FIRST NATIONS, MÉTIS AND INUIT STUDIES</b>				
Native Languages	LNOAO➤	LNOBO		
Expressions of First Nations, Métis, and Inuit Cultures	NAC1O			
Civics & Careers (An Indigenous Perspective)		CHV2ON/ GLC2ON		
First Nations, Métis, and Inuit in Canada		NAC2O		
World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada First Nations, Métis, and Inuit Governance in Canada Contemporary Indigenous Issues and Perspectives in a Global Context World Religions and Belief Traditions in Daily Life (An Indigenous Perspective)		NAC20➤ CHC2DO/ CHC2PO/ CHC2DA➤	NBV3C➤ NBV3E   HRF3ON	NDG4M   NDW4M
English: Understanding Contemporary First Nations, Métis, and Inuit Voices University Preparation	ENL1W➤ ENL1WA➤	ENG2D➤ ENG2DA➤	NBE3U➤	ENG4U   NDG4M



First Nations, Métis, and Inuit Governance in Canada  Contemporary Indigenous Issues and Perspectives in a Global Context				NDW4M
English: Understanding Contemporary First Nations, Métis, and Inuit Voices College Preparation  First Nations, Métis, and Inuit Governance in Canada  Contemporary Indigenous Issues and Perspectives in a Global Context	ENL1W➤ ENL1WA➤	ENG2D➤ ENG2DA➤ ENG2P➤	NBE3C➤	ENG4C  NDG4M  NDW4M
English: Understanding Contemporary First Nations, Métis, and Inuit Voices Workplace Preparation  First Nations, Métis, and Inuit Governance in Canada  Contemporary Indigenous Issues and Perspectives in a Global Context	ENL1W➤ ENL1WA➤	ENG2D/ ENG2DA/ ENG2P➤	NBE3E➤	ENG4E  NDG4M  NDW4M
Contemporary First Nations, Métis, and Inuit Issues and Perspectives  First Nations, Métis, and Inuit Governance in Canada Contemporary Indigenous Issues and Perspectives in a Global Context		NAC2O➤ CHC2DO/ CHC2PO/ CHC2DA➤	NDA3M➤	  NDG4M  NDW4M
<b>SCIENCE</b>				
Science, De-streamed → Academic → University Biology Science, Pre-AP → Pre-AP Biology → AP Biology	SNC1W➤  SNC1WA➤	SNC2D➤  SNC2DA➤	SBI3U➤  SBI3UA➤	SBI4U  SBI4UA
Science, De-streamed → Academic → University Preparation Chemistry Science, Pre-AP	SNC1W➤  SNC1WA➤	SNC2D ➤  SNC2DA➤	SCH3U➤	SCH4U
Science, De-streamed → Academic → University Preparation Physics Science, Pre-AP	SNC1W➤  SNC1WA➤	SNC2D➤  SNC2DA➤	SPH3U➤	SPH4U
Science, De-streamed → Academic → University/College Preparation Environmental Science	SNC1W➤	SNC2D➤	SVN3M	





Science, Pre-AP	SNC1WA➤	SNC2DA➤		
Applied ➔ College Preparation Biology Chemistry Environmental Science Physics	SNC1W➤	SNC2P➤	SBI3C SVN3M	SCH4C SPH4C
Locally Developed, Workplace	SNC1L➤	SNC2L		
<b>SOCIAL SCIENCES AND HUMANITIES – Religious Education</b>				
Religious Education	HRE1O	HRE2O		
World Religions and Belief Traditions in Daily Life			HRF3O	
Church and Culture				HRE4O
World Religions and Belief Traditions: Perspectives, Issues, and Challenges		HRE2O	HRT3M➤	
Church and Culture				HRE4M
<b>SOCIAL SCIENCES AND HUMANITIES – Family Studies</b>				
Nutrition and Health				HFA4U
Food and Nutrition		HFN2O		
Understanding Fashion			HNC3C	
Working with Infants and Young Children			HPW3C	
Intro. to Anthropology, Psychology, Sociology			HSP3C HSP3U	
Challenge and Change in Society				HSB4U
Families in Canada				HHS4U
Philosophy: The Big Questions			HZB3M	
Philosophy: Questions and Theories				HZT4U
<b>TECHNOLOGICAL EDUCATION</b>				
Exploring Computer Technology Exploring Technologies Exploring Construction Technologies	TEJ1O TIJ1O TCJ1O			
Technological Design-College/University		TDJ2O	TDJ3M ➤	TDJ4M
Communication Technology Print and Graphic Communications	TGJ1O	TGJ2O	TGJ3M and/or TGG3M➤	TGJ4M and/or TGG4M
Computer Engineering Technology			TEJ3M➤	TEJ4M
Construction Technology - College  Construction Technology - Workplace	TCJ1O	TCJ2O	TCJ3C ➤ TCJ3C1➤ TCJ3C2➤ TCJ3E	TCJ4C TCJ4C1 TCJ4C2
Custom Wood Working			TWJ3E	
Green Industries			THJ3M	
Health Care			TPJ3C TPJ3M	



Hospitality and Tourism			TFJ3C1 ➤ TFJ3C2 ➤	TFJ4C1 TFJ4C2
Manufacturing Technology – College		TMJ2O	TMJ3C ➤	TMJ4C
Transportation Technology – College		TTJ2O	TTJ3C ➤	TTJ4C
Welding			TMY3C ➤	TMY4C
<b>CO-OPERATIVE EDUCATION</b>				
Co-operative Education			COP3X	COP4X
Creating Opportunities Through Co-op			DCO3O	
School-to-Work Transition		COP2X		



## GRADE 9 COURSES

### The Arts

#### Drama, Grade 9, Open

**ADA10**

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

**Prerequisite:** None

#### Music, Grade 9, Open (Musical Theatre)

**AMT10**

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.

**Prerequisite:** None

**Note:** In Musical Theatre, students will be introduced to singing and dramatic techniques, learn to read music, develop performance confidence, and create a meaningful polished musical theatre performance at the end of the term.

#### Music, Grade 9, Open

**AMU10**

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. Course note: This course integrates four options of music: Band, Guitar, Orchestra/Strings and Vocal/Choral.

**Prerequisite:** None

#### Dance, Grade 9, Open

**ATC10**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

**Prerequisite:** None

#### Dance, Grade 9, Open (Musical Theatre)

**ATU10**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

**Prerequisite:** None

**Note:** This course gives students the opportunity to explore their technical and compositional skills in the art of dance with a focus on the style of Musical Theatre. Students will study movement patterns and techniques specific to theater jazz as well as gain an understanding of the creative process, stagecraft and performance skills. By the end of the course students will perform polished routines in front of a live audience.

#### Visual Arts, Grade 9, Open

**AVI10**

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.

**Prerequisite:** None



### **Visual Arts, Grade 9, Pre-AP**

**AVI10A**

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.

**Prerequisite:** None

***When selecting this course, a student should have a keen interest in the area of visual arts with plans on expanding their expressive qualities in media, techniques and styles in art.***

## **Business**

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### **Information and Communication Technology in Business**

**BTT10**

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

**Prerequisite:** None

## **Canadian and World Studies**

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### **Issues in Canadian Geography, Grade 9, De-streamed**

**CGC1D**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

**Prerequisite:** None

### **Issues in Canadian Geography, Grade 9, Pre-AP**

**CGC1DA**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

**Prerequisite:** None

***A student should have a Level 4 / 85% or higher in his/her Gr. 7 and Gr. 8 Geography subject area to select this option.***

## **English**

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### **English, Grade 9, Destreamed**

**ENL1W**

**Course description:** This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

**Prerequisite:** None



### English, Grade 9, Pre-AP

**ENL1WA**

**Course description:** This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. This course is intended to prepare students for the Grade 10 academic English or Grade 10 Pre-AP academic English which leads to university or college preparation courses in Grades 11 and 12.

**Prerequisite:** None

**A student should have a Level 4 / 85% or higher in his/her language strand to select this option. The academic rigor of this course will lead to the preparation for the students to write the Advanced Placement College Board exam in Grade 12.**

### English, Grade 9, Locally Developed Compulsory Course

**ENG1L**

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 in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing and thinking and reflect regularly upon their growth in these areas.

**Prerequisite:** None

## French as a Second Language and International Languages

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### Core French, Grade 9, De-streamed

**FSF1D**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

**Note:** Upon completion of four courses, the student will receive the Core French Program Certificate and be eligible to complete the Diplôme d'Études en Langue Française (DELF) test.

## Guidance and Career Education

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### Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open

**GLE1O**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite:** Recommendation of principal.



## Health and Physical Education

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### Healthy Active Living, Physical Education, Grade 9, Open

**PPL10**

**PPL10M – Male      PPL10O – Female**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

## Mathematics

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### Mathematics, Grade 9, Locally Developed

**MAT1L**

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

**Prerequisite:** None

### Mathematics, Grade 9, De-streamed

**MTH1W**

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

**Prerequisite:** None

### Principles of Mathematics, Grade 9, Pre-AP

**MTH1WA**

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

**Prerequisite:** None

**A student should have a level 4 / 85% or higher average to consider this course. The academic rigor of this course will lead to the preparation for students to write the Advanced Placement College Board exam in Grade 12.**



## Native Languages and First Nations, Métis and Inuit Studies

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### Native Languages, Level 1, Open

**LNOAO**

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course-related activities.

**Prerequisite:** None

### Expressions of First Nations, Métis, and Inuit Cultures, Grade 9, Open

**NAC10**

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

**Prerequisite:** None

**Note:** This course may be used to meet the compulsory credit requirement for the Arts.

## Religious Education

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### Religious Education: Discipleship and Culture, Grade 9, Open

**HRE10**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (euthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

**Prerequisite:** None

## Science

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### Science, Grade 9, Locally Developed Compulsory Course

**SNC1L**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, 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 or a language through relevant and practical science activities.

**Prerequisite:** None



**Science, Grade 9, Pre-AP****SNC1WA**

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

**Prerequisite:** None

***A student should have a level 4 / 85% or higher to consider this course. The academic rigor of this course will lead to further specialization in Gr. 11 and 12 courses in the areas of Biology, Chemistry and Physics in preparation to write the Advanced Placement College Board exam(s) in Grade 12.***

**Science, Grade 9, De-streamed****SNC1W**

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

**Prerequisite:** None

## **Technological Education**

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**Exploring Construction Technology****TCJ10**

This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical and network wiring, masonry, heating/cooling, carpentry, and woodworking. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** None

**Exploring Computer Technology, Grade 9, Open****TEJ10**

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** None

**Communications Technology****TGJ10**

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post-secondary pathways leading to careers in the field.

**Prerequisite:** None

**Exploring Technologies, Grade 9, Open****TIJ10**

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

**Prerequisite:** None

**Note:** Students will work on practical projects that encompass four different technological subjects, using range of equipment and resources suited to the fields of study and discipline while learning in a real world context by sampling the process and developing basic skills and knowledge that benefit everyday lives.



## GRADE 10 COURSES

### The Arts

#### **Drama, Grade 10, Open**

**ADA20**

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.

**Prerequisite:** None

#### **Music, Grade 10, Open (Guitar)**

**AMG20**

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

**Prerequisite:** None

**Note:** Students will focus their work on the various aspects of musical performance through the study of classical nylon string guitar. Part of the course will focus on the development of techniques for performance on acoustic steel string guitar.

#### **Music, Grade 10, Open (Instrumental/Band)**

**AMI20**

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

**Prerequisite:** None

**Note:** Students will focus their work on the various aspects of musical performance through the study of a woodwind, brass or percussion instrument in a band setting.

#### **Music, Grade 10, Open (String Instruments)**

**AMS20**

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

**Prerequisite:** None

**Note:** Students will focus their work on the various aspects of musical performance through the study of a string instrument (violin, cello, viola or double bass).

#### **Music, Grade 10, Open (Music Theatre)**

**AMT20**

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

**Prerequisite:** None

**Note:** In Musical Theatre, students will continue to develop singing and stage techniques and will focus on improving stage presence to capture an audience with a meaningful polished musical theatre performance at the end of the term. Students will be given more complex music to read, sing, and perform and will reflect upon their skill improvement.

**Music, Grade 10, Open (Musical Theatre/Voice)****AMV20**

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

**Prerequisite:** None

**Note:** Students will focus their work on the various aspects of musical performance through the study of musical theatre, popular music and classical vocal repertoire.

**Dance, Grade 10, Open****ATC20**

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.

**Prerequisite:** None

**Dance, Grade 10, Open (Musical Theatre)****ATU20**

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.

**Prerequisite:** None

**Note:** This course continues to give students the opportunity to explore their technical and compositional skills in the art of dance with a focus on the style of Musical Theatre. Students will continue to study the creative process, movement patterns, technique and stagecraft with an additional focus on musical theater dance composition. Students will have the opportunity to be involved in the choreography development and staging of dance numbers and by the end of the course students will perform polished routines that they have helped create in front of a live audience.

**Visual Arts, Grade 10, Open****AVI20**

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

**Prerequisite:** None

**Visual Design, Grade 10, Open****AWD20**

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.

**Note:** This course will be delivered as a comprehensive program with a variety of art forms. Students will gain experience in a variety of mediums using both traditional and emerging technologies.

**Prerequisite:** None

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**Business Studies****Introduction to Business, Grade 10, Open****BBI20**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite:** None

## Canadian and World Studies

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### **Canadian History since World War I, Grade 10, Academic**

**CHC2D**

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

**Prerequisite:** None

### **Canadian History since World War I, Grade 10, Pre-AP**

**CHC2DA**

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

**Prerequisite:** None

**A student should have a level 4 / 85% or higher to consider this course.**

### **Canadian History since World War I, Grade 10, Locally Developed**

**CHC2L**

The study of history fulfils a fundamental human desire to understand the past. Through the narrative of history, students learn about the people, events, emotions, struggles, and challenges that produced the present and that will shape the future. The study of history enables students to become critically thoughtful and informed citizens who are able to interpret and analyse historical, as well as current issues, events and developments, both in Canada and the world. This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

### **Canadian History since World War I, Grade 10, Applied**

**CHC2P**

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

**Prerequisite:** None

### **Civics and Citizenship, Grade 10, Open (.5 credit)**

**CHV2O**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Corequisites:** If you take this course, you must also take GLC2O (.5 credit)

**Prerequisite:** None

**Civics and Citizenship – An Indigenous Perspective, Grade 10, Open (.5 credit)****CHV2ON**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Prerequisite:** None

**Note:** Choose this course if you are interested in learning about the governance model used in Indigenous society in its relation to national government. If you choose this course, you must also choose GLC2ON (Career Studies – An Indigenous Perspective) (.5 credit).

## Computer Studies

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**Digital Technology and Innovations in the Changing World, Grade 10, Open****ICD2O**

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

**Prerequisite:** None

## English

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**English, Grade 10, Academic****ENG2D**

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

**Prerequisite:** ENL1W, ENL1WA, ENG1D, ENG1DA or ENG1P

**English, Grade 10, Pre-AP****ENG2DA**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. This course will prepare students to write the Advanced Placement exam in Grade 12.

**Prerequisite:** ENL1W, ENL1WA, ENG1D or ENG1DA

**English, Grade 10, Locally Developed Compulsory Course****ENG2L**

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

**Prerequisite:** ENL1W, ENL1WA, ENG1D, ENG1DA, ENG1P or ENG1L

**English, Grade 10, Applied****ENG2P**

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

**Prerequisite:** ENL1W, ENL1WA, ENG1D, ENG1DA or ENG1P

## **French as a Second Language and International Languages**

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**Core French, Grade 10, Academic****FSF2D**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF1D

**Note:** Upon completion of four courses, the student will receive the Core French Program Certificate and be eligible to complete the Diplôme d'Études en Langue Française (DELF) test.

**Italian, Level 1, Grade 10, Academic****LWIBD**

This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

**Prerequisite:** None

## **Guidance and Career Education**

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**Career Studies, Grade 10, Open (.5 credit)****GLC2O**

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

**Corequisites:** If you take this course, you must also take CHV2O (.5 credit)

**Prerequisite:** None

**Career Studies – An Indigenous Perspective, Grade 10, Open (.5 credit)****GLC2ON**

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

**Note:** Choose this course to explore educational pathways, traditional and emerging careers and occupations while using the Be Real Game.

**Corequisites:** If you take this course, you must also take CHV2ON (.5 credit)

**Prerequisite:** None



### **Discovering the Workplace, Grade 10, Open**

**GLD20**

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experience in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

**Prerequisite:** None

### **Learning Strategies: Skills for Success in Secondary School, Grade 10, Open**

**GLE20**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite:** Recommendation of principal.

## **Health and Physical Education**

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### **Healthy Active Living Education, Grade 10, Open**

**PPL20**

**PPL20M – Male      PPL20O – Female**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

## **Mathematics**

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### **Foundations of Mathematics, Grade 10, Applied**

**MF20P**

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.

**Prerequisite:** MF20P, MF20D, MTH1W, MTH1WA or MPM1DA

### **Principles of Mathematics, Grade 10, Academic**

**MPM2D**

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

**Prerequisite:** MPM1D, MPM1DA, MTH1W or MTH1WA



**Mathematics, Grade 10, Pre-AP****MPM2DA**

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 as they solve multi-step problems and communicate their thinking. This course will continue to prepare students to write the Advanced Placement exam in Grade 12.

**Prerequisite:** MPM1D, MPM1DA, MTH1W or MTH1WA

## **Native Languages and First Nations, Métis and Inuit Studies**

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**Native Languages, Level 2, Open****LNOBO**

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically.

**Prerequisite:** Native language in elementary school, successful completion of LNOAO, or demonstrated proficiency.

**First Nations, Métis, and Inuit in Canada, Grade 10, Open****NAC2O**

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

**Prerequisite:** None

## **Religious Education**

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**Religious Education: “Christ and Culture”, Grade 10, Open****HRE2O**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

**Prerequisite:** None

## **Science**

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**Science, Grade 10, Academic****SNC2D**

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

**Prerequisite:** SNC1D, SNC1DA, SNC1P, SNC1W or SNC1WA

**Science, Grade 10, Pre-AP****SNC2DA**

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. This enriched program is designed to continue preparation for the Advanced Placement exam in Grade 12.

**Prerequisite:** SNC1D, SNC1DA, SNC1W or SNC1WA

**Science, Grade 10, Locally Developed Compulsory Course****SNC2L**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills, and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

**Prerequisite:** None

**Science, Grade 10, Applied****SNC2P**

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

**Prerequisite:** SNC1W, SNC1WA

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**Social Sciences and Humanities****Food and Nutrition, Grade 10, Open****HFN2O**

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

**Prerequisite:** None

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**Technological Education****Construction Technology, Grade 10, Open****TCJ2O**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

**Prerequisite:** None

**Technological Design, Grade 10, Open****TDJ20**

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 learn about secondary and postsecondary education and training leading to careers in the field.

**Prerequisite:** None

**Communication Technology, Grade 10, Open****TGJ20**

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.

**Prerequisite:** None

**Manufacturing Technology, Grade 10, Open****TMJ20**

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.

**Prerequisite:** None

**Transportation Technology, Grade 10, Open****TTJ20**

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.

**Prerequisite:** None



## GRADE 11 COURSES

### The Arts

#### **Drama, Grade 11, College/University**

**ADA3M**

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

**Prerequisite:** ADA20 or ADA10

#### **Music, Grade 11, College/University (Guitar)**

**AMG3M**

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

**Prerequisite:** AMU10 or AMG20

**Note:** Students will focus their work on the various aspects of musical performance through the study of classical nylon string guitar. Part of the course will focus on the development of techniques for performance on acoustic steel string guitar.

#### **Music, Grade 11, College/University (Instrumental/Band)**

**AMI3M**

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

**Prerequisite:** AMU10 or AMI20

**Note:** Students will focus their work on the various aspects of musical performance through the study of a woodwind, brass or percussion instrument in a band setting.

#### **Music, Grade 11, College/University (String Instruments)**

**AMS3M**

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

**Prerequisite:** AMU10 or AMS20

**Note:** Students will focus their work on the various aspects of musical performance through the study of a string instrument (violin, cello, viola or double bass).

**Music, Grade 11, University/College (Musical Theatre)****AMT3M**

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

**Prerequisite:** AMT1O or AMT2O

**Note:** In Musical Theatre, students will continue to develop singing and stage techniques and will focus on the development of a meaningful polished musical theatre performance at the end of the term. Students are expected to participate and give input of musical theatre numbers in terms of singing technique, costuming; and making their own performance choices to captivate their audience using the creative process.

**Music, Grade 11, College/University (Voice)****AMV3M**

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

**Prerequisite:** AMU1O or AMV2O

**Note:** Students will focus their work on the various aspects of musical performance through the study of musical theatre, popular music and classical vocal repertoire.

**Dance, Grade 11, Open****ATC3O**

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

**Prerequisite:** None

**Dance, Grade 11, University/College (Musical Theatre)****ATU3M**

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

**Prerequisite:** ATU1O or ATU2O

**Note:** In this course students will continue to develop more difficult technical movement patterns with a focus on the style of Musical Theatre. Students will have the opportunity to take on choreography development and staging of dance numbers. At this level, they will also be involved in the planning of the culmination performance, having creative leadership over the dance pieces that are chosen and costume design. By the end of the course students will have contributed significantly to the creation and performance of polished routines in front of a live audience.

**Visual Arts, Grade 11, College/University****AVI3M**

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

**Prerequisite:** AVI1O, AVI2O, or AVI1OA

**Visual Arts – Information/Consumer Design, Grade 11, College/University****AWE3M**

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 art form (e.g. photography, video, computer graphics, and information design).

**Prerequisite:** AVI1O, AVI2O, AWD2O, or AVI1OA

**Note:** Webpage – This course will provide students with the opportunity to develop a variety of webpages. Students will develop webpages using html code, Dreamweaver, Flash and JavaScript.

**Visual Arts - Photography, Grade 11, Open****AWQ3O**

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

**Prerequisite:** None

**Note:** This course will provide students with the opportunity to work with Canon Digital Cameras (T5i and T6i) and develop better picture taking skills. Students develop skills to artfully compose images while developing a story to their photos. Students will develop a thorough understanding of the camera and all of its components.

**DSLR cameras (Canon T5i) are available for student use.**

## **Business Studies**

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**Financial Accounting Fundamentals, Grade 11, College/University****BAF3M**

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

**Prerequisite:** None

**Entrepreneurship: The Venture, Grade 11, College****BDI3C**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a student-run school-based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Prerequisite:** None

**Marketing: Goods, Services, Events, Grade 11, College****BMI3C**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite:** None

**Marketing: Sports and Entertainment Management, Grade 11, College****BMI3CS**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite:** None



## Canadian and World Studies

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### **Travel and Tourism: A Geographic Perspective, Grade 11, Open**

**CGG30**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

**Prerequisite:** CGC1D, CGC1P, or CGC1DA

### **American History, Grade 11, University**

**CHA3U**

This course explores key aspects of the social, economic, and political development of the United States from pre-contact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

**Prerequisite:** CHC2D, CHC2P, CGC1D, or CGC1DA

### **Understanding Canadian Law, Grade 11, College/University**

**CLU3M**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

**Prerequisite:** CHC2D, CHC2P, CGC1D, or CGC1DA

## Computer Studies

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### **Introduction to Computer Science, Grade 11, University**

**ICS3U**

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

**Prerequisite:** None

**Note:** The programming language used will be Java and Object Oriented programming will be introduced.

## English

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### **English, Grade 11, College**

**ENG3C**

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

**Prerequisite:** ENG2P, ENG2D or ENG2DA



**English, Grade 11, Workplace****ENG3E**

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

**Prerequisite:** ENG2P or ENG2L

**English, Grade 11, University****ENG3U**

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

**Prerequisite:** ENG2D or ENG2DA

**English, Grade 11, Pre-AP****ENG3UA**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university preparation course. This course with a focus on British/European literature is chosen by students who wish to prepare for the Advanced Placement senior courses and exams.

**Prerequisite:** ENG2D or ENG2DA

Please see the Native Studies tab contained in this course calendar.
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**French as a Second Language****Core French, Grade 11, University****FSF3U**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF2D

**Note:** Upon completion of four courses, the student will receive the Core French Program Certificate and be eligible to complete the Diplôme d'Études en Langue Française (DELF) test.

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**Guidance and Career Education****Advanced Learning Strategies: Skills for Success, After Secondary School, Grade 11, Open****GLE3O**

This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** Recommendation of principal.



### **Leadership and Peer Support, Grade 11, Open**

**GPP30**

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

**Prerequisite:** None

### **Designing Your Future, Grade 11, Open**

**GWL30**

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job search and employability skills. Students will expand their portfolios with a focus on targeted destination and develop an action plan for future success.

**Prerequisite:** GLC20

## **Health and Physical Education**

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### **Personal Fitness Activities, Open**

**PAF30**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

**Note:** The focus is on student individual needs such as weight control, nutrition counselling, strength training, endurance training, healthy relationships, reproductive health, mental health, and personal safety in an effort to develop discipline, commitment, and the opportunity to improve and maintain their health and fitness goals.

### **Healthy Living & Individual & Small Group Activities: Wellness for Girls, Open**

**PAI30**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

**Note:** This course is designed for girls to learn individual health and wellness activities to support overall wellbeing, longevity, and healthy lifestyle habits.

### **Healthy Active Living Education, Grade 11, Open**

**PPL30**

**PPL30M – Male      PPL30F – Female**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

## Interdisciplinary Studies

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### Leadership and Peer Support, Grade 11, Open

**IDC30F**

This course combines the expectations from Interdisciplinary Studies with three courses: Business Leadership and Management Fundamentals, BOH4M; Families in Canada, HHS4U; and Leadership and Peer Support, GPP30. Students will develop and consolidate the skills to solve problems and make decisions. Students will apply the processes of inquiry to use a range of resources and to investigate real-life situations and career opportunities.

**Prerequisite:** None

**Note:** This course trains senior students with the skills, knowledge, and attitudes to relate effectively to others as student leaders and peer tutors in the school. Students in this course will be the leaders of Equipe Franco-Fun; our French Immersion Leadership group. Students will develop communication and interpersonal relationship skills, learn teaching strategies and conflict resolution techniques that will assist them in their tutoring and personal life. Tutors will explore careers that involve teaching and interacting with other people. Tutors choose a Core French or French Immersion subject area of strength and tutor students in one classroom 2-3 times a week. On the other days, students will meet to complete course work in class, progress in their tutoring strategies and plan and coordinate events for Equipe Franco-Fun to lead in the school and beyond.

## Mathematics

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### Foundations for College Mathematics, Grade 11, College

**MBF3C**

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, 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.

**Prerequisite:** MFM2P, MPM2D or MPM2DA

### Functions and Applications, Grade 11, College/University

**MCF3M**

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

**Prerequisite:** MPM2D, MFM2P or MPM2DA

### Functions, Grade 11, University

**MCR3U**

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

**Prerequisite:** MPM2D or MPM2DA

### Functions, Grade 11, Pre-AP

**MCR3UA**

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. This course will continue to prepare students to write the Advanced Placement exam in Grade 12.

**Prerequisite:** MPM2D or MPM2DA

**Mathematics for Work and Everyday Life, Grade 11, Workplace****MEL3E**

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

**Prerequisite:** MPM1D, MFM1P, MAT1L, MFM2P or MTH1W

**Native Languages and First Nations, Métis and Inuit Studies**

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**English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College Preparation****NBE3C**

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

**Prerequisite:** ENG2D, ENG2DA or ENG2P

**English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, Workplace Preparation****NBE3E**

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

**Prerequisite:** ENG2D, ENG2DA or ENG2P

**English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation****NBE3U**

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

**Prerequisite:** ENG2D or ENG2DA

### **Worldviews and Aspirations of First Nations, Métis, and Inuit Communities in Canada, Grade 11, College Preparation**

**NBV3C**

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

**Prerequisite:** NAC20, CHC2D, CHC2DA or CHC2P

### **Worldviews and Aspirations of First Nations, Métis, and Inuit Communities in Canada, Grade 11, Workplace Preparation**

**NBV3E**

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

**Prerequisite:** NAC20, CHC2D, CHC2DA or CHC2P

### **Contemporary First Nations, Métis, and Inuit Issues and Perspectives, Grade 11, University/College**

**NDA3M**

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

**Prerequisite:** NAC20, CHC2D, CHC2DA or CHC2P

## **Religious Education**

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### **Faith and Culture: World Religions, Grade 11, Open**

**HRF30/HRF3ON**

This course engages students in the examination of world religions, particularly Judaism, Christianity and Islam, First Nations, Métis and Inuit Spiritualities, and locally appropriate religious tradition(s), if suitable. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. Ontario is a multi-faith global community. Students will deepen their understanding of the various faith traditions in their local community and around the world.

**Prerequisite:** None

### **Faith and Culture: World Religions, Grade 11, University/College**

**HRT3M**

This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Métis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

**Prerequisite:** None

## Science

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### **Biology, Grade 11, College**

**SBI3C**

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

**Prerequisite:** SNC2D or SNC2P

### **Biology, Grade 11, University**

**SBI3U**

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

**Prerequisite:** SNC2D or SNC2DA

### **Biology, Grade 11, University (Pre-AP)**

**SBI3UA**

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. This enriched program is designed to continue preparation for the Advanced Placement exam in Grade 12.

**Prerequisite:** SNC2D or SNC2DA

### **Chemistry, Grade 11, University**

**SCH3U**

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

**Prerequisite:** SNC2D or SNC2DA

### **Physics, Grade 11, University**

**SPH3U**

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

**Prerequisite:** SNC2D or SNC2DA

### **Environmental Science, Grade 11, University/College**

**SVN3M**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

**Prerequisite:** SNC2D, SNC2DA or SNC2P



## Social Sciences and Humanities

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### **Working with Infants and Young Children, Grade 11, College**

**HPW3C**

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

**Prerequisite:** None

### **Understanding Fashion, Grade 11, College**

**HNC3C**

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

**Prerequisite:** None

### **Introduction to Anthropology, Psychology, and Sociology, Grade 11, College**

**HSP3C**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

**Prerequisite:** None

### **Introduction to Anthropology, Psychology, and Sociology, Grade 11, University**

**HSP3U**

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

**Prerequisite:** ENG2D, CHC2D or CHC2DA

### **Philosophy: The Big Questions, Grade 11, University/College**

**HZB3M**

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

**Prerequisite:** None

## Technological Education

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### **Construction Engineering Technology, Grade 11, College**

**TCJ3C**

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

**Prerequisite:** None





### **Construction Engineering Technology, Part 1 Specialist High Skills Major, Grade 11, College**

**TCJ3C1**

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

**Corequisites:** If you take this course, you must also take TCJ32 - Construction Engineering Technology Part 2.

**Prerequisite:** None

**Note:** This is the first construction course which must be taken by students enrolled in the Specialist High Skills Major in Construction.

### **Construction Engineering Technology, Part 2 Specialist High Skills Major, Grade 11, College**

**TCJ3C2**

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

**Corequisites:** If you take this course, you must also take TCJ31 - Construction Engineering Technology Part 1.

**Prerequisite:** None

### **Construction Technology, Grade 11, Workplace Preparation**

**TCJ3E**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore postsecondary and career opportunities in the field.

**Prerequisite:** None

### **Technological Design, Grade 11, College/University**

**TDJ3M**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

**Prerequisite:** None

### **Computer Engineering Technology, Grade 11, College/University**

**TEJ3M**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about college and university programs leading to careers in computer engineering.

**Prerequisite:** None

### **Hospitality and Tourism, Grade 11, College**

**TFJ3C1**

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.

**Prerequisite:** None

**Note:** Students wishing to earn the Specialist High Skills Major certificate in Hospitality and Foods are required to take this course.



### **Hospitality and Tourism, Grade 11, College**

**TFJ3C2**

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.

**Prerequisite:** None

**Note:** Students wishing to earn the Specialist High Skills Major certificate in Hospitality and Foods are required to take this course.

### **Communications Technology: Print and Graphic Communications, Grade 11, College/University**

**TGG3M**

This course builds on the TGJ3M course. Student activities and responsibilities extend further. In addition to designing the yearbook spreads and preparing for publication, students will develop sales, marketing and promotional strategies/skills. Students will use a hands-on approach and implement these skills to promote the sales of the school yearbook. To expand on their skills, advanced Photoshop lessons will be taught. Copyright and ethics issues using Photoshop will be addressed. Careers in Communications Technology and environmental and social issues of technology will also be addressed.

**Prerequisite:** None

**Note:** This course is offered semester 2.

### **Communications Technology: Print and Graphic Communications, Grade 11, College/University**

**TGJ3M**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. **Note:** This course is offered semester 1.

**Prerequisite:** None

### **Green Industries, Grade 11, College/University**

**THJ3M**

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

**Prerequisite:** None

### **Manufacturing Engineering Technology, Grade 11, College**

**TMJ3C**

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

**Prerequisite:** None

### **Manufacturing: Welding Technician, Grade 11, College**

**TMY3C**

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills and rudiments in welding techniques. They will also have the opportunity to perform product research, create working drawings, and identify and describe different properties of a variety of metals. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** None

**Health Care, Grade 11, College****TPJ3C**

This course focuses on the development of knowledge and skills that will benefit students planning a career in the health care field. Students will learn about human anatomy and physiology, homeostasis, vital signs, disease prevention and treatment, how lifestyle choices affect health and well-being, and conventional and complementary methods of disease prevention and treatment. Students will develop an awareness of workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

**Prerequisite:** SNC2D or SNC2P

**Health Care, Grade 11, College/University****TPJ3M**

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

**Prerequisite:** SNC2D or SNC2P

**Transportation Technology, Grade 11, College****TTJ3C**

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

**Prerequisite:** None

**Custom Woodworking, Grade 11, Workplace Preparation****TWJ3E**

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

**Prerequisite:** None



## GRADE 12 COURSES

### The Arts

#### Drama, Grade 12, College/University

**ADA4M**

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

**Prerequisite:** ADA3M

#### Instrumental Music – Guitar, Grade 12, College/University

**AMG4M**

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

**Prerequisite:** AMG3M

**Note:** Students will focus their work on the various aspects of musical performance through the study of classical nylon string guitar. Part of the course will focus on the development of techniques for performance on acoustic steel string guitar.

#### Instrumental Music – Band, Grade 12, College/University

**AMI4M**

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

**Prerequisite:** AMI3M

**Note:** Students will focus their work on the various aspects of musical performance through the study of a woodwind, brass or percussion instrument in a band setting.

#### Instrumental Music – Strings, Grade 12, College/University

**AMS4M**

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

**Prerequisite:** AMS3M

**Note:** Students will focus their work on the various aspects of musical performance through the study of a string instrument. (violin, cello, viola or double bass)

#### Music, Grade 12, University/College (Musical Theatre)

**AMT4M**

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

**Prerequisite:** AMT3M

**Note:** In Musical Theatre, students will focus on using their previous skills to develop their own performance styles for a variety of music to create a meaningful polished musical theatre performance at the end of the term. Senior students are expected to participate in the creation/design of musical theatre numbers in terms of singing technique, costuming, and making their own performance choices to captivate their audience using the creative process.

**Music – Vocal/Choral, Grade 12, College/University****AMV4M**

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

**Prerequisite:** AMV3M

**Note:** Students will focus their work on the various aspects of musical performance through the study of musical theatre, popular music and classical vocal repertoire.

**Dance, Grade 1, University/College (Musical Theatre)****ATU4M**

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

**Prerequisite:** ATU3M

**Note:** In this course students will take on a significant leadership role in the development of the culminating musical theater performance for the course. They will continue to develop dance technique, but will be using the creative process to make important decisions about the creation/design of the final performance in terms of theme, dancer selection for routines, choreography development, staging, costuming, and directing rehearsals. By the end of the course students will have created a meaningful piece of dance art that will be performed to a live audience.

**Visual Arts, Grade 12, College/University****AVI4M**

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

**Prerequisite:** AVI3M

**Visual Arts – Information/Consumer Design, Grade 12, College/University****AWE4M**

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.

**Note:** Webpage – This course will provide students with the opportunity to refine their skills in developing a variety of webpages. Students will develop webpages using html code, Dreamweaver, Flash and JavaScript.

**Prerequisite:** AWE3M

## Business Studies

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### **Financial Accounting Principles, Grade 12, College/University**

**BAT4M**

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

**Prerequisite:** BAF3M

### **International Business Fundamentals, Grade 12, College/University**

**BBB4M**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

**Prerequisite:** None

### **Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College**

**BDV4C**

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

**Prerequisite:** None

### **Business Leadership: Management Fundamentals, Grade 12, College/University**

**BOH4M**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

**Prerequisite:** None

## Canadian and World Studies

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### **The Environment and Resource Management, Grade 12, College/University**

**CGR4M**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

### **World History since the Fifteenth Century, Grade 12, University**

**CHY4U**

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

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



**Analysing Current Economic Issues, Grade 12, University****CIA4U**

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

**Canadian and International Law, Grade 12, University****CLN4U**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

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**Computer Studies****Computer Science, Grade 12, University****ICS4U**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

**Prerequisite:** ICS3U

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**English****English, Grade 12, College****ENG4C**

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

**Prerequisite:** ENG3C or ENG3U, NBE3C or NBE3U

**English, Grade 12, Workplace****ENG4E**

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

**Prerequisite:** ENG3U, ENG3C or ENG3E, NBE3C or NBE3U



**English, Grade 12, University****ENG4U**

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

**Prerequisite:** ENG3U, ENG3UA, or NBE3U

**English, Grade 12, University (Advanced Placement)****ENG4UA**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The literature for this course will include selections from works across the sixteenth through the twenty-first centuries. The course will prepare students to write the Advanced Placement exam.

**Prerequisite:** ENG3U, ENG3UA or NBE3U

**Optional English Courses****The Writer's Craft, Grade 12, University****EWC4Ue**

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

**Prerequisite:** ENG3U, ENG3UA, or NBE3U

**Ontario Secondary School, Literacy Course, Grade 12, Open****OLC4O**

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

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

**French as a Second Language**

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**Core French, Grade 12, University****FSF4U**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FSF3U

**Note:** Upon completion of four courses, the student will receive the Core French Program Certificate and be eligible to complete the Diplôme d'Études en Langue Française (DELF) test.

## Guidance and Career Education

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### **Advanced Learning Strategies: Skills for Success, After Secondary School, Grade 12, Open**

**GLE40**

This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** Recommendation of principal

### **Navigating the Workplace, Grade 12, Open**

**GLN40**

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

**Prerequisite:** None

## Health and Physical Education

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### **Personal Fitness Activities, Open**

**PAF40**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

**Note:** The emphasis is on highly challenging physical activities that promote lifelong, healthy, active living and personal physical fitness through fitness training methods and principles, varied methods of improving and maintaining personal fitness, physical competence, safety and injury prevention.

### **Recreation and Healthy Active Living, Grade 12, College**

**PLF4M**

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

**Prerequisite:** Any health and physical education course.

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

**PPL40**

**PPL40M – Male      PPL40O – Female**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None



### **Introductory Kinesiology, Grade 12, University**

**PSK4U**

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

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

## **Interdisciplinary Studies**

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### **Peer Tutoring: Leading, Learning and Relating in Educational, Social and Business Contexts, Grade 12 Interdisciplinary Studies, University**

**IDC4UP**

This course combines the expectations from Interdisciplinary Studies with three courses: Business Leadership and Management Fundamentals, BOH4M; Families in Canada, HHS4U; and Leadership and Peer Support, GPP30. Students will develop and consolidate the skills to solve problems and make decisions. Students will apply the processes of inquiry to use a range of resources and to investigate real-life situations and career opportunities.

**Prerequisite:** Any university or university/college preparation course.

**Note:** You are only eligible to take one Grade 12 IDC4U course (and a maximum of 3 IDC courses overall) for your transcript.

**Note:** This course trains senior students with the skills, knowledge and attitudes to relate effectively to others as peer tutors in the school. Tutors will develop communication and interpersonal relationship skills, learn teaching strategies and conflict resolution techniques that will assist them in their tutoring and personal life. Tutors will explore careers that involve teaching and interacting with other people. Tutors choose a subject area of strength and tutor students in one classroom four days each week. One day each week, tutors will meet to complete course work online and progress in their tutoring strategies.

### **Portfolio Development, Grade 12, University**

**IDC4UV**

This course is designed for students who wish to further develop their creative skills in both traditional and digital media and/or prepare a portfolio for post-secondary application. Ministry expectations are combined from the following courses: Communication Technology (TGJ4M), Grade 12 University English (ENG4U) and Grade 12 Art (AVI4U). Students will work with both teacher guided media and student chosen media (photography, painting/multi-media, illustration, graphic design, sculpture, video/audio production, animation or multimedia) to produce their completed portfolio.

**Prerequisite:** Any university or university/college preparation course.

**Note:** You are only eligible to take one Grade 12 IDC4U course (and a maximum of 3 IDC courses overall) for your transcript.

## **Mathematics**

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### **Calculus, Grade 12, University (Interdisciplinary) (Advanced Placement)**

**IDC4UA**

This course is intended for students planning to write the Advanced Placement Calculus AP exam. Calculus is an essential tool for advanced study in many disciplines. This interdisciplinary approach to calculus includes applications in physics and economics to illustrate the importance of calculus to the physical and social sciences. Topics covered by students include: limits and continuity; differential calculus of functions of a single variable including techniques of differentiation; the Mean Value Theorem and determination of extremes, applications of differential calculus with particular emphasis on physics and economics; differential equations and slope fields; integral calculus of functions of a single variable including the Fundamental Theorem of Calculus and techniques of integration; applications of integral calculus.

**Prerequisite:** MCV4UA

### **Foundations for College Mathematics, Grade 12, College**

**MAP4C**

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

**Prerequisite:** MCR3U, MCR3UA, MBF3C, or MCF3M

### **Mathematics for College Technology, Grade 12, College**

**MCT4C**

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

**Prerequisite:** MCR3U, MCR3UA or MCF3M

### **Calculus and Vectors, Grade 12, University**

**MCV4U**

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

**Note:** It is strongly recommended that students complete MHF4U before taking MCV4U.

**Prerequisite:** MHF4U or MHF4UA

### **Calculus and Vectors, Grade 12, University (Advanced Placement)**

**MCV4UA**

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

**Note:** It is strongly recommended that students complete MHF4U before taking MCV4UA.

**Prerequisite:** MHF4U or MHF4UA

### **Mathematics of Data Management, Grade 12, University**

**MDM4U**

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

**Prerequisite:** MCR3U, MCR3UA or MCF3M

### **Mathematics for Work and Everyday Life, Grade 12, Workplace**

**MEL4E**

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 and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MEL3E

**Advanced Functions, Grade 12, University****MHF4U**

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

**Prerequisite:** MCR3U, MCR3UA or MCT4C

**Advanced Functions, Grade 12, University (Pre-AP)****MHF4UA**

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. This course will prepare students to write the Advanced Placement exam.

**Prerequisite:** MCR3U or MCR3UA

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**Native Languages and First Nations, Métis and Inuit Studies****First Nations, Métis, and Inuit Governance in Canada, Grade 12, University/College Preparation****NDG4M**

This course investigates how Aboriginal governments exercise authority and demonstrate responsibilities associated with governance in Canada. Students will explore Aboriginal world views regarding identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, and Aboriginal definitions of sovereignty. Students will also compare traditional and contemporary forms of Aboriginal governance and will examine Aboriginal and Canadian relations, focusing on empowerment and the inherent right to self-government.

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

**Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12, University/College Preparation****NDW4M**

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

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



## Religious Education

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### Religious Education “Church and Culture”, Grade 12, University/College

**HRE4M**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

**Prerequisite:** HRT3M or any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

### Religious Education: “Church and Culture”, Grade 12, Open

**HRE4O**

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of every day human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

**Prerequisite:** None

## Science

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### Biology, Grade 12, University

**SBI4U**

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

**Prerequisite:** SBI3U or SBI3UA

### Biology, Grade 12, University (Advanced Placement)

**SBI4UA**

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. This course will prepare students to write the Advanced Placement exam.

**Prerequisite:** SBI3UA or SBI3U

### Chemistry, Grade 12, College

**SCH4C**

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

**Prerequisite:** SNC2D, SNC2DA or SNC2P

### Chemistry, Grade 12, University

**SCH4U**

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

**Prerequisite:** SCH3U or SCH3UA



**Physics, Grade 12, College****SPH4C**

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

**Prerequisite:** SNC2D, SNC2DA or SNC2P

**Physics, Grade 12, University****SPH4U**

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

**Prerequisite:** SPH3U

## **Social Sciences and Humanities**

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

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

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

**Families in Canada, Grade 12, University****HHS4U**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

**Challenge and Change in Society, Grade 12, University****HSB4U**

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

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



**Philosophy: Questions and Theories, Grade 12, University****HZT4U**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

## **Technological Education**

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**Construction Engineering Technology, Grade 12, College****TCJ4C**

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

**Prerequisite:** TCJ3C

**Construction Engineering Technology, Grade 12, College****TCJ4C1****Part 1 Specialist High Skills Major, Grade 12, College**

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

**Prerequisite:** TCJ3C1 and TCJ3C2

**Note:** This is the first grade 12 construction course which must be taken by students enrolled in the Specialist High Skills Major in Construction.

**Construction Engineering Technology, Grade 12, College****TCJ4C2****Part 2 Specialist High Skills Major, Grade 12, College**

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

**Prerequisite:** TCJ4C1

**Technological Design, Grade 12, College/University****TDJ4M**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

**Prerequisite:** TDJ3M

### **Computer Engineering Technology, Grade 12, College/University**

**TEJ4M**

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine environmental and societal issues related to the use of computers, and explore postsecondary pathways leading to careers in computer engineering and related fields.

**Prerequisite:** TEJ3M0

### **Hospitality and Tourism, Grade 12, College**

**TFJ4C1**

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

**Prerequisite:** TFJ3C1 or TFJ3C2

**Note:** This course is required for students who wish to earn the Specialist High Skills Major certificate in Hospitality and Tourism. It is also available to non- High Skills Major students without TFJ3C.

### **Hospitality and Tourism, Grade 12, College**

**TFJ4C2**

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

**Prerequisite:** TFJ3C1 or TFJ3C2

### **Communications Technology: Print and Graphic Communications, Grade 12, College/University**

**TGG4M**

The TGG4M course builds on the other TGG3 and TGJ courses. Beyond fulfilling all the responsibilities in the completion and production of the yearbook, students will develop a portfolio demonstrating their application of skills in print and graphic communications. Extensive experience in Photoshop, Illustrator, InDesign and iMovie will be acquired. Students may also be assigned roles and responsibilities that will oversee the success and publication of the yearbook – Editor, Copy Editor, Lead Photographer, Art Director, etc. This course will prepare students for post-secondary education in Communications Technology.

**Prerequisite:** TGJ3M or TGG3M

**Note:** This course is offered semester 2.

### **Communications Technology: Print and Graphic Communications, Grade 12, College/University**

**TGJ4M**

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

**Prerequisite:** TGJ3M or TGG3M

**Note:** This course is offered semester 1.

### **Manufacturing Engineering, Technology, Grade 12, College**

**TMJ4C**

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

**Prerequisite:** TMJ3C

**Manufacturing: Welding Technician, Grade 12, College****TMY4C**

In this course, students will learn about the welding process, metallurgy, metal fabrication, and steelmaking, and develop skills through hands-on, project-based tasks that are derived from CWB (Canadian Welding bureau) standards. Students will acquire and develop design, fabrication, and problem solving skills while using equipment such as welders, mills, and various power tools. Students will also study environmental and societal issues related to manufacturing, as well as learn to identify pathways to careers related to the industry.

**Prerequisite:** TMY3C

**Transportation Technology, Grade 12, College****TTJ4C**

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

**Prerequisite:** TTJ3C

## Co-operative Education

Placements provide students with challenging opportunities to apply and extend knowledge, and refine skills. Students will demonstrate achievement of placement expectations that reflect current workplace practices and standards. Through this career exploration, students are better prepared to make informed choices for future goals, as well as meet with resource people who will assist in determining the correct path to these goals.

### **Co-operative Education: School-to-Work Transition, Grade 10, Open**

**COP2X**

Co-operative Education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn co-operative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course.

**Prerequisite:** None

### **Co-operative Education, Grade 11, Open**

**COP3X**

Co-operative Education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn co-operative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course.

**Prerequisite:** None

### **Co-operative Education, Grade 12, Open**

**COP4X**

Co-operative Education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn co-operative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course.

**Prerequisite:** None

### **Creating Opportunities through Co-op, Grade 11, Open**

**DCO30**

This course consists of a community-connected experience and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite:** None

**Note:** OYAP registration is available to students who are working in an apprenticeship occupation. Please see a Counsellor in Student Services for more information.

## Outdoor Education Program - SCOPE

### Grade 11

#### Co-operative Education, Grade 11, Open

**COP3X (PAD30K)**

This course is designed as a single credit course. It is based upon specialized programs which offer particular curriculum focus on the natural environment and outdoor studies in order to help students meet diploma requirements and make the transition to postsecondary destinations (i.e. university, college, apprenticeship, or the work place). Placement for the course will be held at St. Kateri Outdoor Learning Centre, Sault College and various agencies in the community. Course expectations will be based upon curriculum expectations from all the courses offered within the program that relate to a career in outdoor studies.

**Prerequisite:** None

#### Outdoor Education, Grade 11, Open

**PAD30**

This course focuses on the development of a healthy lifestyle through instruction and participation in a variety of enjoyable outdoor 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 outdoor skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of wilderness first aid and safe practices, psychology of adventure pursuits, and personal wilderness ethics.

**Prerequisite:** None

### Grade 12

#### Co-operative Education, Grade 12, Open

**COP4X (PAD40K)**

This course is designed as a single credit course. It is based upon specialized programs which offer particular curriculum focus on the natural environment and outdoor studies in order to help students meet diploma requirements and make the transition to postsecondary destinations (i.e. university, college, apprenticeship, or the work place). Placement for the course will be held at St. Kateri Outdoor Learning Centre, Sault College and various agencies in the community. Course expectations will be based upon curriculum expectations from all the courses offered within the program that relate to a career in outdoor studies.

**Prerequisite:** None

#### Outdoor Education, Grade 12, Open

**PAD40**

This course focuses on the development of a healthy lifestyle through instruction and participation in a variety of enjoyable outdoor 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 outdoor skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of wilderness first aid and safe practices, psychology of adventure pursuits, and personal wilderness ethics. This course builds on previous Outdoor education experiences, incorporating higher skill and knowledge development and providing opportunities for leadership development wherever possible.

**Prerequisite:** None



## French Immersion

The courses offered in the St. Mary's College French Immersion Program will enhance knowledge of the French language and culture and fulfill all of the requirements of the Ministry of Education. The student must complete a minimum of 10 courses in French Immersion subjects, 4 of which must be français (French language and literature) courses. The student will then receive a "Bilingual Certificate - Completion of French Immersion Program" document from the Huron-Superior Catholic District School Board. In designing the program, courses were selected which enhance both oral and written communication in the French language. Students are encouraged to complete 12 credits for a more meaningful experience in French Language Immersion.

	Compulsory Courses	Elective Courses
<b>Grade 9</b>	French Immersion - FIF1DF  Enseignement religieux (Religious Education) - HRE1OF  Enjeux géographiques du Canada (Issues in Canadian Geography) - CGC1DF	
<b>Grade 10</b>	French Immersion - FIF2DF  Enseignement religieux: "Christ et Culture" (Religious Education: "Christ & Culture") - HRE2OF  Histoire du Canada depuis la Première Guerre mondiale (Canadian History Since World War 1) - CHC2DF  Civisme et citoyenneté (Civics and Citizenship) - CHV2OF Exploration de carrière (Career Studies) - GLC2OF	
<b>Grade 11</b>	French Immersion - FIF3UF  Grandes religions et croyances traditionnelles: perspectives, enjeux et défis (World Religions and Belief Traditions: Perspectives, Issues, and Challenges) - HRT3MF	Leadership and Peer Support - IDC3OF  Activités personnelles en forme physique – PAF3OF
<b>Grade 12</b>	French Immersion - FIF4UF  Enseignement religieux: "Enseignement moral et religion catholique" (Religious Education: "Church & Culture") - HRE4MF	

### French Immersion, Grade 9, Academic

### FIF1DF

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 3800 hours of French instruction, or equivalent

### **Enjeux géographiques du Canada (Issues in Canadian Geography), Grade 9, Academic**

**CGC1DF**

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 analyse and evaluate geographic issues and present their findings.

**Prerequisite:** None

**Note:** Choose this course for Grade 9 French Immersion program, compulsory Geography credit

**Prerequisite:** None

### **Enseignement religieux (Religious Education), Grade 9, Open**

**HRE1OF**

The study of God's self-revelation in both the Old and the New Testaments is introduced to students as they enter the second phase of their life - the secondary school experience. The teachings of the Catholic Church are the basis of this course. There is opportunity to celebrate our faith throughout the year. The grade nine course is intended to lead the student to a deeper love of the Hebrew and Christian scriptures.

**Prerequisite:** None

**Note:** Choose this course for Grade 9 French Immersion program, compulsory Religion credit.

### **Histoire du Canada depuis la Première Guerre mondiale (Canadian History Since World War 1), Grade 10, Academic**

**CHC2DF**

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:** Choose this course as the compulsory Canadian History credit in Grade 10, French Immersion.

**Prerequisite:** None

### **Civisme et citoyenneté (Civics and Citizenship), Grade 10, Open (.5 credit)**

**CHV2OF**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Corequisites:** If you take this course, you must also take GLC20F (.5 credit).

### **French Immersion, Grade 10, Academic**

**FIF2DF**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF1DF

### **Exploration de carrière (Career Studies), Grade 10, Open (.5 credit)**

**GLC2OF**

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

**Corequisites:** If you take this course, you must also take CHV2OF (.5 credit)

**Prerequisite:** None



**Enseignement religieux: “Christ et Culture”  
(Religious Education: “Christ & Culture”), Grade 10 Open**

**HRE2OF**

This course both invites and challenges the adolescent to personalize the principles that guide Catholics in understanding their role in shaping culture through our discipleship. The exploration of these principles starts with the Scriptural foundations to the questions of what it means to be human and how God has and continues to shape our humanity through culture. The principles are then developed through the Gospel themes that reveal how Jesus’ Kingdom of God is expressed in all our relationships to ourselves, to others, to our civil society, to our Church, and to our Global community.

**Prerequisite:** None

**French Immersion, Grade 11, University**

**FIF3UF**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF2DF

**Grandes religions et croyances traditionnelles: perspectives, enjeux et défis  
(World Religions and Belief Traditions: Perspectives, Issues, and Challenges), Grade 11, College/University**

**HRT3MF**

This course will fulfill the expectations of the Church in its desire that students in Catholic schools develop an objective and respectful understanding of other religious traditions from the perspective of the Catholic church. To that end, student learning will include an understanding of the Church’s teachings on world religious traditions and those principles which inform ecumenical and inter-religious dialogue, together with an historical overview of the Church’s relationship with various religions, particularly Judaism and Islam. For all students, this course will help break down prejudice about other religions, and for some they may lead to a deeper understanding and more authentic adherence to the teaching of the Church concerning spiritual and moral truth. Other religious traditions are encountered through the unique perspective of the Catholic Church.

**Prerequisite:** HRE2OF

**Leadership and Peer Support, Grade 11, Open**

**IDC3OF**

This course combines the expectations from Interdisciplinary Studies with three courses: Business Leadership and Management Fundamentals, BOH4M; Families in Canada, HHS4U; and Leadership and Peer Support, GPP30. Students will develop and consolidate the skills to solve problems and make decisions. Students will apply the processes of inquiry to use a range of resources and to investigate real-life situations and career opportunities.

**Prerequisite:** None

**Note:** This course trains senior students with the skills, knowledge, and attitudes to relate effectively to others as student leaders and peer tutors in the school. Students in this course will be the leaders of Equipe Franco-Fun; our French Immersion Leadership group. Students will develop communication and interpersonal relationship skills, learn teaching strategies and conflict resolution techniques that will assist them in their tutoring and personal life. Tutors will explore careers that involve teaching and interacting with other people. Tutors choose a Core French or French Immersion subject area of strength and tutor students in one classroom 2-3 times a week. On the other days, students will meet to complete course work in class, progress in their tutoring strategies and plan and coordinate events for Equipe Franco-Fun to lead in the school and beyond.

**Activités personnelles en forme physique**

**PAF30F**

This course is designed specifically for students who recognize the need to improve their personal fitness level and the need to develop life-long personal fitness skills. The focus is on the individual needs such as weight control, nutrition counselling, strength training and endurance training. Fitness levels will be monitored regularly. Students will be introduced to basic anatomy, the relationship between healthy eating and performance, and continuing an active lifestyle. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. Through daily fitness activities and training students will develop discipline, commitment and the opportunity to improve and maintain their health and fitness goals.

**Prerequisite:** None

**Note:** Students in Core French may choose this course based on an interview with the teacher.

### **French Immersion, Grade 12, University**

**FIF4UF**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** FIF3UF

### **Enseignement religieux: “Enseignement moral et religion catholique” (Religious Education: “Church & Culture”), Grade 12, College/University**

**HRE4MF**

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and important thinkers. Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of relationships, marriage, and family life are explored from a Catholic perspective. Students are challenged to articulate and adopt the Christian stance in the political world.

**Prerequisite:** HRT3MF



The **HSCDSB Hockey Canada Skills Academy** is designed to challenge and inspire all students who participate. It is a complete program that includes education, on-ice skills, off-ice strength and conditioning, mental training, and personal development. On-ice sessions include hockey fundamentals such as skating, puck handling, angling, and passing. When students are not on ice they are exposed to sport specific fitness training, floorball, stick handling and shooting. Health promotion with a specific emphasis on sound food and nutrition habits will also be explored.

This is a great program for those students wanting to enhance their current skill set. It also provides an opportunity to introduce the game to students new to hockey who want to play for the first time. The Academy is open to all students entering Grades 7 and 8 and possibly Grades 5 and 6, pending registration numbers. The elementary program is based out of St. Basil Catholic Elementary School. In secondary, the academy is open to all students entering Grade 9 and possibly Grade 10 at St. Mary's College. Enrollment will be based on number of applicants while a selection committee will review all applications and determine participants. The program operates during the school day and runs from September to June each year at the elementary level and for the duration of the first semester at the secondary level.

HSCDSB's Hockey Canada Skills Academy is committed to the development of each player and providing personalized and directed strategies for improvement. The individual needs of each player are identified by analyzing his/her academics, hockey skills, strength and conditioning and future goals. All program participants must be committed to both on and off-ice training. The program offers ongoing skill development and the opportunity to build on individual skills and team development.

HSCDSB's Hockey Canada Skills Academy has been accredited by Hockey Canada. The framework of the program is consistent with the standards for development set by Hockey Canada. As well, it is in full compliance with the Ministry of Education provincial expectations for health and physical education. Importantly, the goals and values of the program are consistent with the HSCDSB goals and values of inclusion, equity of opportunity, and meeting the needs of the whole child.

### **Who can apply for the program?**

All students enrolled in a HSCDSB school entering grade 5 to grade 10 can apply. For those students who do not currently attend any of our schools, parents must complete a school registration form for the upcoming school year.

### **Does my child need to have prior experience playing hockey?**

No. Any child regardless of their hockey skill level may apply to gain acceptance into the program. The program will be structured to ensure that students who have limited or zero experience, as well as those who are enrolled in minor hockey, have the opportunity to further develop their skill level.

### **Will my child need to bring equipment?**

Yes.

#### **Benefits:**

- Enhancement of individual technical and tactical development along with fitness and nutrition.
- All training sessions occur during the school day.
- Provides a better balance for the practice to game ratio that currently exists.



- Enhancement of academic achievement through establishing a better balance between athletics and academics within the school system.

**On-Ice Hockey Instruction:**

- 120-180 minutes per week depending on grade level
- Individual skill development (skating, passing, shooting, checking, goaltender skill development)
- Hockey Canada qualified on-ice staff
- Hockey Canada Skills Academy Curriculum

**Off-Ice / Classroom Instruction:**

- Qualified teaching staff
- Systems of play, warm-up/cool down, video analysis, strength and resistance training, core training, balance, sound food and nutrition habits.

**Mental Training:**

- Goal setting
- Positive reinforcement
- Self-discipline
- Self-motivation
- Self confidence

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**Grade 9****Healthy Active Living, Physical Education, Grade 9, Open****PA110H**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

**Note:** The philosophy of the St. Mary's College Hockey Canada Skills Academy is to provide students with the opportunity to improve their hockey skills, fitness, and knowledge of the game while promoting a healthy active lifestyle. Students will have the opportunity to educate themselves with many aspects of hockey such as fitness training, on-ice skill development, nutrition, sport psychology, as well as respect and fair play in sports. In addition, students will be given the opportunity to enhance their own personal skills while also being given a well-rounded view of the sport of hockey.

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**Grade 10****Healthy Active Living Education, Grade 10, Open****PA120H**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

**Note:** The addition of a second level of the Hockey Skills Academy to St. Mary's College programming will enable us to continue to address the diverse needs of our students and community by providing an authentic and engaging learning option. This course will provide students with a program that will facilitate the development of social skills such as peer relations, teamwork skills, leadership skills, and problem solving skills. Through the academy, students will strive to improve themselves both on and off the ice.

## Native Languages and First Nations, Métis and Inuit Studies

The Indigenous population continues to grow at St. Mary's College. Therefore, we are offering a package of courses with a strong Indigenous focus. The students who complete 10 of these courses will graduate with a Certificate of Completion of Indigenous Studies from the Huron-Superior Catholic District School Board. After careful consideration, the package of courses include Anishinaabemowin, History, Careers and Civics, Art and English courses with a strong emphasis on the stories, history and language of the original inhabitants of Turtle Island, known as North America.

These courses are open to **all** students as we believe it is important for all Canadians to have knowledge of Indigenous history and culture. The Certificate of Completion will be awarded to all students who complete 10 credits in this package. **Courses will run only if sufficient numbers warrant.**

NATIVE LANGUAGES AND FIRST NATIONS, MÉTIS AND INUIT STUDIES				
Native Languages	LNOAO➤	LNOBO		
Expressions of First Nations, Métis, and Inuit Cultures	NAC1O			
Civics & Careers (An Indigenous Perspective)		CHV2ON/GLC2ON		
First Nations, Métis, and Inuit in Canada		NAC2O		
World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada		NAC2O➤ CHC2DO/CHC2PO➤	NBV3C/3E	
World Religions and Belief Traditions in Daily Life			HRF3ON	
English: Understanding Contemporary First Nations, Métis, and Inuit Voices (University Preparation)	ENL1W➤ ENL1WA➤	ENG2D➤ ENG2DA➤ ENG2P➤	NBE3U➤	ENG4U
English: Understanding Contemporary First Nations, Métis, and Inuit Voices (College Preparation)	ENL1W➤ ENL1WA➤	ENG2D➤ ENG2DA➤ ENG2P➤	NBE3C➤	ENG4C
English: Understanding Contemporary First Nations, Métis, and Inuit Voices (Workplace Preparation)	ENL1W➤	ENG2D➤ ENG2DA➤ ENG2P➤	NBE3E➤	ENG4E
Contemporary First Nations, Métis, and Inuit Issues and Perspectives		NAC2O➤ CHC2DO/CHC2PO➤	NDA3M	
First Nations, Métis, and Inuit Governance in Canada			NBE3U/NBE3C/NBE3E➤ NBV3C➤ NDA3M➤	NDG4M
Contemporary Indigenous Issues and Perspectives in a Global Context			NBE3U/NBE3C/NBE3E➤ NBV3C➤ NDA3M➤	NDW4M

### Indigenous Counsellors

An Indigenous Graduation coach, Counsellors from Batchewana First Nation and Garden River First Nations, as well as counsellors from the Indigenous Friendship Centre and Métis Nation of Ontario, are available to speak with our students.

**Native Languages, Level 1, Open****LNOAO**

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course-related activities.

**Prerequisite:** None

**Expressions of First Nations, Métis, and Inuit Cultures, Grade 9, Open****NAC10**

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

**Prerequisite:** None

**Civics and Citizenship – An Indigenous Perspective, Grade 10, Open (.5 credit)****CHV2ON**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Prerequisite:** None

**Note:** Choose this course if you are interested in learning about the governance model used in Indigenous society in its relation to national government. If you choose this course, you must also choose GLC2ON (Career Studies – An Indigenous Perspective).

**Career Studies – An Indigenous Perspective, Grade 10, Open (.5 credit)****GLC2ON**

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

**Prerequisite:** None

**Note:** Choose this course to explore educational pathways, traditional and emerging careers and occupations while using the Be Real Game. If you choose this course, you must also choose CHV2ON (Career Studies – An Indigenous Perspective).

**Native Languages, Level 2, Open****LNOBO**

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically.

**Prerequisite:** Native language in elementary school, successful completion of LNOAO, or demonstrated proficiency.

**First Nations, Métis, and Inuit in Canada, Grade 10, Open****NAC20**

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

**Prerequisite:** None



### **Faith and Culture: World Religions, Grade 11, Open**

**HRF3ON**

This course engages students in the examination of world religions, particularly Judaism, Christianity and Islam, First Nations, Métis and Inuit Spiritualities', and locally appropriate religious tradition(s), if suitable. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. Ontario is a multi-faith global community. Students will deepen their understanding of the various faith traditions in their local community and around the world.

**Prerequisite:** None

### **English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College Preparation**

**NBE3C**

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

**Prerequisite:** ENG2D, ENG2DA or ENG2P

### **English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, Workplace Preparation**

**NBE3E**

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

**Prerequisite:** ENG2D, ENG2DA or ENG2P

### **English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation**

**NBE3U**

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

**Prerequisite:** ENG2D or ENG2DA

### **World Views and Aspirations of First Nations, Métis, and Inuit Communities in Canada, Grade 11, College**

**NBV3C**

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

**Prerequisite:** NAC2O, CHC2D, CHC2DA or CHC2P



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

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

**Prerequisite:** NAC20, CHC2D, CHC2DA or CHC2P

**Contemporary First Nations, Métis, and Inuit Issues and Perspectives, Grade 11, University/College****NDA3M**

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

**Prerequisite:** NAC20, CHC2D, CHC2DA or CHC2P

**First Nations, Métis, and Inuit Governance in Canada Grade 12, University/College Preparation****NDG4M**

This course investigates how Aboriginal governments exercise authority and demonstrate responsibilities associated with governance in Canada. Students will explore Aboriginal world views regarding identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, and Aboriginal definitions of sovereignty. Students will also compare traditional and contemporary forms of Aboriginal governance and will examine Aboriginal and Canadian relations, focusing on empowerment and the inherent right to self-government.

**Prerequisite:** Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit Studies

**Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12, University/College Preparation****NDW4M**

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

**Prerequisite:** Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit Studies





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