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## **A Message from our Principal**

Courtice Secondary School continues to celebrate over a half century of academic excellence as the first and only community public school in this area. That ongoing tradition of success is a tribute to our excellent teachers, the wide variety of programs we offer to meet the needs of all students, the outstanding community partnerships we enjoy and of course you, the students who attend Courtice Secondary School. Your positive effort and attitude are the essential elements that bring it all together. Whether you are joining us next year as a first time Courtice SS student or you are returning after one or more years here, I am pleased to have you with us and offer you the warmest welcome to our school.

This course calendar will help you start on the path to your own personal success. It outlines the courses and the pathways you may follow now and in the years to come and will help guide you on your way. See which courses are offered next year and map out the possibilities for all the years. We have Specialist High Skills Majors in the Environment and in Arts and Culture (Design Specialization). We have other pathways that lead to university programs, colleges, apprenticeships and trades. It is all there for you. The Guidance Department is an excellent resource that you should access. If you have any uncertainty as you go through this process please make that connection. Our Guidance staff has the expertise and experience to describe the wide variety of options that are available and to help you choose your courses and your levels

It is very important that you choose the appropriate levels for the courses you select. Your current teachers will make suggestions about the level they feel is right for you. Please give those recommendation your most serious consideration. Descriptions of the expectations for those levels are contained in this book. Read them carefully and really think about which one best applies to you. If you need help, make an appointment with Guidance before you choose. In grades nine and ten you will have a choice of Academic, Applied or Essential level programs. In grades eleven and twelve you will be in University, College or Workplace programs. Which level is best for you will depend on your strengths, your learning style and your destination after secondary school. It is important that you start out in the level that is correct for you. That may be the most important element contributing to the success of your high school career.

Courtice Secondary School is an outstanding school. Your time here will be memorable and when you have completed your studies you will be well prepared to continue your success in whatever endeavor you choose to explore. Have a great 2012-2013 school year.

Sincerely,

M. Perrault  
Principal

***Thank you to Melissa Scott for designing the course calendar cover.***

## Planning Your High School Career

This calendar has been prepared to assist both new and returning students of Courtice Secondary School with the process of course selection. It is important that you read all information carefully and make thoughtful course selections based on:

- ✓ diploma requirements
- ✓ course prerequisites (if any)
- ✓ your career destination
- ✓ your past academic achievement (see *Recommended Mark/Level Range Chart* p. 13)

Each year the school timetable (both the courses offered and the number of sections of each course) is determined by the course selections of our students. Courses will be offered at the discretion of the Principal **only** if there are sufficient numbers of students selecting that course. Some courses therefore, may not be offered even though they appear in this calendar. Students originally selecting a cancelled course will be given an alternate choice.

**Students in grade 9, 10 and 11 must select a full load of 8 courses. Students in grade 12 must select enough credits to ensure graduation. As CSS is a full-time day school, *part-time status will be allowed only in exceptional circumstances and with the Principal's written permission.***

Students are encouraged to consult with teachers, counsellors, and parents in order to select the courses that best meet their needs and match their abilities. Students should choose courses carefully as it is not always possible to make changes at a later date. Remember, it is the responsibility of all students to make certain they earn credits in courses that will enable them to meet their long-term goals.

### NEW STUDENT REGISTRATION INFORMATION

#### **1. Registration Procedures**

Students wishing to register at Courtice Secondary School must complete a registration package. An interview will be scheduled only when the completed registration package is received by the Guidance Department. All forms are to be complete and the requested documentation included. Required documents include: credit summary or transcript, attendance record, current timetable, most recent report card, proof of residency, proof of immunization, and a copy of birth certificate.

#### **2. Bus Information**

New students are automatically screened for bus eligibility and will be contacted.

#### **3. Student Picture Package**

Students may purchase a student picture package throughout the school year. The package includes: student photo ID card, picture package, and agenda. Each item may be purchased separately as well. Cheques are to be made out to Courtice Secondary School. Picture day occurs in September. Picture retakes take place in October.

#### **4. Athletic Fee**

Students participating in school sports will be charged a minimum of **\$40.00** per team.

***If you are unable to pay the athletic fee for extracurricular activities, please see a member of the Guidance Department. Financial support offered to students is kept confidential.***

5. Students registering after April 30 should be aware that their course selections may be limited by full classes and scheduling restrictions.
6. Any questions may be directed to the Guidance and Career Education Department.

## **ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS**

**Students must earn the following 18 compulsory credits to obtain the Ontario Secondary School Diploma:**

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 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 & physical education
- 0.5 credit in civics
- 0.5 credit in career studies

**Plus one credit from each of the following groups:**

1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*

1 additional credit in health and physical education, or the arts, or business studies, or French as a second language\*\*\*, or cooperative education\*\*

1 additional credit in science, or computer studies, or technological education, or French as a second language\*\*\*, or cooperative education\*\*

**In addition to the compulsory credits, students must complete:**

- ✓ 12 optional credits\*\*\*\*
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

\* 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.

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

\*\*\* 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 group 3.

\*\*\*\* May include up to four credits achieved through approved Dual Credit courses.

## **ONTARIO SECONDARY SCHOOL CERTIFICATE**

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

### **Compulsory credits** (total of 7)

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

### **Optional credits** (total of 7)

7 credits selected by the student from available courses

## **CERTIFICATE OF ACCOMPLISHMENT**

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

***\* 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 of Education.***

## **THE ONTARIO STUDENT TRANSCRIPT**

**As of September 1999, the Ontario Student Transcript which is part of the Ontario School Record (OSR) includes the following information:**

- ▶ all successfully completed grade 9 and 10 courses
- ▶ all grade 11 and 12 courses completed, whether passed or failed
- ▶ all attempts at grade 11 and 12 courses for upgrading purposes
- ▶ any course dropped after 5 school days following the midterm report card
- ▶ identification of any course that has been substituted for one that is a diploma requirement
- ▶ confirmation that the student has completed the community involvement requirement
- ▶ the student's final result on the provincial literacy test
- ▶ an indication of any extraordinary circumstances

## COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT

As part of the diploma requirements, students must complete a minimum of 40 hours community involvement activities. These activities may be completed at any time during their years in the secondary school program. **However, in order not to jeopardize fall admission to post-secondary institutions and to ensure graduation at Commencement, the official “Completion of Community Involvement Activities” form must be completed and submitted to the Guidance Office by May 31<sup>st</sup>.** The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and the important role they can play in supporting, strengthening, and serving their communities.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Students should consider the following questions when trying to determine where to volunteer:

1. What are your areas of interest?
2. Would you like to develop specific skills, meet new people or impact community change?
3. Do you have specific skills and talents you would like to share with an organization?
4. What do you not want to do?
5. Is there a specific organization or cause that you would like to assist?

Community activities may take place in a variety of settings including not-for-profit organizations, public sector institutions and informal settings. Students may not receive credits towards the OSSD (for example, Cooperative education or work experience) or perform paid work for any community involvement activity. Community involvement must be completed outside students' normal instructional hours; activities should take place during lunch hours, after school, on weekends or during school holidays. The following websites provide possible opportunities for community involvement:

[www.informdurham.com](http://www.informdurham.com)

[www.my40hours.ca](http://www.my40hours.ca)

[www.volunteerdurham.net](http://www.volunteerdurham.net)

*Community involvement forms required for recording activities are found in the guidance department and on our website. For a full explanation of what qualifies as potential community service hours, peruse our pamphlet on our website or pick one up in guidance. Students who are unsure about the appropriateness of their planned activities should speak with guidance or the principal.*



## SPECIALIST HIGH SKILLS MAJORS

The Specialist High Skills Major (SHSM) program - a part of the Ministry of Education's Student Success initiative - offers specialized learning opportunities and certifications in specific economic sectors while meeting the requirements for the Ontario Secondary School Diploma (OSSD). A SHSM enables students to gain sector-identified preparatory skills and knowledge and to make informed career decisions. Courtice is proud to offer the Specialist High Skills Major program in our school in two sectors: the **Arts** and the **Environment**. The SHSM program has a number of required components that are designed to allow students to pursue post-secondary opportunities in all viable post-secondary destinations (apprenticeship training, college, university or the workplace) in a particular sector. Successful completion of a SHSM is denoted on the student's OSSD by a red seal and is recognized on the Ontario Student Transcript.

### **SHSM Program Components**

1. **Bundled Credits:** Each SHSM program offers a bundle of 9 - 11 credits including:
  - ▶ 4 "major" credits in the identified sector in Grade 11 and 12
  - ▶ 2 to 4 other required credits in English, math or science that will be offered in the context of that sector
  - ▶ 2 cooperative education credits linked to the "major" credits.
  
2. **Sector-Recognized Certifications/Training:** These are related to the major and include both generic and specific programs (ie. WHMIS, First Aid, CPR, Global Positioning System training).
  
3. **Experiential Learning Activities:** These may include the following:
  - ▶ job shadowing, job twinning, work experience
  - ▶ field trips, trade shows, conferences, job fairs and other related activities that allow students to explore careers related to that sector.
  
4. **Reach Ahead Experiences:** These are connected to the student's post- secondary pathway and range from a few hours to full courses. One example is visiting a college to investigate a program in the chosen sector.
  
5. **Development of Essential Skills and Work Habits:** Students will use the Ontario Skills Passport to document demonstration of foundational skills required for life, learning and work.

## **SPECIALIST HIGH SKILLS MAJOR: ARTS AND CULTURE (Design Specialization)**

The Specialist High Skills Major (SHSM) in Arts and Culture (specializing in Design) is a unique opportunity for students. As well as completing your diploma requirements, the Arts and Culture SHSM offers extensive learning opportunities and community/post-secondary connections to further your Applied/Graphic Design education.

Courtice Secondary School currently offers Arts and Culture (Design specialization), making this a unique and specialized opportunity. Courtice SS was selected as a launch site based on evidence of an established program, strong community and post secondary education partnerships, the delivery of sector-recognized certifications, and a cooperative education component.

Students in the Arts & Culture Design Specialization SHSM will complete the following 5 required components while fulfilling the requirements of their Ontario Secondary School Diploma (OSSD):

### **1. Defined Bundle of Credits (please see Arts and Culture program chart)**

#### **8 credits during grade 11 and grade 12 including:**

- ▶ **4 credits** in an “area” of major study that provide knowledge and skills in the field of Arts/Design
- ▶ **2 credits** with contextualized units (grade 12 English and grade 11 Business/Entrepreneurship or Canadian and World Studies)
- ▶ **2 credits** in Cooperative Education

### **2. Sector recognized Certifications and Training Programs:** SHSM students will be given the opportunity to gain sector-recognized certification awareness and training.

### **3. Engage in Experiential Learning** consisting of planned learning experiences that take place outside of the traditional classroom setting such as working with Explore Design trade show, Visual Arts Centre of Clarington, McLaughlin Gallery, local design businesses, etc. Learning can also include job shadowing, job twinning, work experience, virtual work experience, and Cooperative Education.

### **4. Engage in 'Reach Ahead' experiences** to provide opportunities for learning experiences directly related to their desired postsecondary destination such as workplace or postsecondary institution visits/ presentations and design-related conferences.

### **5. Use the Ontario Skills Passport (OSP)** to track their development of Essential Skills and Work Habits and will benefit students as they make the transition from school to their postsecondary destination.

## AVAILABLE CREDITS FOR THE SHSM – Arts and Culture

Arts and Culture SHSM at Courtice SS	Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12
Major credit	Choose 1: AWD3M1	AWD4E1 AWD4M1	Choose 1: AWD3M1	AWD4M1	AWD3M1	AWD4M1	Choose 1: AWD3O1	AWD4E1
Major Credit	Choose 1: AVI3O1 TGJ3M1 TMJ3E1	Choose 1: AVI4E1 TGJ4M1 TMJ4E1	Choose 1: AVI3O1 AVI3M1 TGJ3M1	Choose 1: AVI4M1 TGJ4O1	Choose 1: AVI3M1 TGJ3M1	Choose 1: AVI4M1 TGJ4M1	Choose 1: AVI3O1 TGJ3O1 TMJ3E1	Choose 1: AVI4E1 TGJ4O1 TMJ4E1
English credit(s)		ENG 4C1		ENG 4C1		ENG 4U1		ENG 4E1
Business or Canadian and World Studies (Either in grade 11 or grade 12)	Choose 1: BDI 3C1 BMI 3C1		Choose 1: BTA3O1 BDI3C1 BMI3C1 CGG3O1 CHW3M1 CLU3M1 CHY4C1		Choose 1: BAF3M1 BAT4M1 CHW3M1 CLU3M1 CHY4U1 CLN4U1		Choose 1: BTA3O1 CGG3O1 CHM4E1	
Co-op credits	2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector	



## **SPECIALIST HIGH SKILLS MAJOR (SHSM) IN THE ENVIRONMENT**

Are you interested in the Environment and the Outdoors ?

Are you looking for a competitive edge to get a job or to enrol in a college or university program in this field?

Do you enjoy getting out of the classroom and experiencing first-hand what you just learned about?

If you answered “Yes” to any of the above questions, read on . . .

### **What are the advantages of earning a SHSM in the Environment?**

- Employment in the environment sector has boomed in recent years and there are actual *labour shortages* in this sector!
- You select a bundle of 9 required credits focused on knowledge and skills that are *valued by the environment sector and postsecondary educational institutions!*
  - ▶ choose from a variety of newly designed college diploma programs such as “Environmental Technician” and “Ecosystem Management Technology” OR university degree programs such as “Environmental Engineering” and “Environmental Management”
- You will explore, identify, and refine career goals and make more informed decisions about your postsecondary *options within the environment sector.*
- You will have *access to resources, equipment, and experiences* not always available in a traditional classroom or course.

### **What are the required components for the SHSM in the Environment?**

- 9 required Grades 11 and 12 credits (see the chart on the next page)
  - ▶ 4 “environment major” credits
  - ▶ 3 other required credits in English and mathematics
  - ▶ 2 co-operative education credits
- 7 certifications and training courses
  - ▶ 4 compulsory (First Aid, CPR, GPS, WHMIS)
  - ▶ 3 electives (such as Habitat Restoration, Paddling Techniques, Watershed Management, Map and Compass Use, Species Identification, Knots Technique, Hike Ontario, etc.)
- experiential learning activities (such as attending the Groundwater Festival, maintaining the Courtice Millennium Trail, competing in Envirothon, etc.)
- “reach ahead” experiences connected with the student’s postsecondary pathway (e.g. class trip to Fleming’s Frost Campus, touring a water treatment facility, etc.)

## AVAILABLE CREDITS FOR THE SHSM – The Environment

<b>The Environment SHSM at Courtice SS</b>	<b>Apprenticeship Training Pathway</b>		<b>College Pathway</b>		<b>University Pathway</b>		<b>Workplace Pathway</b>	
	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12
<b>Major credits</b>	2 of: SBI 3C1 PAD 3O1	2 of: SCH 4C1 PAD 4O1	2 of: SVN 3M1 SBI 3C1	2 of: CGR 4M1 SCH 4C1 PAD 4O1	2 of: SVN 3M1 SBI 3U1 SCH 3U1	2 of: CGR 4M1 SBI 4U1 SCH 4U1	SVN 3E1 PAD 3O1	CGR 4E1 PAD 4O1
<b>English credit(s)</b>	ENG 3C1	ENG 4C1	ENG 3C1	ENG 4C1	ENG 3U1	ENG 4U1	ENG 3E1	ENG 4E1
<b>Math credit</b>	MEL 3E1 or MBF 3C1		MEL 3E1 or MBF 3C1 or MCF 3M1		MCR 3U1 or MCF 3M1		MEL 3E1 or MBF 3C1	
<b>Co-op credits</b>	2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector		2 Credit Co-op tied to SHSM Sector	



## TYPES OF SECONDARY SCHOOL COURSES

The secondary school curriculum is organized into several types of courses which are intended to enable students to choose courses that are suited to their strengths, interests, and goals.

### Types of Courses in Grades 9 and 10

Students in Grades 9 and 10, in consultation with their parents and teachers, will choose **academic (D)**, **applied (P)** or **locally developed (L)** courses in the following subjects: English, French, geography, history, mathematics, and science. All other grade 9 and 10 courses are **open (O)**. The selection of courses for an exceptional student should be guided by parents, teachers, Special Education staff, and by information in the student's Individual Education Plan. The following is a brief description of the 4 types of courses offered in Grades 9 and 10:

**Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

**Applied** courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

*( Note: Both of the above types of courses set high expectations for students while preparing them for studies in the senior grades. The two types of courses differ in the balance between essential concepts and additional material, and between theory and application. In planning courses of study, teachers take into account the need to adapt instructional approaches and materials to reflect the differences between the two course types.)*

**Open** courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

**Locally Developed** . School boards may apply for permission to offer courses that have been designed to meet the particular needs of the students in their schools. Such a course may not be described in a ministry curriculum policy document but has been designed to meet student needs.

### Types of Courses in Grades 11 and 12

Students in Grades 11 and 12, will choose from among destination-related course types: **university (U)** preparation, **university/college (M)** preparation, **college (C)** preparation and **workplace (E)** preparation. **Open (O)** courses are also offered in certain subjects in Grades 11 and 12. Students will make their choices on the basis of their interests, past achievement, and career goals. All destination -related courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of post-secondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace. The following is a brief description of the 5 types of courses that are offered in Grades 11 and 12:

**University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements of university programs.

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

**College preparation** courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

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

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

Prerequisites are specified for many courses offered in Grades 11 and 12. Any required prerequisites are identified in this calendar immediately after each course description.

### Transfer Courses

A transfer course is a partial credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. For example, a transfer course is required to move from grade 9 applied math to grade 10 academic math. **Note:** Although transfer courses may be offered through summer school, the availability of any given course will depend on the number of students who request the program.

### Recommended Mark/Level Range For Course Selection

You may find the following chart will help you choose the most appropriate type of course based on your academic achievement.

Current Courses Level	Current Courses Mark Range	Recommended Course Type	
		Grade 9/10	Grade 11/12
Level 3 or 4	70 - 100%	Academic or Applied	University or College
Level 2 or 3	60 - 69%	Applied or Locally Developed	College or Workplace
Level 1 or below	Failure - 59%	Locally Developed	Workplace

**NOTE:** For an explanation of the provincial levels see STUDENT ASSESSMENT AND EVALUATION (page 14 - 15)

### PATHWAYS

A Program Pathway is a collection of courses and other supports that will prepare students for employment immediately upon leaving secondary school. Leaving does not always mean graduating.

## **Program Pathways provide the opportunity for students to:**

- complete secondary school graduation diploma or certificate requirements
- meet the entry level requirements of a specific industry
- develop employability and industry-specific skills
- obtain experience in the workplace (raise awareness in Grades 7 - 10 and experience employment based learning in Grades 11 - 12)
- earn industry-recognized certification

## **SUBSTITUTIONS FOR COMPULSORY CREDITS**

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made by the principal for up to 3 compulsory credit courses using other courses offered by the school that meet the requirements for compulsory credits. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

## **PROCEDURES FOR COURSE CHANGES**

Students wishing to make course changes must do so through the Guidance Department within the **first 5 days** of the beginning of the semester. Changes can be made only if there are seats available in the course the student wishes to change to, and only if the student has parental consent (for students under 18 years of age). Students who wish to drop a course to take a study period must continue to attend the class until they have been officially notified that the course has been dropped from their timetable.

## **PRIOR LEARNING ASSESSMENT AND RECOGNITION**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). The PLAR process involves two components: "challenge" and equivalency. The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Determining equivalency involves the assessment of credentials from other jurisdictions.

A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in any one subject area. Students may challenge courses only after the course has been in place for at least one year.

**See the Guidance Department for further details.**

## **STUDENT ASSESSMENT AND EVALUATION**

On the provincial report card for secondary schools, mid-term and final evaluation is expressed as a percentage grade. On term assignments, however, sometimes teachers will use the provincial system of achievement levels which gives students and parents a more general evaluation of achievement. The following table provides a summary description of achievement in each percentage grade range and the corresponding level of achievement.

Percentage Grade	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 - 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Level 3 (70 - 79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

An extensive policy on student assessment and evaluation has been developed for our school. Included are school policies on topics such as: assessment strategies, grade determination, homework expectations, reporting procedures and dates, missed evaluations, academic honesty, and examinations and other final evaluations. The entire CSS Assessment and Evaluation Policy can be found in the Student Agenda and at <http://courticesecondary.ca/>

## COURSE CODES

Course codes are developed by the Ministry of Education according to the following pattern: the first 3 characters indicate the subject or discipline, the 4<sup>th</sup> character the grade level, the 5<sup>th</sup> character the type of course. The 6<sup>th</sup> character is for local school use. At CSS we use the 6<sup>th</sup> character to indicate the credit value of the course. One exception is AMI1O6 - Instrumental Band for Beginners.

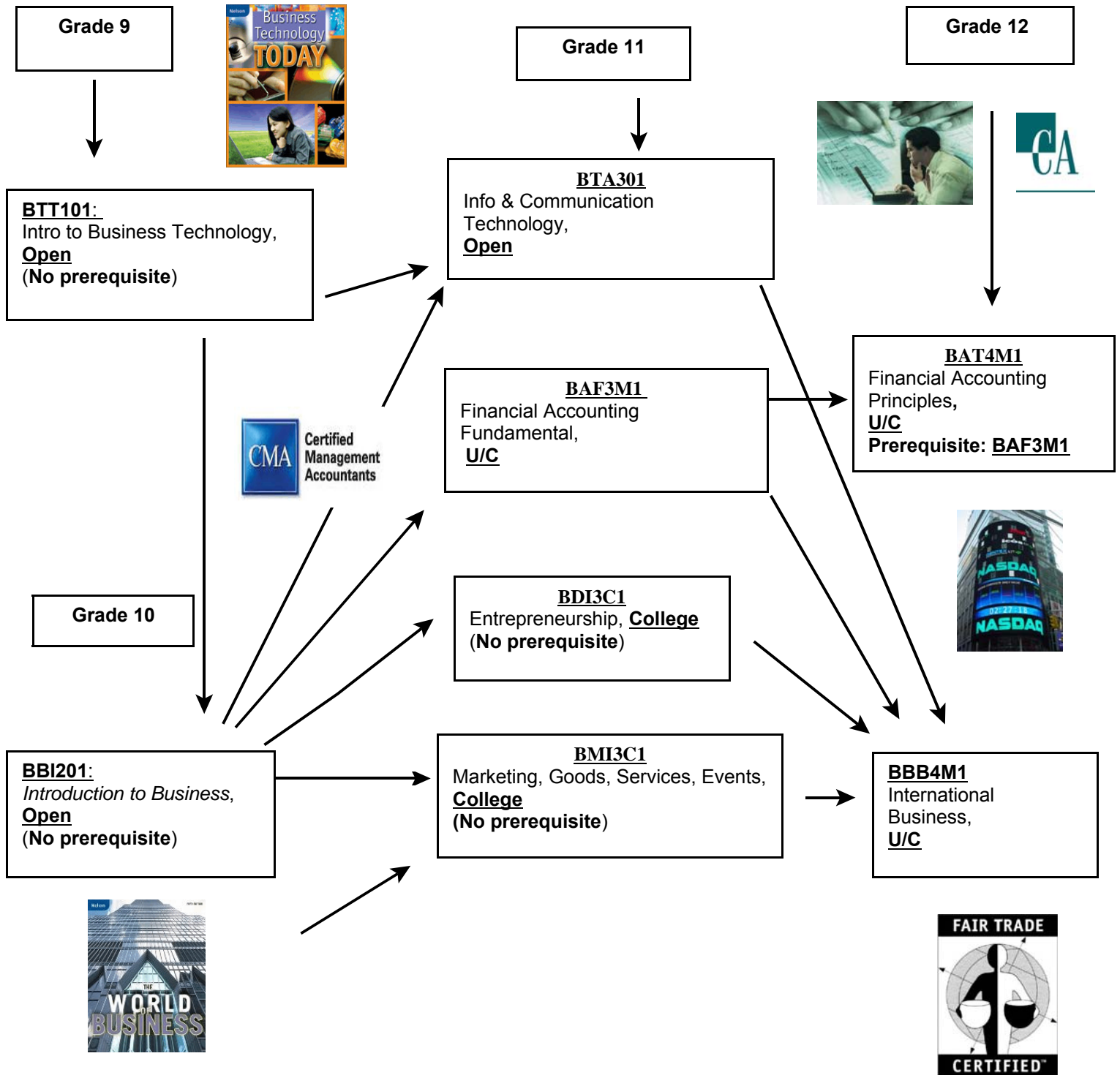
Below is an example ENG 3U1:

Eng	3	U	1
subject	grade	level	credit value
A = Arts	1 = grade 9	D = Academic	5 = ½ credit
B = Business Studies	2 = grade 10	P = Applied	1 = 1 credit
C = Canadian & World Studies	3 = grade 11	O = Open	2 = 2 credits
E = English	4 = grade 12	L = Locally Developed	
F = French		U = University	
G = Guidance & Career Education		C = College	
H = Humanities & Social Science		E = Workplace	
I = Interdisciplinary Studies		M = University/ College	
M = Math			
P = Health & Physical Education			
S = Science			

Course outlines and curriculum documents can be found at [www.curriculum.org](http://www.curriculum.org).

# BUSINESS PATHWAY

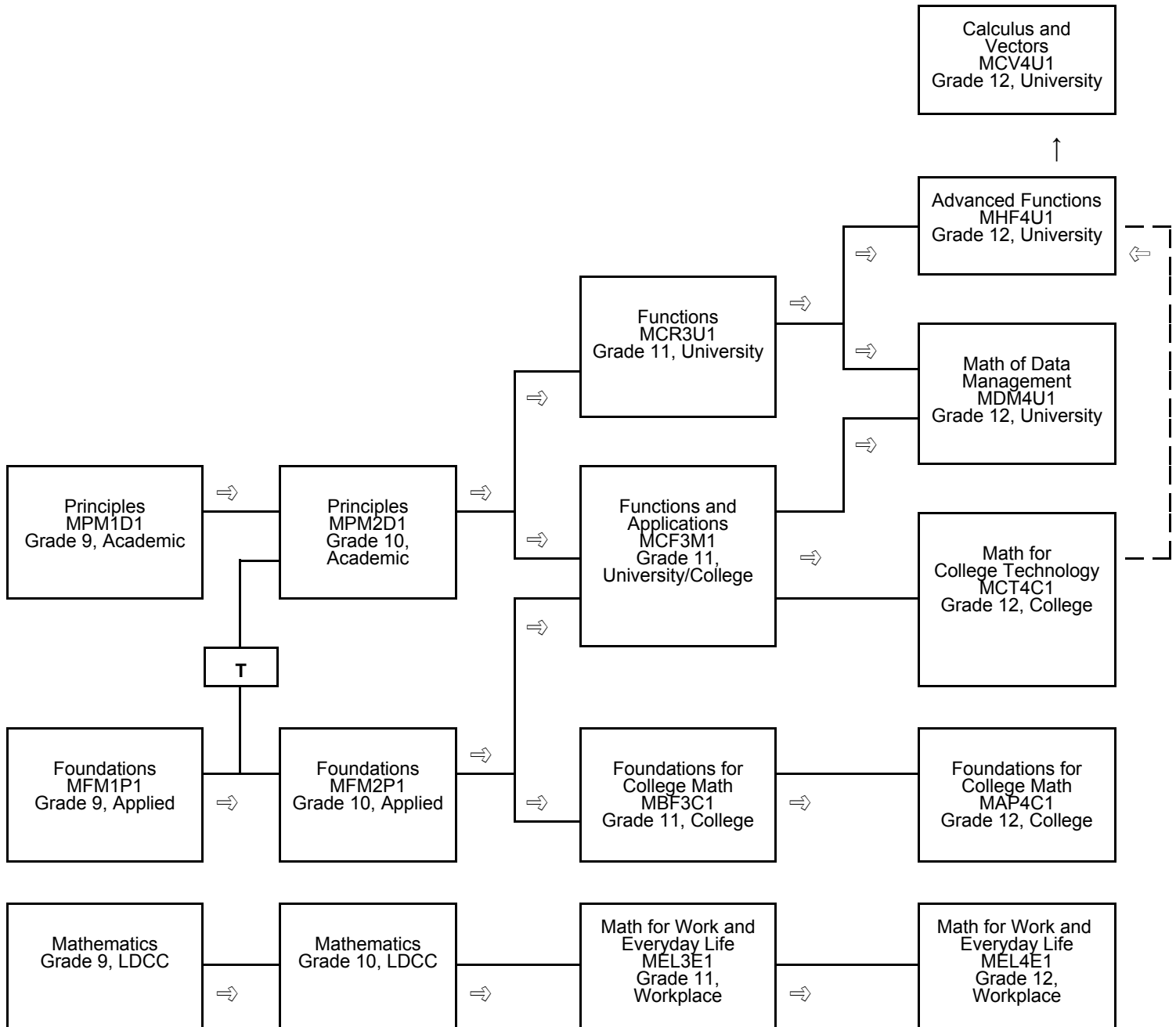
Students that study business will develop technological and financial skills that will be easily transferred to other areas of study in high school. After completing school, students can pursue careers in marketing, business technology, accounting, banking, retailing, or management.



Planning on attending Durham College? Kawartha Pine Ridge District School Board has an Articulation Agreement with Durham College for students who complete BAF3M1 and BAT4M1. You can receive credit for the first year financial accounting course at Durham College.

## Prerequisite Chart for Mathematics, Grades 9 - 12

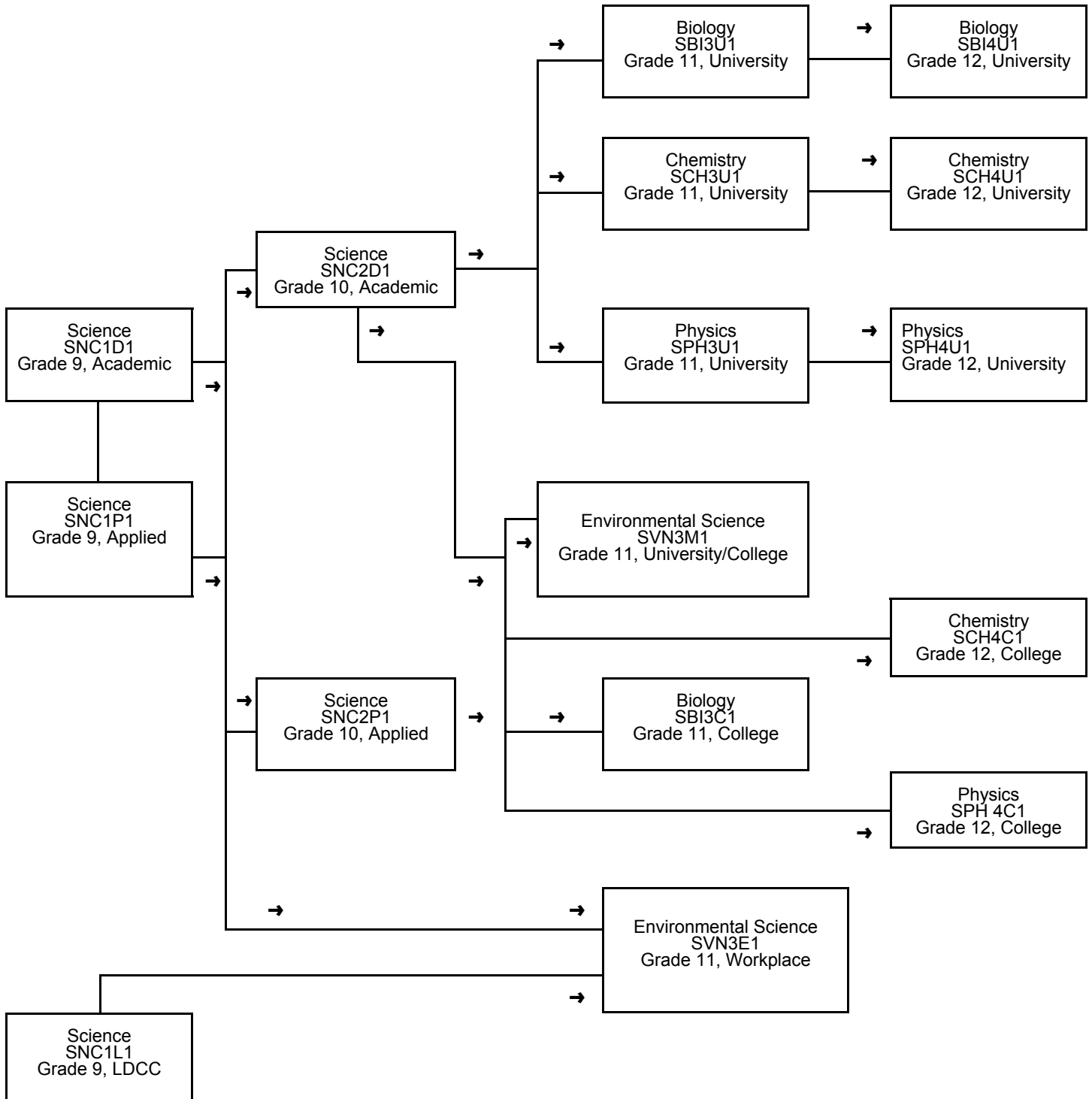
This chart maps out all the courses in the discipline and shows the links between courses and the minimum prerequisites for them. It does not attempt to depict all possible movements from course to course.



T - Transfer Course  
LDCC - Locally Developed Compulsory Credit Course

## Prerequisite Chart for Science, Grades 9 - 12

This chart maps out all the courses in the discipline and shows the links between courses and the prerequisites for them. It does not attempt to depict all possible movements from course to course.



## Grade 9 Courses

In grade 9 students must take 5 compulsory courses which are: English (ENG1D1 or ENG1P1 or ENG1L1), Mathematics (MPM1D1 or MFM1P1 or MAT1L1), Geography (CGC1D1 or CGC1P1 or CGC1PL), French [(FSF1D1 or FSF1P1) (Identified students may be exempted from French as per IEP)] and Science (SNC1D1 or SNC1P1 or SNC1L1). Students and parents, in consultation with teachers, must select the appropriate level for the student in each of the compulsory courses listed above. In addition to those compulsory courses students must select 3 elective courses. Elective courses in grade 9 include Art, Business, Drama, Health and Physical Education, Individual and Family Living, Music and Technology.

### ARTS COURSES:

#### **ADA101 - Drama, Grade 9, Open**

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.

#### **AMI106 - Instrumental Music (Beginner) - Band, Grade 9, Open**

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.

**Skills required to be successful:** This course is for students who have never played an instrument and want to learn.

#### **AMI101 - Instrumental Music (Experienced) - Band, Grade 9, Open**

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.

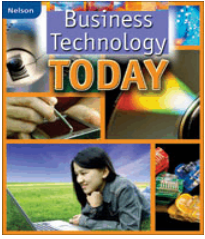
**Skills required to be successful:** This course is for students who have taken instrumental music in elementary school. Students must be able to read standard music notation for their instrument.

#### **AVI101 - Visual Arts, Grade 9, Open**

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

## **BUSINESS COURSES:**

### **BTT1O1 - Information and Communications Technology in Business, Grade 9, Open**



This course introduces students to information and communications technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technological 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 communications skills, and current issues related to the impact of information and communication technology.

**Skills Required to be successful:** Students will use Microsoft Office 2010 Professional to develop commonly used business documents and graphics. Software used in this course includes Word, Excel, Publisher, Access, PowerPoint, Fireworks, Dreamweaver, Smart Ideas, and Flash. The development of keyboarding skills is expected and encouraged. Any student should consider taking this course if they plan to take other computer studies courses at school or continue with Business Studies.



## **CANADIAN & WORLD STUDIES COURSES:**

### **CGC1D1 - Geography of Canada, Grade 9, Academic**

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

**Skills required to be successful:** Teachers will guide students through an in-depth study of the key ideas and issues in Canada's geography such as where earthquakes are most likely to occur in Canada, how severe storms occur, which species of animals are endangered in Canada, and why present-day Courtyce used to be under a sheet of ice one kilometre thick! An emphasis is placed on independent learning through reading, writing short pieces and one research report, and critical-thinking activities such as simulations, re-enactments and problem-solving. Students will also practice and develop more advanced mapping, graphing, and research skills.

### **CGC1P1 - Geography of Canada, Grade 9, Applied**

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

**Skills required to be successful:** Teachers will support students through the main ideas and issues in Canada's geography such as where earthquakes are most likely to occur in Canada, how severe storms occur, which species of animals are endangered in Canada, and why present-day Courtyce used to be under a sheet of ice one kilometre thick! An emphasis is placed on learning through reading, writing short paragraphs and one report, and practical "hands-on" applications such as independent research projects, model-building, simulations, and films. Basic mapping and graphing skills are practiced and further developed, too.

## **CGC1PL - Geography of Canada, Grade 9, Applied/Locally Developed**

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

**Skills required to be successful:** Teachers will direct students through the main ideas and issues in Canada's geography such as where earthquakes are most likely to occur in Canada, how severe storms occur, which species of animals are endangered in Canada, and why present-day Courtyce used to be under a sheet of ice one kilometre thick! An emphasis is placed on "hands-on" learning by using a wide variety of resources from films and computer applications to short readings and small projects. Basic mapping and graphing skills are practiced and developed, too.

## **ENGLISH COURSES:**

### **ENG1D1 - English, Grade 9, Academic**

#### **ENG1DA - English, Grade 9, Academic (Advanced Placement - see page 65)**

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

**Skills required to be successful:** This course is for students with strong work habits and a mark minimum of 70% in Grade 8 Language. To be successful in this course, students must be able to effectively express ideas orally and in writing. Students must be able to read, comprehend and analyse a variety of literature, possess strong organizational skills and be able to work independently with little teacher direction.

### **ENG1P1 - English, Grade 9, Applied**

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

**Skills required to be successful:** To be successful in this course, a student must be comfortable with a hands-on, practical approach to learning. Many students who take applied English are typically visual learners and are less comfortable expressing ideas in oral and written form. This program would benefit from support in developing work habits and organizational skills. Clear guidelines and support are important components for this course.

### **ENG1L1 - English, Grade 9, Locally Developed**

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 10 Workplace Preparation course. This course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and

put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

**Skills required to be successful:** To be successful in this course, students must prefer a practical approach to learning. Students studying English at this level require additional strategies, support and approaches to develop communication, organizational and study skills. Students will benefit from individualized programming, small-group activities, peer-based activities and peer tutoring. Students will benefit by developing the skills and knowledge that prepares he/she for the workplace and everyday life.

### **FRENCH & LANGUAGE COURSES:**

#### **FSF1D1 - Core French, Grade 9, Academic**

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

#### **FSF1P1 - Core French, Grade 9, Applied**

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

### **GUIDANCE & CAREER EDUCATION:**

#### **GLE101 - Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open**

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 schools, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

### **HEALTH & PHYSICAL EDUCATION COURSES:**

#### **PPL10B - Male Healthy Active Living Education, Grade 9, Open**

#### **PPL10G - Female Healthy Active Living Education, Grade 9, Open**

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

### **MATHEMATICS COURSES:**

#### **MPM1D1 - Principles of Mathematics, Grade 9, Academic**

#### **MPM1DA - (Advanced Placement - see page 65)**

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of

technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Skills required to be successful:** To be successful in this course students should be highly capable with all numeracy skills. Students must be able to use logic and deductive reasoning to solve complex problems and to manipulate formulas. The ability to focus and follow lessons is a must for success at this level. Students must have confidence in existing mathematic abilities and be willing to learn new concepts. See page 13 for mark recommendations.

### **MFM1P1 - Foundations of Mathematics, Grade 9, Applied**

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

**Skills required to be successful:** To be successful in this course, students must have a solid grasp of Geometry including perimeter and area and are able to substitute into a formula. Students should be highly capable in basic numeracy (addition, subtraction, multiplication and division) without a calculator. A scientific calculator is a must. See page 13 for mark recommendations.

### **MAT1L1 - Mathematics, Grade 9, Locally Developed**

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 Locally Developed 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

**Skills required to be successful:** To be successful, students should have a basic understanding of the multiplication table and Geometry. Students should be confident using a calculator and in solving practical mathematical problems. This course is very practical and covers such concepts that are required in carpentry, recipes and budgeting. See page 13 for mark recommendations.

### **SCIENCE COURSES:**

#### **SNC1D1 - Science, Grade 9, Academic**

#### **SNC1DA - Science, Grade 9, Academic (Advanced Placement - see page 65)**

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.

**Teacher Description:** SNC1D1 or SNC1DA should only be taken by students with strong math and communication skills.

### **SNC1P1 - Science, Grade 9, Applied**

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

**Teacher Description:** SNC1P1 is a more practical hands-on science course which is best for students with weaker math and communication skills.

### **SNC1L1 - Science, Grade 9, Locally Developed**

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

**Skills required to be successful:** SNC1L1 is a skill building course designed to help improve weak math and communication skills.

## **SOCIAL SCIENCE & HUMANITIES COURSES:**

### **HIF1O1 - Individual and Family Living, Grade 9, Open**

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

**Teacher Description:** This course allows students to gain hands on life skills and experience through many engaging and interesting activities.

## **TECHNOLOGY COURSES:**

### **TIJ1O1 - Exploring Technologies, Grade 9, Open**

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

**Prerequisite:** None

## Grade 10 Courses

In grade 10, students must select 5 compulsory courses which include: English (ENG2L1 or ENG2P1 or ENG2D1), Mathematics ( MAT2L1 or MFM2P1 or MPM2D1), History (CHC2L1 or CHC2P1 or CHC2D1), Science (SNC2P1 or SNC2D1) and Civic/Careers [(two half credit courses) CHV2O5 and GLC2O5]. It is vital that students select the appropriate level based on past achievement and teacher recommendation. Students must also select 3 additional elective credits to complete their timetable.

### ARTS COURSES:

#### **ATC201 - Dance, Grade 10, Open**

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.

**Skills required to be successful:** This course requires the student to mentally and physically participate in the daily structure of a dance class while learning the etiquette/behaviour appropriate to participating in a dance class. Students will be given a variety of creative tasks and stimuli to generate ideas for original dance creations. Students will also learn the historical and cultural significance of the studied dance forms in class and how it relates to their current world view and experiences.

**Prerequisite:** None

#### **ADA201 - Drama, Grade 10, Open**

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

**Skills required to be successful:** While working in a group environment, students learn to use a variety of stage techniques to block, costume, prop and design sets and lighting for a production that they write. Through various forms, students will discuss current social problems and concerns and find a way to combine information into a skit that can be performed. Students do not have to have ADA1O1 to participate in this course.

**Prerequisite:** None

#### **AMG201 - Guitar Music, Grade 10, Open**

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 self, communities, and cultures.

**Skills required to be successful:** The student must come prepared to put in an effort every day. They will learn a variety of guitar skills through a wide variety of musical styles. The students must be prepared to do written work as well as guitar performance.

**Recommended previous course:** AMU1O1 or AMI1O1

**Course Note:** Students are required to have an instrument for class; guitar rentals are available.

**AMI201 - Instrumental Music - Band, Grade 10, Open**

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.

**Skills required to be successful:** Students will develop their technique through performance of studies and songs. They will begin to develop their individual musical voice both through performance and composition of their own music. Students will continue to develop their skills of self reflection and evaluation and strengthen their skills of self discipline.

**Recommended previous course:** AMU101 or AMI101 or AMI106

**ASM201 - Media Arts, Grade 10, Open**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communication skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Skills required to be successful:** This course provides students with opportunities to study the arts in a variety of ways. The course incorporates drama, music and visual arts. We will look at areas of popular culture in the arts, specifically working with guitars, percussion and team building activities. We will also examine artistic movements such as graffiti and the history of tattooing. The course is designed for students who are still in need of a credit to fulfill their Arts component or those interested in a multi-disciplinary approach to the arts.

**AVI201 - Visual Arts, Grade 10, Open**

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

**Recommended previous course:** AVI101 or equivalent

## BUSINESS COURSES:

### **BBI2O1: Introduction to Business, Grade 10, Open**

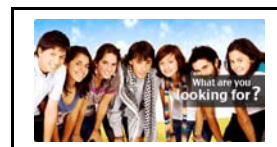


This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production. Students will examine ethical and socially responsible ways of dealing with ethical questions through the use of case studies. This course builds a foundation for further studies in business and help students develop the business knowledge and skill they will need in their everyday lives.

**Skills required to be successful:** Students enrolling in this course will learn the basics of marketing, human resources, accounting, investing and financing, and information technology. In the course students will learn the foundation for future courses in business. Students will apply a variety of software packages to common business problems. Participation in the

***Nipissing Stock Market Challenge and Sprott Business Competition*** is a highlight of this course.

**Prerequisite:** None



View of the Toronto Stock Exchange (TSX)

## CANADIAN & WORLD STUDIES COURSES:

### **CHC2D1 - Canadian History Since World War I, Grade 10, Academic**

### **CHC2DA - Canadian History Since World War I, Grade 10, Academic (Advanced Placement -see page 65)**

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.

**Skills required to be successful:** Teachers will guide students through an in-depth study of the key ideas, concepts, and events of Canadian history since the First World War. An emphasis is placed on independent learning through reading, writing short creative pieces and one research essay, and critical-thinking activities such as simulations, re-enactments, and problem-solving.

### **CHC2P1 - Canadian History Since World War I, Grade 10, Applied**

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

**Skills required to be successful:** Teachers will support students through the key ideas and events of Canadian history since the First World War. An emphasis is placed on learning through reading, writing short paragraphs and one report, and practical "hands-on" applications such as research projects, model-building, re-enactments, and films.

### **CHC2L1 - Canadian History, Grade 10, Locally Developed**

This course emphasizes the changing character of the Canadian Nation as it developed its identity. Emphasis will be placed on the necessary written, organization, research and oral skills that allow for historical interpretation and understanding.

**Skills required to be successful:** Teachers will direct students through the key ideas and events of Canadian history since the First World War. An emphasis is placed on “hands-on” learning by using a wide variety of resources from films and computer applications to short readings and small projects.

### **CHV2O5 - Civics, Grade 10, Open (This is a compulsory, half-credit course)**

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

**Skills required to be successful:** This open-level compulsory course is designed to meet the needs of all learners. An emphasis is placed on learning through reading, writing short pieces such as letters and summaries, mock elections and trials, computer applications, films, and other creative projects

### **COMPUTER STUDIES:**

#### **ICS2O1 - Introduction to Computer Studies, Grade 10, Open**



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

**Skills required to be successful:** This computer course will offer you an opportunity to expand your computer abilities. The focus is to expose you to as many new ways of using a computer as possible. You will be presented with many Internet business opportunities, ways to collaborate online through Open Source projects, and how social networks work. You get to build and upgrade your own computer; troubleshoot and repair software issues; and keep your computers running smoothly. You will modify and develop web systems including Wordpress, OSCommerce, AdSense, and Adwords. You will develop your own blogs and websites while learning different concepts of web development. You will learn to modify and code programs in HTML, CSS, PHP, and MySQL.

**Prerequisite:** None, no computer experience required

### **ENGLISH COURSES:**

#### **ENG2D1 - English, Grade 10, Academic**

#### **ENG2DA - English, Grade 10, Academic - (Advanced Placement - see page 65)**

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.

**Skills required to be successful:** Students taking this course should have a minimum of 65% in

ENG1D1 and excellent work habits. To be successful in this course, students must be able to effectively express ideas orally and in writing. Students must be able to read, comprehend and analyse a variety of literature, possess strong organizational skills and be able to work independently with little teacher direction.

**Prerequisite:** ENG1D1 or ENG1P1

### **ENG2P1 - English, Grade 10, Applied**

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.

**Skills required to be successful:** Students taking this course should have a minimum of 65% in ENG1P1. Students in this course are able to work well with clear guidelines and support. In addition, students who take this course will benefit from a variety of teaching learning strategies implemented during the semester and designed to encourage success.

**Prerequisite:** ENG1D1 or ENG1P1

### **ENG2L1 - English, Grade 10, Locally Developed**

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. 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.

**Skills required to be successful:** This course recognizes that students who take this course prefer a practical approach to learning, and may require additional support and learning strategies that meet their educational needs.

**Prerequisite:** ENG1L1 or ENG1P1 or ENG1D1

### **FRENCH & LANGUAGE COURSES:**

#### **FSF2D1 - Core French, Grade 10, Academic**

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

**Skills required to be successful:** In this course students will continue to develop both oral and written skills, but the focus will be on oral communication. Students interested in pursuing post-secondary language courses are encouraged to take this course.

**Prerequisite:** FSF1P1 or FSF1D1

### **GUIDANCE & CAREER EDUCATION:**

#### **GLC2O5 - Career Studies, Grade 10, Open (This is a compulsory, half-credit course)**

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.

### **GLE201 - Learning Strategies 1: Skills for Success in Secondary School, Grade 10, Open**

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:** None

**Course Note:** This course is restricted to students with an I.E.P. You must receive permission from Guidance to sign up for this course if you do not have an I.E.P.

### **HEALTH & PHYSICAL EDUCATION COURSES:**

#### **PAF20G - Female Personal and Fitness Activities - Grade 10, Open**

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote life-long healthy active living. Student learning will include participation in a variety of fitness activities (e.g. aerobics, weight training, yoga, self-defence) that enhance personal confidence and health, as well as examination of issues related to healthy living and personal safety.

**Course Note:** The cost associated with individual field trips will be the responsibility of the student.

#### **PPL201- Healthy Active Living Education, Grade 10, Open**

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

### **MATHEMATICS COURSES:**

#### **MPM2D1 - Principles of Mathematics, Grade 10, Academic**

#### **MPM2DA- (Advanced Placement - see page 65)**

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.

**Skills required to be successful:** Students should have little to no dependency on calculators for simple calculations. Students entering this course should be able to solve equations, complete algebraic tasks, and be able to confidently graph lines. Recommendations from previous report card should be seriously considered.

**Prerequisite:** MPM1D1

#### **MFM2P1 - Foundations of Mathematics, Grade 10, Applied**

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply

linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Skills required to be successful:** Students should have a complete understanding of multiplication, integers, fractions, decimals and percentages as well as, a basic knowledge of graphing. Recommendations from previous report card should be seriously considered.

**Prerequisite:** MFM1P1 or MPM1D1

### **MAT2L1- Mathematics, Grade 10, Locally Developed**

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

**Skills required to be successful:** Students should have an understanding of basic numeracy skills and competency with a calculator. This course focuses on essential math skills and real world problems.

**Prerequisite:** MAT1L1 or MFM1P1 or MPM1D1

### **SOCIAL SCIENCE & HUMANITIES COURSES:**

#### **HFN2O1 - Food and Nutrition, Grade 10, Open**

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

**Teacher Description:** This course effectively mixes practical application with theory through hands on labs and thought provoking class discussion. Students are taught to think about how the food choices they make now affect short-term and long-term health. Food labs focus on basic cooking skills as well as quick and nutritious meals.

### **SCIENCE COURSES:**

#### **SNC2D1 - Science, Grade 10, Academic**

#### **SNC2DA- Science, Grade 10, Academic (Advanced Placement - see page 65)**

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, 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. SNC2D1 and SNC2DA lead to biology, chemistry and physics at the university or college levels in grade 11 and 12.

**Teacher Description:** This course is required to pursue university level science courses, such as physics, chemistry and biology. It is only recommended for students who completed SNC1D1 or SNC1DA with a 70% or higher grade.

**Prerequisite:** SNC1D1 or SNC1P1

### **SNC2P1 - Science, Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigations. 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. SNC2P1 leads to biology, chemistry and physics at the college level only.

**Teacher Description:** This course leads to future science courses at the college level. It would be a good choice for students who were only mildly successful in SNC1D1.

**Prerequisite:** SNC1D1 or SNC1P1

### **TECHNOLOGICAL COURSES:**

#### **TCJ201 - Construction Technology, Grade 10, Open**

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.

**Skills required to be successful:** This project-driven course will prepare students for college and/or workplace construction programs.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

#### **TGJ201 - Communications Technology, Grade 10, Open**

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 post-secondary education and training pathways and career opportunities in the various communications technology fields.

**Skills required to be successful:** The Courtice School of Rock communications technology course is focused on a music rock n' roll theme.

**Prerequisite:** None

#### **THJ201 - Green Industries, Grade 10, Open**

This course introduces students to the various sectors of the green industries - agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also

develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

**Skills required to be successful:** This project-driven course will prepare students for college and/or workplace programs.

**Prerequisite:** None

### **TMJ201- Manufacturing Technology, Grade 10, Open**

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

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

### **TTJ201 - Transportation Technology, Grade 10, Open**

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

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

## Grade 11 Courses

In grade 11, students must take two compulsory courses which include: English (ENG3E1 or ENG3C1 or ENG3U1) and Mathematics (MEL3E1 or MBF3C1 or MCF3M1 or MCR3U1). It is vital that students select the appropriate level based on past achievement and teacher recommendation. Students must also select 6 additional courses to complete their timetable. Students are not permitted to place a spare on their course selection sheet. Students must select eight courses.

### ARTS COURSES:

#### **ATC3M1 - Dance, Grade 11, University/College Preparation**

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.

**Teacher Description:** This course requires the student to mentally and physically participate in the daily structure of a dance class while learning the etiquette/behaviour appropriate to participating in a dance class. Students will be given a variety of creative tasks and stimuli to generate ideas for original dance creations. Students will also learn the historical and cultural significance of the studied dance forms in class and how it relates to their current worldview and experiences. Students will analyze and reflect on their learning in class discussions as well as written assignments.

**Prerequisite:** Dance, Grade 9 or 10, Open

#### **ADC3M1 - Drama in the Community, Grade 11, University/College Preparation**

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:** Drama, Grade 9 or 10, Open

#### **AVI3M1 - Visual Arts, Grade 11, University/College Preparation**

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, information design).

**Teacher Description:** This course is designed for students interested in exploring areas such as painting, drawing and sculpture and art history. The studio environment provides a relaxing and safe atmosphere for students to experiment and learn artistic techniques. Painting and drawing skills are enhanced to prepare students for future artistic backgrounds.

**Prerequisite:** AVI1O1 or AVI2O1

#### **AWD3M1 - Visual Design, Grade 11, University/College Preparation**

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works using specific criteria. They will

also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media.

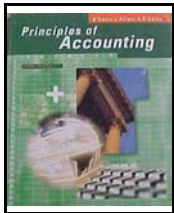
**Teacher Description:** The elements and principles of design will be developed in order to assist in career related skills such as fashion, interior and graphic design. This course focuses on design as an abstract concept as well as applied design (graphic design, printmaking, and illustration). Students are encouraged to take AVI2O1 before or concurrently with AWD3M1.

**Prerequisite:** AVI1O1 or AVI2O1

## **BUSINESS COURSES:**



### **BAF3M1 - Financial Accounting Fundamentals, Grade 11, University/College Preparation**



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

**Teacher Description: Would you like to be a Chartered Accountant or work in financial services?** This course examines how accounting is used by different organizations (service businesses, partnerships and corporations). Students planning to study business in college or university should take this course. The demand for employees in this area continues to increase because of retirements and industry expansion. Students that complete this course (**BAF3M1**) and the grade 12 accounting course (**BAT4M1**) will receive **credit** for the **first year financial accounting course at Durham College.**

**Prerequisite:** None

**Recommended:** BTT1O1 or BBI2O1

### **BDI3C1 -Entrepreneurship: The Venture, Grade 11, College Preparation**



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 personal goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

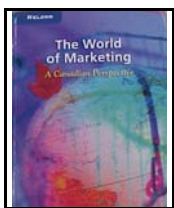
**Teacher Description:** Students in the course will develop the planning skills that are necessary for planning and running their own business. This course is an

excellent introduction to business strategy and will prepare you for running your own business or completing a business program at college. Students may have an opportunity to participate in the **Sprott Business Competition.**

**Prerequisite:** None

**Recommended:** BBI2O1

### **BMI3C1 - Marketing: Goods, Services, Events. Grade 11, College Preparation**



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.

**Grade 11**

**Teacher Description:** Students taking this course will create a marketing plan for a product or service. Activities include creating packages, analyzing market data, creating surveys, designing flyers and creating their own radio and television commercials. A trip to the *Hockey Hall of Fame* is a possible activity.

**Prerequisite:** None

**Recommended:** BTT1O1 or BBI2O1

### **CANADIAN & WORLD STUDIES COURSES:**

#### **CGG3O1 - Travel and Tourism: A Regional Geography Perspective, Grade 11, Open**

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

**Teacher Description:** The tranquil beaches of the Caribbean, the wonders of the Australian outback, and the cultural variety of Europe are all regions of the world studied in this course. This is a particularly valuable class for students interested in working in the travel industry.

**Prerequisite:** CGC1D1 or CGC1P1

#### **CHW3M1 - World History to the Sixteenth Century, Grade 11, University/College Preparation**

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

**Teacher Description:** Who built the pyramids in Egypt and Mexico? Was Alexander really so great? Why did the mighty Roman Empire fall? What happened to the Japanese samurai? We'll find the answers to these and other questions regarding some of the world's civilizations from ancient to medieval times through independent research, re-enactments, model building, and a class trip to the Royal Ontario Museum.

**Prerequisite:** CHC2D1 or CHC2P1

#### **CLU3M1 - Understanding Canadian Law, Grade 11, University/College Preparation**

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

**Teacher Description:** This course gives students an overview of all types of Canadian law. Students will get a solid background in criminal law and develop a basic understanding of constitutional and civil law. Classroom activities will include debates, discussions, mock trials and several field trips to the courts and a correctional facility. This is a particularly valuable course for students interested in studying law-related programs at college or university.

**Prerequisites:** CHC2D1 or CHC2P1

## **COMPUTER STUDIES:**

### **ICS3C1 - Introduction to Computer Programming, Grade 11, College Preparation**



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

**Teacher Description:** In this design course you will develop web systems designed for small business application. With the skills from this course you will be in very high demand to begin working in web development immediately after high school or while continuing school on your spare time. You will use a wide variety of programming languages to develop your ideas including: http, ftp, HTML, CSS, PHP, MySQL, Javascript Flash. Consider a career as a professional blogger, affiliate marketer, web developer, or social network application developer.

**Prerequisite:** None, no computer experience required

## **COOPERATIVE EDUCATION:**

Students are able to gain valuable employability skills, under the supervision of employers and teachers, in real work job sites. The program provides the opportunity to enroll in one, two, or four credit packages. See the Cooperative Education section for more details.

## **ENGLISH COURSES:**

### **ENG3U1 - English, Grade 11, University Preparation**

#### **ENG3UA - English, Grade 11 (see Advanced Placement page 65)**

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.

**Teacher Description:** Students taking this course should have achieved a minimum of 65% in ENG 2D1 and have excellent work habits including the ability to work independently, plan and organize their time effectively.

**Prerequisite:** ENG 2D1

### **ENG3C1 - English, Grade 11, College Preparation**

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.

**Teacher Description:** Students taking this course should have achieved 65% in ENG 2P1 and have solid work habits, with some ability to complete work with some assistance.

**Prerequisite:** ENG2P1

### **ENG3E1 - English, Grade 11, Workplace Preparation**

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:** ENG2L1 or ENG2P1

### **FRENCH & LANGUAGE COURSES:**

#### **FSF3U1 - Core French, Grade 11, University Preparation**

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

**Teacher Description:** Students interested in pursuing post secondary studies in Languages should take this course. Upon the successful completion of this course, students will begin to process and speak the language with ease.

**Prerequisite:** FSF2D1

### **GUIDANCE & CAREER EDUCATION COURSES:**

#### **GPP3O1 - Leadership and Peer Support, Grade 11, Open**

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.

**Teacher Description:** This course combines both practical applications with theoretical applications. Students will be responsible for organizing and running school events such as dances, nooners, etc., as well as running events to support charitable endeavours. Students are required to complete several presentations as well as various written assignments.

### **HEALTH & PHYSICAL EDUCATION COURSES:**

#### **PAD3O1 - Outdoor Activities, Grade 11, Open**

This course will help foster an appreciation of outdoor activities which students can participate in and enjoy throughout their lives. Outdoor pursuits such as canoeing, camping, rock climbing and winter survival will be covered in class, and students will have an opportunity to develop self-sufficiency and teamwork skills in a safe manner through various outdoor and overnight excursions. Students will be expected to participate fully in all activities, including outdoor activities and in-class theory. Athletic skills are not required, but self-motivation is crucial. This course will suit students who are interested in careers and programs in outdoor recreation and leisure, and it is a "major" course for the SHSM Environment Program.

**Prerequisite:** None

**Course Note:** The cost associated with individual field trips will be the responsibility of the student.

### **PPL301 - Healthy Active Living Education, Grade 11, Open**

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

### **PPZ301 - Health for Life: Fitness /Weight Training, Grade 11, Open**

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

**Teacher Description:** Students will be expected to participate vigorously on a daily basis, including daily warm-ups including running, at times up to 2 kilometres. Personal fitness and athletic skills are not required, but self-motivation and a desire to become fit are important. Students can also expect to experience various fitness activities at the Clarington Community Centre.

### **MATHEMATICS COURSES:**

#### **MCR3U1 - Functions, Grade 11, University Preparation**

#### **MCR3UA - Functions (see Advanced Placement page 65)**

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

**Teacher Description:** Students who have experienced difficulty in MPM2D1 should consider taking MCF3M1 prior to taking this course. This course is the prerequisite for any grade 12 University Math course and is quite challenging. Students who are planning to attend university to pursue studies in Engineering, Mathematics, Economics, Physics, Chemistry, or Medicine should take this course. Recommendations from previous report card should be seriously considered.

**Prerequisite:** MPM2D1

#### **MCF3M1 - Functions and Applications, Grade 11, University/College Preparation**

This course introduces basic features of the function by extending students' experiences with quadratic equations. 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.

**Teacher Description:** Students who achieve below 85% in MFM2P1 will find this course very challenging. Recommendations from previous report card should be seriously considered.

**Prerequisite:** MPM2D1 or MFM2P1

### **MBF3C1 - Foundations for College Mathematics, Grade 11, College Preparation**

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 to vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one or two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Teacher Description:** This course is the prerequisite for MAP4C1. It focuses on strengthening basic math skills, as well as, broadening students' understanding of mathematics as it applies to problems in the real world. Recommendations from previous report card should be seriously considered.

**Prerequisite:** MFM2P1

### **MEL3E1 - Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will 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.

**Teacher Description:** This practical math course covers such essential skills as calculating budgets, mortgage rates, salaries, currency calculation, loans, financial planning and taxes. All students would benefit from participating in this course.

**Prerequisite:** MPM1D1 or MFM1P1 or MAT2L1

### **SCIENCE COURSES:**

#### **SBI3U1 - Biology, Grade 11, University Preparation**

#### **SBI3UA - Biology (see Advanced Placement page 65)**

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.

**Teacher Description:** This detailed exploration of the Biological Sciences leads to SBI4U1 and further studies of biology in university or college.

**Prerequisite:** SNC2D1

#### **SBI3C1 - Biology, Grade 11, College Preparation**

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.

**Teacher Description:** This is a course which covers Human Biology from the cellular, structural and functional levels. This is a great course for anyone wishing to pursue College based medical occupations such as nursing, nursing assistant, medical receptionist, imaging technician (ie. X-Ray, Ultra-Sound or M.R.I, etc), respiratory therapist, etc.

**Prerequisite:** SNC2D1 or SNC2P1

### **SCH3U1 - Chemistry, Grade 11, University Preparation**

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 a 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.

**Teacher Description:** This course leads to SCH4U1. Students interested in studying engineering or science in university should take this course. Reasonably strong math skills are needed to succeed in this course.

**Prerequisite:** SNC2D1

### **SPH3U1 - Physics, Grade 11, University Preparation**

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.

**Teacher Description:** This course leads to SPH4U1. Students interested in studying engineering or science in university should take this course. Reasonably strong math skills are needed to succeed in this course.

**Prerequisite:** SNC2D1

### **SVN3M1 - Environmental Science, Grade 11, University/College Preparation**

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.

**Teacher Description:** Regular annual projects can include beekeeping, maple syrup production, Envirothon and the Durham Groundwater Festival. As well, community-based endeavours will be fostered through on-going partnership programs with various organizations in an endeavour to make concepts learned at the school more meaningful. This is one of the "Majors" within the SHSM in The Environment.

**Prerequisite:** SNC2D1 or SNC2P1

### **SVN3E1 - Environmental Science, Grade 11, Workplace Preparation**

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

**Teacher Description:** On-site endeavours can include beekeeping and maple syrup production. As well, community-based projects will be fostered through on-going partnership programs with various

organizations in an endeavour to make concepts learned at the school more meaningful. This is one of the “Majors” within the SHSM in The Environment.

**Prerequisite:** SNC1D1 or SNC1P1, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

### **SOCIAL SCIENCE & HUMANITIES COURSES:**

#### **HPC3O1 - Parenting, Grade 11, Open**

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

**Teacher Description:** This course will serve any student who chooses to become parents in the future. Students will focus on how to be good to a child from pregnancy through pre-school age. Practical experiences include working with an electronic baby as well as hosting pre-school students at a play day.

#### **HSP3M1 - Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation**

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

**Teacher Description:** This course is for students interested in understanding human behaviour how and why people behave as they do. Using the three social sciences, anthropology, psychology and sociology, students will be provided with many opportunities to develop their own opinions and views on topics as well as constructively disagree with others. Activities include class discussions and debates, video analysis, group work, personal inventories and presentations. Students will be required to write a persuasive essay and complete a class presentation on a current social issue that interests them.

### **TECHNOLOGICAL COURSES:**

#### **TCJ3E2 - Construction Technology, Grade 11, Workplace Preparation**

This double credit 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 explore postsecondary and career opportunities in the field.

**Teacher Description:** This project-driven course will prepare students for college and/or workplace construction programs.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Dual Credit:** This is a potential dual credit to be introduced in 2012-13 and available during Semester 1. Students can earn a high school credit and a college credit with Fleming College. The student is introduced to basic residential plumbing, terminology, systems and tools.

### **TGJ3M1 - Communications Technology, Multi-Media, Grade 11, University/College Preparation**

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.

**Teacher Description:** The focus of this course will be photography, graphic design and video. Students will work on both MAC and PC platforms in a studio setting responding to the needs for the production of photography, graphic design and video products within our school and community.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

### **THJ3E1 - Green Industries, Grade 11, Workplace Preparation**

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.

**Teacher Description:** This project-driven course will prepare students for college and/or workplace programs.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

### **TMJ3E1- Manufacturing Technology, Grade 11, Workplace Preparation**

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

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**TTJ3C1 - Transportation Technology, Grade 11, College Preparation**

This single credit 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

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**OR (students may not do both)**

**TTJ3C2 - Transportation Technology, Grade 11, College Preparation**

This double credit 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

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**TTJ3OG - Transportation Technology For Girls: Vehicle Ownership, Grade 11, Open**

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

**Prerequisite:** None

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

## Grade 12 Courses

**Students in grade 12 are required to take one compulsory English class (ENG4E1 or ENG 4C1 or ENG4U1). Students are required to select at least 7 courses. Students are encouraged to pay particular attention to University, College and Apprenticeship prerequisites.**

### **ARTS COURSES:**

#### **ATC4M1 - Dance, Grade 12, University/College Preparation**

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 sciences. 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.

**Teacher Descriptions:** This course requires the student to mentally and physically participate in the daily structure of a dance class while learning the etiquette/behaviour appropriate to participating in a dance class. Students will be given a variety of creative tasks and stimuli to generate ideas for original dance creations. Students will also learn the historical and cultural significance of the studied dance forms in class and how it relates to their current world view and experiences. Students will analyse and reflect on their learning in class discussions as well as written assignments.

**Prerequisite:** ATC3M1

#### **ADC4M1 - Drama in the Community, Grade 12, University/College Preparation**

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

**Teacher Description:** Students will collaborate in a variety of different stage techniques that will culminate in the run of a pre-written production that will be performed for grade schools, classes in the school and for a paying audience. Audition may be required.

**Prerequisite:** ADC3M1

#### **AVI4M1 - Visual Arts, Grade 12, University/College Preparation**

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

**Teacher Description:** This course allows for exploration and creation of a variety of different media. The course also examines the historical changes of Visual Arts while exploring individual styles in art. Guided and independent lessons will allow for creative exploration of projects designed to include in a portfolio which can be used for workplace or post-secondary opportunities.

**Prerequisite:** AVI3M1

### **AWD4M1 - Visual Design, Grade 12, University/College Preparation**

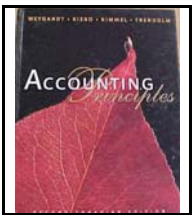
This course focuses on the refinement of students' skills and knowledge in visual arts and design. Students will analyze art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal and expressive approach.

**Teacher Description:** Students will focus on the application and analysis of design concepts and theories. This course focuses on all skills involving elements and principles of design. Students will continue to study design as an abstract concept as well as applied design (graphic design, printmaking, and illustration).

**Prerequisite:** AWD3M1 or AVI3M1

### **BUSINESS COURSES:**

### **BAT4M1 - Financial Accounting Principles, Grade 12, University/College Preparation**

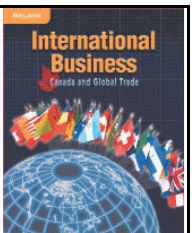


This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands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

**Teacher Description:** Students should consider taking this course if they intend to apply for business or commerce programs at university or college. Accounting is the most difficult course in the first year business curriculum; so take this course if you plan to apply for first year business. **Durham College will grant advanced standing for the completion of BAF3M1 and BAT4M1.**

**Prerequisite:** Financial Accounting Fundamentals, Grade 11, University/College Preparation

### **BBB4M1 - International Business Fundamentals, Grade 12, University/College Preparation**



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.

**Teacher Description:** Students will develop a business plan to market goods and services in a country of their choice. Each student will develop a business journal that explores current world issues. Part of the journal activity involves student participation in the **Sprott Business Competition**. The competition involves teams competing across Canada in a dynamic marketing simulation.

**Prerequisite:** None

### **CANADIAN & WORLD STUDIES COURSES:**

### **CGR4M1 - Environment and Resource Management, Grade 12, University/College Preparation**

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

**Teacher Description:** Through various case studies, students will assess the possible impacts that humans have on our environment and the steps needed to protect it through legislation and conservation practices. This provides an excellent background for students studying ecosystem and resource management, as well as conservation programs. This course is one of the “Majors” within the SHSM in The Environment. See page 10 - 11.

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

**Dual Credit:** In 2012-13, this course will potentially be a dual credit course in conjunction with Fleming College. Upon completion, students will receive a high school credit and a college credit.

### **CGR4E1 - The Environment and Resource Management, Grade 12, Workplace Preparation**

This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource management. Students will apply geotechnologies and geographic inquiry methods to develop and present practical solutions to environmental and resource-management issues. In the process, students’ problem-solving and communication skills will be enhanced in preparation for careers and the workplace.

**Teacher Description:** Through various case studies, students will study the impact that humans have on our environment and the steps needed to protect it. Students are expected to participate in a variety of projects within the school and the community. If you like “hands-on”, outdoor activities and hope to learn more about the environment, this course is for you! This course is one of the “Majors” within the SHSM in The Environment.

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

### **CGW4U1 - Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation**

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

**Teacher Description:** This courses stresses up-to-date study of current world issues including human rights, global conflicts, pandemics, environmental disasters, food and famine, and major world economic and political events. If you want to know more about the world around you, this is the course for you!

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

### **CHY4U1 - World History: The West and the World, Grade 12, University Preparation**

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

**Teacher Description:** This course examines the exciting developments in Western Civilization since the sixteenth century. Topics include the French Revolution, the Reign of Terror, the Napoleonic Wars, and the Rise of Nationalism among others. We will investigate and evaluate the long-lasting effects that western culture has had upon the rest of the world. Students will use critical-thinking skills to link contemporary events and issues with their historical origins and are encouraged to develop research and essay writing skills.

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

### **CHY4C1 - World History: The West and the World, Grade 12, College Preparation**

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

**Teacher Description:** This course examines the exciting developments in Western Civilization since the sixteenth century. Topics include the French Revolution, the Reign of Terror, the Napoleonic Wars, and the Rise of Nationalism among others. We will investigate and evaluate the long-lasting effects that western culture has had upon the rest of the world. Students will use critical-thinking skills to link contemporary events and issues with their historical origins and use practical applications such as model-building and re-enactments to understand key achievements in modern world history.

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

### **CHM4E1 - Adventures in World History**

This course explores a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of societies and cultures, examining such things as systems of government, technological developments, work, art and religion. Students will apply methods of research and inquiry to examine human societies in many different times and places and to communicate points of view about their findings.

**Teacher Description:** Come along on a true adventure as we explore a wide variety of experiences and events in world history. We will learn about the Origin of People, the History of Technology, the History of Transportation, and the History of War and Conflict. Films, interactive learning, and practical projects such as model building will combine with classroom activities to allow learners to become familiar with some of the key achievements in world history.

**Prerequisite:** CHC2D1 or CHC2P1 or CHC2L1

### **CLN4U1 - Canadian and International Law, Grade 12, University Preparation**

This course examines elements of Canadian and International law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

**Teacher Description:** This course looks at law as it works within our society. Students will examine current cases that deal with legal concepts such as individual rights, society's needs, police powers and trial procedures. The class works in a discussion format so that students can learn material, debate ideas, and present their own opinions.

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

## COMPUTER STUDIES:

### **ICS4C1 - Computer Programming, Grade 12, College Preparation**



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

**Teacher Description:** This course will teach you high level programming concepts for students interested in pursuing a computer programming or design related field after highschool. In this course you will develop large scale applications in a high level programming language. The focus of this course will be on video game design and the implementation of Graphical User Interfaces through programming. Main projects that you will develop in this course include your own video game, an online social network, or a cell phone application.

**Prerequisite:** ICS3C1

## COOPERATIVE EDUCATION :

Students are able to gain valuable employability skills, under the supervision of employers and teachers, in real work job sites. The program provides the opportunity to enroll in one, two, or four credit packages. See the Cooperative Education section for more details..

## ENGLISH COURSES:

### **ENG4U1 - English, Grade 12, University Preparation**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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.

**Teacher Description:** Students who enroll in this course should have excellent work habits including being independent and motivated students and have achieved a minimum of 65% average in ENG3U1.

**Prerequisite:** ENG3U1

### **ENG4C1 - English, Grade 12, College Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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.

**Teacher Description:** Students who enroll in this course should have solid habits and have achieved a minimum of 65% in ENG3C1.

**Prerequisite:** ENG3C1

**ENG4E1 - English, Grade 12, Workplace Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will 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:** ENG3E1

**EWC4U1 - The Writer's Craft, Grade 12, University Preparation**

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.

**Teacher Description:** This course offers students the opportunity to improve writing through various forms and to reflect critically on their own writing. Through the use of the writing diary students will reflect on their own writing and to share their own creations in a creative and open environment.

**Prerequisite:** ENG3U1

**EWC4C1 - The Writer's Craft, Grade 12, College Preparation**

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Teacher Description:** This course offers students the opportunity to improve writing through various forms and to reflect critically on their own writing. This course allows students to explore the traditional and modern forms of writing. A creative mind is a must.

**Prerequisite:** ENG3C1

**IDC4UL - Studies in Education, Grade 12, University Preparation**

This course will help students understand the personal and societal role of schooling and education. Using interdisciplinary approaches, resources, and research methods, students will examine the history of education in various societies and cultures and the contribution of key educational theorists and practitioners. They will also compare learning theories and teaching strategies used in various disciplines, investigate learning opportunities in Canada and around the world, research education based careers, and assess their own plans for life long learning.

**Teacher Description:** This is a challenging and rewarding course, particularly useful for students considering a 'people-oriented' career. Students will work one on one tutoring a junior student. People skills and regular attendance are a must.

**Recommended previous course:** ENG3U1

**OLC4OL - Ontario Secondary School Literacy Course, Grade 12, Open**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. 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 literacy portfolio containing a record of their reading experiences and samples of their writing. Students who have been eligible to write the Ontario Secondary School

Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

**Teacher Description:** Only students who were unsuccessful on the Literacy Test (OSSLT) are eligible to take this course.

### **FRENCH & LANGUAGE COURSES:**

#### **FSF4U1 - Core French, Grade 12, University Preparation**

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

**Teacher Description:** Students interested in pursuing post secondary studies in Languages should take this course. Upon the successful completion of this course, students will begin to process and speak the language with ease.

**Prerequisite:** FSF3U1

### **HEALTH & PHYSICAL EDUCATION COURSES:**

#### **PAD4O1 - Outdoor Activities, Grade 12, Open**

This course will utilize knowledge learned in PAD3O1, but will have a much stronger emphasis on leadership, individual responsibility, and interacting with the outdoors from an environmental perspective. Activities may include hiking, cycling, camping, canoeing and rock climbing. This course is also a “major” course for the SHSM in The Environment.

**Prerequisite:** None, though PAD3O1 is highly recommended.

**Course Note:** The cost associated with individual field trips will be the responsibility of the student.

#### **PPL4O1 - Healthy Active Living Education, Grade 12, Open**

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

#### **PSE4U1 - Exercise Science, Grade 12, University Preparation**

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

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

### **MATHEMATICS COURSES:**

#### **MCV4U1 - Calculus and Vectors, Grade 12, University Preparation**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial,

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

**Teacher Description:** This course is very challenging. Please confer with the math department for recommendations.

**Prerequisite:** MHF4U1

**Note:** In some schools, it may be necessary to take the prerequisite course concurrently with MCV4U1.

### **MDM4U1 - Mathematics of Data Management, Grade 12, University Preparation**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating 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.

**Teacher Description:** Students planning to pursue university programs in business, the social sciences (statistic based courses), and the humanities will benefit from this course. This course requires less previous knowledge, but requires high level thinking skills. Students who have achieved below 85% in MCF3M1 may find this course very challenging.

**Prerequisite:** MCR3U1 or MCF3M1

### **MHF4U1 - Advanced Functions, Grade 12, University Preparation**

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

**Teacher Description:** Students will continue to develop the mathematical processes necessary for success in senior mathematics. This course prepares students for university programs in Mathematics, Engineering, and Science. Students who achieved below 65% in MCR3U1 may find this course challenging. Please confer with the math department for recommendations.

**Prerequisite:** MCR3U1 or MCT4C1

### **MAP4C1 - Foundations for College Mathematics, Grade 12, College Preparation**

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 accommodations; 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:** MBF3C1

### **MCT4C1 - Mathematics for College Technology, Grade 12, College Preparation**

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

**Teacher Description:** This course is highly recommended for many college programs. This course prepares students for a variety of college technology programs. Students may use this course to strengthen essential math skills before attempting MHF4U1.

**Prerequisite:** MCF3M1

**Dual Credit:** In 2012-13 this course will potentially be a dual credit course in conjunction with Fleming College. It will be team taught. Upon completion, students will receive both a high school credit and a college credit.

### **MEL4E1 - Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**

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

**Teacher Description:** This course is designed for students directly entering the workplace and to strengthen basic math skills.

**Prerequisite:** MEL3E1

## **SCIENCE COURSES:**

### **SBI4U1 - Biology, Grade 12, University Preparation**

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

**Teacher Description:** This course provides students with the opportunity for in-depth study of biological systems from the molecular level. Emphasis will be placed on the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields. This course may include a DNA Fingerprinting lab conducted at the Ontario Science Centre if sufficient student interest exists.

**Prerequisite:** SBI3U1

### **SCH4U1 - Chemistry, Grade 12, University Preparation**

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

**Teacher Description:** This course is recommended or required for science, engineering and health related university programs. Students should check University prerequisites.

**Prerequisite:** SCH3U1

### **SCH4C1 - Chemistry, Grade 12, College Preparation**

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.

**Teacher Description:** This course is an important foundation for anyone wishing to study science related programs at the college level such as: practical nursing, dental assistant, dental hygiene, fire fighting, paramedic, environmental, chemical and pharmaceutical technology and veterinary technician.

**Prerequisite:** SNC2D1 or SNC2P1

### **SPH4U1 - Physics, Grade 12, University Preparation**

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

**Teacher Description:** This course is required for university engineering programs and recommended or required for university science programs. Students should check university prerequisites.

**Prerequisite:** SPH3U1

### **SPH4C1 - Physics, Grade 12, College Preparation**

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.

**Teacher Description:** This course is recommended or required for College Technology/Technician programs and some apprenticeships.

**Prerequisite:** SNC2D1 or SNC2P1

## **SOCIAL SCIENCES & HUMANITIES COURSES:**

### **HPD4E1 - Parenting and Human Development, Grade 12, Workplace Preparation**

This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-age and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time.

This course also develops students' skills in researching and investigating various aspects of parenting and human development.

**Teacher Description:** Students interested in early childhood education will benefit from this course. Students will focus on children from the age of two to adolescence and the challenges that face these age groups. Practical experiences with children are a component of the course.

#### **HFA4M1 - Food and Nutrition Sciences, Grade 12, University/College Preparation**

This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition.

**Teacher Description:** This course is ideal for anyone interested in Food Science or Nutritional Science. This course will ask students to question their nutrition choices through understanding how food affects body processes. Food labs in this course will focus on scientific and nutritional concepts discussed in class rather than food preparation techniques.

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

**Recommended:** HFN2O1

#### **HHS4M1 - Individuals and Families in a Diverse Society, Grade 12, University/College Preparation**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

**Teacher Description:** This is an interesting and challenging theory and research based course, which focuses on Canadian individuals and families. A significant part of the mark is derived from an independent study which is a research project. This course may be helpful for students looking at a future in human service careers (i.e. education, social work). Students should have strong research and writing skills.

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

#### **HNB4O1 - The Fashion Industry, Grade 12, Open**

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

**Teacher Description:** Students will have the opportunity to learn basic sewing skills that will be transferred to craft and clothing creation. This class benefits from fashion industry guest speakers and field trips.

#### **TECHNOLOGICAL COURSES:**

#### **TCJ4E2 - Construction Technology, Grade 12, Workplace Preparation**

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create

and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite:** TCJ3E2

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

**Dual Credit:** This is a potential dual credit to be introduced in 2012-13 and available during Semester 2. Students can earn a high school credit and a college credit with Fleming College. This course was developed for potential future electricians.

#### **TGJ4M1 - Communications Technology, Multi-Media, Grade 12, University/College Preparation**

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

**Teacher Description:** The focus of this course will be Photography, Graphic Design and Video. Students will work on both MAC and PC platforms in a studio setting responding to the needs for the production of photography, graphic design and video products within our school and community.

**Prerequisite:** TGJ3M1

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

#### **TMJ4E1 - Manufacturing Technology, Grade 12, Workplace Preparation**

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

**Prerequisite:** TMJ3E1

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

#### **TTJ4C2 - Transportation Technology, Grade 12, College Preparation**

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:** TTJ3C1 or TTJ3C2

**Course Note:** If students wish to upgrade materials for a project, they will be expected to purchase those materials.

## eLearning

Electronic learning or eLearning is an educational experience where the medium of instruction is computer technology. Students will participate in their “virtual classroom” through informative lessons, engaging assignments and interaction with teachers and students. Students are able to access nearly 70 Ontario secondary courses. Some are offered through our board and others are offered through the eLearning Consortium (other boards of education). These courses are Ontario Ministry of Education courses taught by an Ontario qualified teacher.

What type of student is successful in an on-line course?

Students who are interested in pursuing a credit through an on-line course **must** possess the following attributes:

- self-motivated
- organized
- computer literate
- problem solver
- independent
- able to manage his/her time well
- critical thinker
- effective communicator

If you are missing any of the above attributes you may not be a good candidate for this type of learning environment and you will be advised to stay with our “regular” courses for improved chance of success.

A major advantage of eLearning is that you can access your course at any time from any place you can connect to the Internet. Please know, however, that during your eLearning period you are expected to be working on your eLearning course on one of the computers in the school that has been designated for eLearning.

Our board is **tentatively** offering the following eLearning courses for the 2012 -13 school year.

VBAF3M1	VEWC4U1	VMCT4C1	These course descriptions are listed in this calendar as <b>they are also offered in our school.</b>
VBAT4M1	VEWC4C1	VMDM4U1	
VBBB4M1	VFSF4U1	VSPH4U1	
VCLU3M1	VHSB4M1	VSPH4C1	
VCLN4U1	VICS3U1/VICS4U1		
VEMS3O1	VICS3C1/VICS4C1		

The following courses are offered through eLearning and not offered at our school:

### **VCIA4U - Economics: Analyzing Current Economic Issues, Grade 12, University**

This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyse current economic issues and make informed economic choices based on their analysis.

**Prerequisite:** Any University or University/College preparation course in Canadian and World Studies, English, or social sciences and humanities.

### **VEMS30 - Media Studies, Grade 11, Open**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

**Prerequisite:** English, Grade 10, Academic or Applied

### **VHSB4M - Challenge and Change in Society, Grade 12, University/College Preparation**

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

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

### **VHZA4U - Philosophy: Questions and Theories, Grade 12, University**

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

**Prerequisite:** Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **VICS3U: Introduction to Computer Science, Grade 11, University**

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

**Prerequisite:** None

### **VICS4U: Introduction to Computer Science, Grade 12, University**

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:** Introduction to Computer Science, Grade 11, University Preparation

*To see a list of courses available, please see your Guidance Counsellor or visit the Board website <http://www.kprdsb.ca/> (Click on **Students**, then click on **eLearning**)*

## COOPERATIVE EDUCATION

On-the-job training is not only a great learning experience, it's a chance for students to pursue their individual interests and begin building a career. They can "test drive" career options and build on their individual strengths and abilities. Students have the opportunity to gain valuable work experience while earning credits, including two compulsory credits towards their diploma. Co-op can help students whether they are headed to university, college, apprenticeships or the workplace. The program provides the opportunity to enroll in one, two, or four credit packages.

### **Reach Every Student**

*Student success is about meeting the individual learning needs of each and every student. Schools are providing students with more opportunities to customize their high school experience and build on their strengths and interests through a variety of new and enhanced learning options.*

- \* Co-op students have usually completed two years of secondary school and a minimum of sixteen credits. An application form must be submitted for this program along with the course selection sheet.
- \* All students placed in an apprenticeable trade can be registered as an apprentice and it is recommended that students have a valid Ontario Drivers License and Social Insurance Number.
- \* It is recommended that students registered in the construction trades take a four period co-op.

### **What is Cooperative Education?**

- Cooperative 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 cooperative education course, which is monitored by a cooperative education teacher, and the related curriculum course (that is, a course in any discipline, such as business studies, mathematics, or technological education). 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 his or her co-op placement.
- The cooperative education course consists of a classroom component and a placement component. The classroom component includes 15 to 20 hours of pre-placement instruction, which prepares students for the workplace and includes instruction in areas of key importance such as health and safety, and classroom sessions held at various times during and after the placement, which provide opportunities for students to reflect on and reinforce their learning in the workplace.
- Cooperative education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives.
- Co-op placements are arranged for students by their school and must follow Ministry of Education policy and guidelines.

## How Does Cooperative Education Benefit Students?

Cooperative education gives students the opportunity to:

- make connections between school and work and to “try out” a career of interest before finalizing plans for postsecondary education, training, or employment;
- see the relevance of their classroom learning in a work setting;
- 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;
- experience authentic and purposeful learning outside a traditional classroom setting.

***“It’s great to be able to take courses to find out what you’re really good at, before you have to decide where you’re going next. I firmly believe lessons learned beyond the classroom are equally, if not more important than the ones learned within.”***

**Cooperative Education student**

## How Does Cooperative Education Help Students Meet Diploma Requirements?

- Cooperative 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 on the number of optional credits that may be earned through cooperative education courses.
- Under the ministry-approved framework for the new Specialist High Skills Major (SHSM) designation within the OSSD, students must earn a minimum of two cooperative education credits as one of the five required components of a SHSM. Cooperative education credits are also required component of other specialized programs, such as school-to-work and school-to-apprenticeship (OYAP) programs.

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

This program allows Ontario Secondary school students to fast track into the trade of their choice. Two types of OYAP Programs exist.

1. The **first** program consists of a unique combination of community college trades training and a high school Cooperative Education program. Students are registered as apprentices and attend the college one to three days a week to earn their Basic Level 1 of their trade qualifications. The remainder of the week is spent at a work placement with an employer earning two to three high school credits while accumulating hours toward their apprenticeship requirements. This full day program usually takes place during the second semester.

Positions in this program are only available to students who are in their Grade 12 year and eligible to graduate. Student Involvement hours must be complete and documented at the time of indenturing. Candidates demonstrating success in the required Math, Science, English and Technological Studies will be interviewed by a panel from both education and industry to gain entrance into the program.

Successful candidates will require registration in a two or three credit Cooperative Education program and two dual credits during second semester. A related Cooperative Education placement, during grade 11, is highly recommended. A transportation allowance will be available to subsidize the cost of attending the College Program. The cost of College training is absorbed by the Ministry of Training, Colleges and Universities.

**Note: OYAP Level 1 program students will receive Dual Credits along with their Coop credits. For further information about Dual Credits speak to Guidance Counsellors at your school.**

### Tentative Accelerated Programs for February 2013

Program Training Delivery Agent	Auto Service Tech	Welding	Small Engines	Plumbing	General Carpenter	General Machinist	Developmental Service Worker	CVST	Cook /Chef	CDP	Electrical	Hairstylist	Horticulture	Construction Craft Worker
Fleming College					X			X	X					
Durham College	X	X	X	X		X	X			X	X	X		
Lifelong Learning Centre														X
Loyalist College	X								X	X				
St. Lawrence College					X							X		
Humber College													X	

CVST - Commercial Vehicle Service Technician

CDP – Child Development Practitioner (formerly ECE, Early Childhood Education)

2. A **second** form of OYAP participation is also available to any Cooperative Education student, with a placement in an Apprenticeshipable Trade, who is at least 16 years of age and has 16 credits. These OYAP students will not complete their trade's Basic Level 1 course at a Community College. The student will have a Learning Plan developed which is based on the training standards for the trade. Students can be registered as apprentices and the competencies achieved through the Coop placement are recognized toward their apprenticeship. The student will potentially earn between two and four secondary credits. An OYAP student in this program can participate in any of more than 150 recognized trades.

**Contact your Guidance, Tech or Cooperative Education teacher for more information.**

### **Canadian Forces Reserves Co-op Education Program**

**Please note: It is uncertain at the time of print, if the program will be available next year.**

Students interested in exploring careers in law enforcement, security or military service can apply for a 4 credit co-op education course in this unique program with the Ontario Regiment (R.C.A.C.) in Oshawa. Students must first be accepted for employment by the Canadian Forces in order to participate. The program will be offered in **SEMESTER ONE ONLY** in 2012-2013 *pending funding approval in April 2012*. The course includes basic military training, first-aid, orienteering, field craft, career awareness, communication, self defense and training in the operation of military equipment used by an Armoured Corps. Responsibility, discipline, leadership and team work are concepts mastered by graduates of this course.

Application to this program requires that students apply for employment with the Canadian Forces. Applicants must be 16 years of age *at time of application*, a Canadian citizen, have parental approval if under 18 years of age and have successfully completed Grade 10 (minimum of 16 credits) before the course begins in September 2012. **Students become full time employed members of the Canadian Forces Reserves for the duration of this program and must be prepared to commit fully to the demands of military training.**

**How to Apply:** Students must first apply to the Cooperative Education program and **attend a mandatory information session with their parents/guardians**, given by Canadian Forces Recruiting personnel (usually scheduled in mid-February). Students may then choose to proceed with the multi-stage process to apply for employment in the Canadian Forces. The final selection of candidates is made by the Canadian Forces Recruiting Centre and the Ontario Regiment. Upon acceptance into the Canadian Forces, students are sworn in and begin their Basic Military training as Canadian Forces Reservists with Ontario Regiment instructors at the Col. R. S. McLaughlin Armoury in Oshawa. Students attend the program daily Monday to Friday, with some training taking place overnight for up to five days at a time and weekends, away from Oshawa, at various Canadian Forces Bases. Students must be aware that daily hours of training may vary greatly and that *total commitment* to meeting the demands of this program is expected. Students must arrange their own transportation to/from the Oshawa Armoury daily, but all other transportation is provided during the program.



## **GUIDANCE & CAREER EDUCATION**

### **GOALS**

The goals of the Guidance and Career Education program are that students:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals
- apply this learning to their lives and work in the school and the community

The goals have been organized into three areas of knowledge and skills: student development, interpersonal development and career development.

### **Student Development**

Students will learn to set and achieve learning goals, manage their own learning, and acquire the habits and skills necessary for success both inside and outside school. As students develop the ability to understand how they learn, recognize areas that need improvement, set goals for improvement, monitor their own learning, and become independent learners, they are acquiring the basic habits and skills they will require for lifelong learning.

### **Interpersonal Development**

Students will learn to demonstrate self-discipline, take responsibility for their own behaviour, acquire the knowledge and skills required for getting along with others both within and beyond the school, and choose ways of interacting positively with others in a variety of situations. They will also learn about thoughtful and non-violent problem resolution, social responsibility, working cooperatively with others, and caring about others.

### **Career Development**

Students will learn how to make informed and appropriate choices to ensure their successful transition from elementary to secondary school to further education, training, and work. This involves the acquisition of the knowledge and skills required to make informed and responsible decisions at key transition points throughout elementary and secondary school and in preparation for leaving secondary school. Students will also assess their interests, competencies, and achievements; explore and evaluate education and career opportunities; make appropriate choices from among those opportunities; collect and interpret information; set goals; and create and evaluate plans for the future. Teachers and guidance counsellors play an important role in monitoring and evaluating students' progress.

## **SPECIAL EDUCATION**

Special Education provides academic programs and resource services for pupils identified as exceptional through an Identification, Placement and Review Committee (IPRC). Special Education also provides assistance to teachers in the design and implementation of educational plans to address the learning needs of students in the areas of physical, behavioural, intellectual, and communications exceptionalities. For information regarding Special Education Programs, please contact the Special Education Department.

For the majority of students with special education needs, resource assistance/resource withdrawal provides varying degrees of support to the student in collaboration with his/her teacher. Accommodations are provided as outlined in each student's IEP.

An Individual Education Plan (IEP) must be developed for every student who has been identified an exceptional pupil by an Identification, Placement and Review Committee (IPRC), in accordance with Regulation 181/98. An IEP is a written plan describing the special education program and/or services required by a particular student. It outlines the accommodations and special education services needed. Each student with an IEP is assigned to a resource teacher who writes the IEP, supports and oversees the student's program and acts as a parent contact.

The Special Education Advisory Committee (SEAC) is a legislated standing committee of the Board. The community representatives are nominated by their association and their appointment is approved by the Board. It is the role of the Special Education Advisory Committee to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students. Please contact the Board at 1-877-741-4577 ext. 2174 or a committee member for information.

The Kawartha Pine Ridge SEAC endeavours to:

- create an environment of quality education and equity, while promoting community awareness of the special needs of children
- foster understanding and trust to improve family and school communication
- review and respond to provincial legislation as it affects students with special needs
- ensure that the Board is able to make informed decisions as they relate to students with special needs.

Further information regarding special education can be found at [www.kpr.edu.on.ca/](http://www.kpr.edu.on.ca/) or by contacting the school.

## **ADVANCED PLACEMENT (AP) PROGRAM**

Courtice believes in meeting the learning needs of all students. We are pleased to offer a gifted program including Advanced Placement (AP). These courses are appropriate for students identified as gifted as well as for students who have demonstrated high achievement and motivation, or students who would benefit from enrichment. These courses offer greater depth and breadth of subject, ultimately preparing students for the option of writing an Advanced Placement exam.

The Advanced Placement program is interwoven with the Ontario Curriculum in the Gifted/Enriched courses. Advanced Placement enrichment exposes students to university-level content and expectations. The Canadian AP website offers more in-depth information ([www.ap.ca](http://www.ap.ca)) with respect to the number and subject listing for universities. Students are also encouraged to ask universities about their AP policies. Students who are interested in Pre-Advanced Placement and Advanced Placement Programs should speak to a member of the Guidance Department to pick up an application form. Remember, not everyone who applies to enter the Pre-Advanced Placement and Advanced Placement courses, will be admitted to the program.

### **Pre-Advanced Placement Courses:**

CHC2DA - Canadian History Since World War I, Grade 10, Academic (see description on page 27)  
ENG1DA - English, Grade 9, Academic (see description on page 21)  
ENG2DA - English, Grade 10, Academic (see description on page 28)  
MPM1DA - Principles of Mathematics, Grade 9, Academic (see description on page 22)  
MPM2DA - Principles of Mathematics, Grade 10, Academic (see description on page 30)  
SNC1DA - Science, Grade 9, Academic (see description on page 23)  
SNC2DA - Science, Grade 10, Academic (see description on page 31)

### **Advanced Placement Courses:**

ENG3UA - English, Grade 11, University Preparation (see description on page 37)  
MCR3UA - Functions, Grade 11, University Preparation (see description on page 39)  
SBI3UA - Biology, Grade 11, University Preparation (see description on page 40)

## **ADULT/ALTERNATE EDUCATION**

Adult and Alternative Education consists of six major program areas of either secondary school credit courses or non-credit programs for adults and elementary students. Secondary school credit courses are offered in three Centre for Individual Studies (CIS) campuses, through the Independent Learning Program operated from the Peterborough CIS, at Summer School, and in the International Languages Program. Non-credit classes are offered for adults in Literacy and Basic Skills, through the CIS. For elementary students, International Languages (K-8) and Summer School (Grade 7-8) are offered each year dependent on enrollment.

For further information regarding the Kawartha Pine Ridge District School Board and its policies please visit [www.kpr.edu.on.ca/](http://www.kpr.edu.on.ca/)

## SUMMARY CHART OF GRADE 9 AND 10 O.S.S. COURSES

SUBJECT	LOCALLY DEVELOPED		OPEN		APPLIED		ACADEMIC		ADVANCE PLACEMENT
	GRADE 9	Grade 10	GRADE 9	Grade 10	GRADE 9	Grade 10	GRADE 9	Grade 10	
ART			ADA101 AMI101 AMI106 AVI101	ATC201 ADA201 AMG201 AMI201 ASM201 AVI201					
BUSINESS			BTT101	BBI201					
CANADIAN & WORLD STUDIES	CGC1PL	CHC2L1		CHV205	CGC1P1	CHC2P1	CGC1D1	CHC2D1	CHC2DA
COMPUTER STUDIES				ICS201					
ENGLISH	ENG1L1	ENG2L1			ENG1P1	ENG2P1	ENG1D1	ENG2D1	ENG1DA ENG2DA
FRENCH					FSF1P1		FSF1D1	FSF2D1	
GUIDANCE & CAREER EDUCATION			GLE101	GLC205 GLE201					
HEALTH & PHYSICAL EDUCATION			PPL10B PPL10G	PAF20G PPL201					
MATHEMATICS	MAT1L1	MAT2L1			MFM1P1	MFM2P1	MPM1D1	MPM2D1	MFM1DA MPM2DA
SCIENCE	SNC1L1				SNC1P1	SNC2P1	SNC1D1	SNC2D1	SNC1DA SNC2DA
SOCIAL SCIENCES & HUMANITIES			HIF101	HFN201					
TECHNOLOGY			TIJ101	TCJ201 TGJ201 THJ201 TMJ201 TTJ201					

## SUMMARY CHART OF GRADE 11 AND 12 O.S.S. COURSES

SUBJECT	WORKPLACE		OPEN		COLLEGE		UNIVERSITY/ COLLEGE		UNIVERSITY		ADVANCE PLACEMENT
	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11	GRADE 12	GRADE 11
ART							ATC3M1 ADC3M1 AVI3M1 AWD3M1	ATC4M1 ADC4M1 AVI4M1 AWD4M1			
BUSINESS					BDI3C1 BMI3C1		BAF3M1	BAT4M1 BBB4M1			
CANADIAN & WORLD STUDIES		CGR4E1 CHM4E1	CGG3O1			CHY4C1	CHW3M1 CLU3M1	CGR4M1		CGW4U1 CHY4U1 CLN4U1	
COMPUTER STUDIES					ICS3C1	ICS4C1					
COOPERATIVE EDUCATION	CO-OP	CO-OP OYAP	CO-OP	CO-OP OYAP	CO-OP	CO-OP	CO-OP	CO-OP			
ENGLISH	ENG3E1	ENG4E1		OLC4O1	ENG3C1	ENG4C1 EWC4C1			ENG3U1	ENG4U1 EWC4U1 IDC4U1	ENG3UA
FRENCH									FSF3U1	FSF4U1	
GUIDANCE & CAREER EDUCATION			GPP3O1								
HEALTH & PHYSICAL EDUCATION			PAD3O1 PPL3O1 PPZ3O1	PAD4O1 PPL4O1						PSE4U1	
MATHEMATICS	MEL3E1	MEL4E1			MBF3C1	MAP4C1 MCT4C1	MCF3M1		MCR3U1	MCV4U1 MDM4U1 MHF4U1	MCR3UA
SCIENCE	SVN3E1				SBI3C1	SCH4C1 SPH4C1	SVN3M1		SBI3U1 SCH3U1 SPH3U1	SBI4U1 SCH4U1 SPH4U1	SBI3UA
SOCIAL SCIENCES & HUMANITIES		HPD4E1	HPC3O1	HNB4O1			HSP3M1	HFA4M1 HHS4M1			
TECHNOLOGY	TCJ3E2 THJ3E1 TMJ3E1	TCJ4E2 TMJ4E1	TTJ3OG		TTJ3C1 TTJ3C2	TTJ4C2	TGJ3M1	TGJ4M1			

**Note:** A credit(s) cannot be earned in both TTJ3C1 and TTJ3C2

