
Table of Contents

Administration, Dept. Heads, Guidance Counsellors, Support Staff	2
The Philosophy of Catholic Schools, SHHS Mission Statement	4
Principal's Message	3
Provincial Expectations of the Ontario Catholic School Graduate	5
Diploma Requirements (O.S.S.D.) The Ontario Secondary School Diploma.	6
4 Year Planner	7
Ministry of Education Requirements	8
Definition of Terms	9, 10
Prior Learning Assessment & Recognition	11
Course of Study, Semestering	12
Assessment and Evaluation of Student Achievement	13
Reporting Student Achievement	14
Levels of Achievement	15
Attendance, Final Examinations	16
Student Success, Success Teachers, Credit Recovery	17
Specialized Programs	18
The Guidance and Career Education Program	19, 20
Pathways	21
Special Education, Chaplain, Computer Services.	22
Levels of Difficulty	23
Course Information	24, 25
French Immersion Course Descriptions	26, 27
Grade 9 Course Descriptions.	28, 29
Grade 10, 11, 12, Course Descriptions	35 - 80
Arts	35 - 38
Business	39 - 41
Canadian & World Studies	42 - 45
Computer/Information Technology.	46 - 49
English	50 - 53
Core French/Classical Studies & International Languages.	54 - 55
French Immersion	55
Guidance & Career Education	56 - 59
Mathematics.	60 - 64
Physical Education and Health	65 - 66
Religious Studies	67 - 68
Science	69 - 72
Social Sciences/Humanities	73 - 79
Technological Education	75 - 81



SACRED HEART HIGH SCHOOL

450 Robinson St., P.O. Box 1480, Walkerton, Ontario N0G 2V0
(519)881-1900 Fax (519)881-4819 www.bgcdsb.org/shhs/



Administration

Principal.....M. Kuntz
 Vice-Principal.....L.Fischer
 Office Secretaries..... C. Wilhelm
R. MacDonald
 C. Kelly

Department Heads

Computer Studies..... D. Gagnon Mathematics.....D. Hicks
 English, Drama, Dance
 French, Music S. Sakal Physical Education,
 Extra-Curricular Activities.....B. King
 Guidance, Special Ed.,
 Co-op Education..... C. Peabody Religion, Chaplaincy,
 Social Science..... C. Fritz
 History, Geography, Business..... D. Johnson Science..... D. Cantlon
 Tech, Family Studies,
 Visual Arts N. Cowe

Guidance Counsellors

Guidance Counsellor..... J.Cote
 Guidance Counsellor..... J. Slosser
 Guidance Counsellor.....C. Mount
 Guidance Secretary K. Stuempfle

Special Education/ Resource

Resource Teacher..... M. Kuntz
 Resource Teacher..... C. Hopcraft
 Resource Teacher..... J. Lang
 Resource Teacher.....C. Muegge

Library

LibrarianS. Sakal
 Librarian Technician..... K. Kunkel

Student Success

Student Success Teacher.....C. Hambrock
 Student Success Teacher.....C. Vrolyk

Principal's Message

Sacred Heart has a long and proud tradition throughout Walkerton and region. The contributions of over a century of Catholic people attest to the high regard they have placed on Catholic education. We are striving today through our Chaplaincy Services, Religious Studies Programs and Christian Catholic atmosphere to carry on the legacy of Faith.

The physical plant houses a host of excellent facilities. Our academic staff is top-notch, providing a quality Catholic education of the highest academic calibre. Our support staff is superior and essential to the day-to-day operations, which provide a positive learning environment for our students. We have been blessed with a student population made up of caring and gifted young people on a journey of self-improvement and self-discovery. They demonstrate a true love for this community, which is mirrored by their parents who support their children and the rest of the school through their active concern and assistance. Together all staff, students, and parents form the Sacred Heart High School community which is centred on the formation of God's people based on Roman Catholic teaching and tradition. We are supported in this by our parish priests from the surrounding parishes, our Bruce-Grey Catholic District School Board staff and our Chaplaincy services.

Students who choose to enrol at Sacred Heart High School are choosing to become part of our community. As a student of "The Heart" you have a responsibility to be a good citizen and good ambassador of our school. You demonstrate this when you show that you care for others, when you work hard at achieving your academic and spiritual goals, when you value your successes and learn from your mistakes, and when you display a sense of pride, loyalty, and love for this school.

Sacred Heart High School is an exceptional place to spend your high school years for many academic, spiritual and social reasons. By joining our community you are declaring your acceptance of all of our policies and procedures and agreeing to be bound by them or withdraw from our school. This means that our religious expectations, our dress code, our attendance and discipline policies, and all other expected behaviours, procedures, and consequences are to be followed as part of the contract you enter with us upon the acceptance of your registration. Failure to abide by or support those policies and procedures is seen as a breach of your contract with us and will serve as an indication of your desire to withdraw from our community and transfer to another school.

We look forward to welcoming you either as a new student or as a returning student to our community. The information contained in this booklet will assist you in the selection of courses and levels of difficulty. Please use this course calendar, with the guidance from your parents, to assist you in making appropriate educational decisions as you prepare to become part of the school's long tradition. We will strive to serve with pride and excellence.

Wishing you all the best in 2011-2012 at SHHS!

The Philosophy of Catholic Secondary Schools

A Catholic Secondary School is a school where God, His Truth and His Life are integrated into the entire syllabus, curriculum and life of the school. Academic excellence in every area is stressed within a Christ-centred approach. Catholic secondary schools continue to nurture students in a Christian Community. This Christian community involves students, teachers, parents and pastors reaching out to all people to minister to their needs, their sufferings and their upward climb to fulfilment in Christ.

Catholic Secondary Schools offer courses of study which are developed from the most current Ministry of Education & Training guidelines. Each student, within the secondary schools, is expected to take a full credit Religious Studies course each year.

The philosophy of Catholic Secondary Schools may be summarized as a joyful experience lived fully in a Christ-centred environment.

Sacred Heart High School Mission Statement

The Catholic community of Sacred Heart reinforces the role of the family, school and Church as one in nurturing the spiritual, academic, social, physical and emotional development of each person in our faith community; recognizing that commitment to learning, prayer, discipleship, service, respect for self and others and responsible citizenship are intrinsic to Gospel values.

■ *Provincial Expectations of the Ontario Catholic School Graduate*

- A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- A caring family member who attends to family, school, parish, and the wider community.
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Diploma Requirements (O.S.S.D.)

The Ontario Secondary School Diploma

In order to earn an Ontario Secondary School Diploma, (O.S.S.D.) a student must earn a minimum of 30 credits, including 18 compulsory credits. (O.S.S. 3.1)

4	credits in English (1 credit per grade)
1	credit in French as a second language
3	credits in Mathematics (including at least one credit from Grade 11 or 12)
2	credits in Science
1	credit in Canadian Geography
1	credit in Canadian History
1	Career Studies (.5 credit) & Civics (.5 credit)
1	credit in the Arts
1	credit in Physical and Health Education
Plus one credit from each of the following groups:	
1	credit in English, or a third language, or Social Science, or Canadian and World Studies, or Guidance Career Education, or Co-operative Education**
1	credit in Physical and Health Education, or Business Studies, or the Arts, or Co-operative Education**
1	credit in Computer Studies (Gr. 10-12) or credit in Science (Gr. 11 or 12) or credit in Technology (Gr. 9 -12) or credit in Co-operative Education**
In addition, students attending Bruce-Grey Catholic Secondary Schools are required to take 4 courses in Religious Education (1 Course per year) * the grade 11 World Religion courses meets the requirement of 1 additional English, a third language, Social Science, or Canadian & World Studies.	
In addition to the compulsory credits, students must complete:	

- ✓ 12 optional credits
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirements

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

The Ontario Secondary School Certificate

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

Compulsory credits (total of 7)

- 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
- 2 credits in English

Optional credits (total of 7)

7 credits selected by the student from available courses.

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

Non-credit courses

Alternative (non credit) courses are ones that are offered but are not part of the Ontario curriculum. Normally, students who are not working towards an Ontario Secondary School Diploma because of circumstances that greatly impede their learning would be involved in an alternative (non-credit) program.

4 Year Planner

	Year 1	Year 2	Year 3	Year 4
Religion	HRE 1O	HRE 2O	HR_ 3_	HRE 4_ or HPD 4E_
English	ENG 1_	ENG 2_	ENG 3_	ENG 4_
French	FSF 1_			
French Immersion	FIF 1D_	FIF 2D_	FIF 3U_	FIF 4U_
Mathematics	M_M 1_	M_M 2_	M__ 3_	
Science	SNC 1_	SNC 2_		
Geography (Canadian & World Studies)	CGC 1_			
History (Social Science & Humanities)		CHC 2_ CHV 2O ^(1/2)		
Guidance & Career Education		GLC 2O ^(1/2)		
Health & Physical Education (Social Science & Humanities)	PPL 1O			
Arts*				
Business				
Technology				

Compulsory Credits for each year have the partial course code provided and are shaded. Level of the courses must be selected in accordance with post secondary plans.

Three (3) additional compulsory credits are required from the groups of credits as shown on page 6 of the course calendar.

* A full credit in the Arts is required, this credit must be completed at the Grade 9 or Grade 10 level.

■ *Bruce-Grey Catholic District School Board* *Secondary School Graduation Certificates*

Students graduating with an O.S.S.D. will also be presented with the Bruce-Grey Catholic District School Board Graduation Certificate.

■ *Ontario Secondary School Literacy Test (OSSLT)*

In the grade 10 year, each student will be required to successfully achieve a passing grade on a Ontario Secondary School literacy test. Successful completion of the Ontario Secondary School Literacy Test (OSSLT) will be indicated on the transcript as a qualification for the OSSD.

Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to take the Literacy Course. The Literacy Course does count as a compulsory English credit. (OLC 401)

■ *Community Service*

Prior to graduation, each student must complete 40 hours of voluntary community service. The community service hours will be tracked by the school. The hours cannot be associated with any course.

■ *Religious Studies*

The Theology program at the high school is unique and has a very special character. It is essential and important to our schools because it aims at creating a healthy relationship between the student and his/her God, and between the student and the Christian community. No education can hope to be complete unless it deals with life's basic and ultimate questions. **In Hamilton Diocese each student in the Catholic school must take a Theology Course in each of four years** to affirm his/her commitment to Catholic Education and to establish a sound moral and theological base for all learning.

The Institute for Catholic Education has collaborated with various Catholic provincial groups to integrate Catholic expectations within each of the credit courses delivered under Secondary School Reform. This integration is supported in the Theology courses which focus on Church and Biblical teachings.

■ *Defintion of Terms*

■ *The Ontario Secondary School Diploma*

Students and parents should note the distinction between the Ontario Secondary School Diploma and the Ontario Student Transcript.

Diplomas are issued by the Ontario Ministry of Education & Training and state that a student has successfully completed the minimum requirements for the Ontario Secondary School Diploma.

■ *The Ontario Student Transcript*

The Ontario Student Transcript (OST) is a cumulative and continuous record of a student's successful completion of secondary school courses.

A copy of the Ontario Student Transcript is issued by the school when requested by the student. The transcript lists all the courses successfully completed, the marks and credit values. Also listed are Grade 11 and 12 courses not successfully completed. It is an important document for employment purposes and for admission to post-secondary institutions. The OST is kept in the OSR folder.

Course Withdrawals: Withdrawal after a specified time from any Grade 11 or 12 course will be recorded on the OST. If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the course will not be recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or non-semestered school the withdrawal is recorded on the OST by entering a "W" in the "Credit" Column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

■ *The Ontario Student Record*

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The OSR folder contains biographical data, schools attended, retirement from an Ontario school and names of parents or guardians. It may contain special health information, photographs, and information on school activities. It also contains report cards, the Ontario Student Transcript (OST), the documentation file (when required), a record of accumulated instruction in French as a Second Language and a record of accumulated instruction in Native as a Second Language (when applicable).

■ *Access to the Ontario Student Records*

Access to an OSR means the right of those authorized by the Education Act to examine the contents of the OSR. Under the Freedom of Information and Protection of Privacy Act, 1987, students and parents or guardians who are authorized to have access to the contents of the OSR also have the right to receive a copy of the contents of the OSR. The provisions of this section apply during both the period of use and the period of retention and storage.

1. **Students**

Every student has a right of access to his / her OSR.

2. **Parents and Guardians**

A parent or guardian of a student who is not an adult has a right of access to the student's OSR. Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

3. **Educational Personnel**

Only supervisory officers and the principal and teachers of the school shall have access to the OSR, for the purpose of improving the instruction of the student, without the written consent of the adult student or of the parent(s) or guardian(s) of a student who is not an adult.

4. **Other**

No individual (including board officials) other than those identified previously in section 3 shall have access to the OSR without the written consent of the adult student or of the parent(s) or guardian(s) of a student who is not an adult.

Prior Learning Assessment & Recognition

What is Prior Learning Assessment and Recognition (PLAR)?

Prior Learning Assessment and Recognition is a formal evaluation and accreditation process. Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. The prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. Students may “challenge” a specific course for credit or may obtain credits through the “equivalency” process if they have credentials from outside Ontario.

Eligibility

Secondary school students who are enrolled in a regular day school program in an Ontario secondary school may challenge a course for credit.

Mature students (at least 18 years of age) who have returned to secondary school after having been out of school for at least one year will be able to challenge Grades 11 and 12 courses for credit beginning in September, 2003.

What courses may be challenged for credit?

Students may challenge for credit only Grades 10, 11 or 12 courses *taught* in the Bruce-Grey Catholic District School Board which are developed from a provincial policy document. These courses are described in the schools’ course calendars.

A maximum of four credits may be earned through the PLAR challenge process with no more than two credits in any one discipline.

Prior Learning Assessment and Recognition (PLAR) for Mature Students

What is Prior Learning Assessment and Recognition (PLAR)?

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Mature students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum documents in order to earn credits towards the secondary school diploma. The PLAR process for mature students involves “equivalency” and “challenge”. Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students. For more information please contact the school (519) 881-1900.

Courses of Study

All courses of study are on file for students and parents to examine. Information on levels of difficulty, credit value, course objectives, text-books and sequence of topics studied are available. The courses offered by the schools have been developed according to the requirements of the Ontario Ministry of Education & Training.

Semestering

Our Secondary Schools offer full credit courses in each of two semesters during the regular school year. The semesters occur September to the end of January and February to June. There are a number of advantages for students involved in a semestered system:

Provincial Report Cards are issued twice during each semester. Additional report are made available to parents on a regular basis by teachers as well. Formal Parent-Teacher interviews are held once per semester. The dates and times for these interviews are announced by the school using a variety of means.

■ *Assessment and Evaluation of Student Achievement*

Primary Purpose:

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessments helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

What is Assessment?

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guide their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement level outlined in this document in the curriculum policy document for each discipline.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based on both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear direction for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

Reporting Student Achievement

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grade 9-12. The report card provides a record of the students' achievements of the curriculum expectations in every course, at mid-semester and the end of each semester, in the form of a percentage grade. It also includes teachers comments on the student's strengths and the areas in which improvement is needed, along with ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course.

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- Seventy percent of the grade will be based on assessments and evaluations conducted throughout the course.
- Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectation, across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement.

The Achievement Chart

Each discipline achievement chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. The achievement chart describes the level of achievement of the curriculum expectations within each category. The description associated with each level serves as a guide for gathering assessment information and enables teachers to make consistent judgement about the quality of student work and to provide clear and specific feedback to students and parents.

■ **Levels of Achievement**

The following table provides a summary description in each percentage grade range and corresponding level of achievement.

Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard. A credit will be granted.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard. A credit will be granted.
60-69%	Level 2	A moderate level of achievement. Achievement is below but approaching the provincial standard. A credit will be granted.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard. A credit will be granted.
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.

It should be noted that an evaluation of achievement in the 80-100% range (level4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a greater command of the requisite knowledge and skills than a student in the 70-79% range (level3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

Attendance

- Since daily assignments and/or participation are an integral part of every course, regular attendance and punctuality are important for students to successfully complete the requirements for their academic program.
- If a student is absent for a school authorized reason, it is the student's responsibility to arrange with the classroom teacher any work or assignments which are to be completed within a reasonable time. Prior notice of absences must be given to the teacher, whenever possible.
- A student will not be penalized for school authorized absences.
- Any assignments and/or test which are missed because of truancy or unauthorized absence will normally receive a mark of zero.

Final Examinations

- Students are responsible for knowing the dates and location of their exams.
- Students are expected to write their exams on the dates scheduled. In exceptional situations such as serious illness, extenuating circumstances, or death in the immediate family, students should notify the school as soon as possible and an alternate schedule may be arranged.
- Students must provide medical certificates for absences due to illness.
- **Please note: Examinations will not be rescheduled to accommodate family vacations.**

Student Success

Completion of an Ontario secondary education provides students with the knowledge and skills they will need to be successful in whatever direction they follow in later life. Having an Ontario Secondary School Diploma (OSSD) opens an unlimited number of doors for students to go through, whether it be directly to the workplace or to post-secondary education.

Sacred Heart High School is firmly committed to helping every student achieve a successful outcome from their secondary school program. As a Catholic school community, we feel that creating a caring and supportive community in which every person's uniqueness is treasured is our primary goal. In recognition of their uniqueness, students are provided with an immense range of opportunities that allow them to explore their interests and develop their skills so that each student can reach his/her potential. Included in these opportunities are the following:

- 1) a wide range of course offerings including all course types at each Grade level
- 2) a wide range of pathways programs
- 3) access to Dual Credit and Specialist High Skills major Programs
- 4) career exploration opportunities including job shadowing and co-operative education programs
- 5) additional supports provided by school Chaplain, Guidance Counselors, Special Education Teachers and Student Success Teachers
- 6) Grade 8 to 9 Transitions program
- 7) a wide variety of co-curricular activities
- 8) an emphasis on the use of technology in the classrooms and other learning areas

Student Success Teachers

Student Success Teachers work specifically in conjunction with the Guidance Counselors, Special Education teachers and administration as well as with all other staff members to provide supports to students, particularly those students who are identified as being "at-risk". These teachers offer programs such as credit recovery as well as meeting regularly with these students.

Credit Recovery

Sacred Heart High School offers a credit recovery program that provides the opportunity for students to achieve a credit in a course or course previously failed. The decision as to whether an individual student is eligible for credit recovery is made by the school's Credit Recovery Team.

Specialized Programs

Dual Credit Programs

Dual credit programs allow participating students to earn both a secondary school credit and a college-level credit for the same program. As per Ministry of Education guidelines, the school will be offering a dual credit program in 2007-08. More information about the specific program to be offered will be released in the spring.

Summer Co-operative Education

Through the Summer Co-operative Education program, students have the opportunity to gain work experience as well as earn credits during the summer. Information about this program will be made available to students in early spring.

Transitions Plan

In recognition of the fact that the transition from Grade 8 to Grade 9 can be a difficult one for many students, the school implements a Transitions plan to support students both while they are in Grade 8 as well as when they reach the secondary school. The Student Success Teacher plays a key role in this, making connections with students while they are in elementary school and when they get to Grade 9. Included in the transitions plan is a Summer Orientation Session for students held in August which allows them to get a little more used to their new school prior to the official first day of school.

Specialist High Skills Major (SHSM)-

A Specialist High Skills Major allows a student to customize their high school experience to suit their interests and talents, to meet the requirements of the Ontario Secondary School Diploma and to prepare for a successful postsecondary transition to apprenticeship training, college, university or employment in the agricultural sector. A Specialist High Skills Major (SHSM) consists of 6-12 required credits including a least 4 “major” credits in English, Mathematics and Science, certifications recognized by the sector, experiential learning through co-operative education, job shadowing and work experience, use of the Ontario Skills Passport and “reach ahead” experiences in the student’s postsecondary destination of choice.

The Guidance, Career Education, Co-op, Special Education Program

Guidance Career Education

The guidance and career education program is a vital and integral part of the program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out the social responsibilities. The program will be delivered through various means, including classroom instruction, the teacher-adviser program, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counselling.

It is important for you to become familiar with the role of your guidance counsellor. He/she will be able to offer you:

- Academic Counselling - covers or includes tutorial assistance, course selection and planning, post secondary program requirements, levels of difficulty and their implications.
- Career Counselling - supplies information on the career development process, career search and course planning including the business visitation program and Take Our Kids to Work.
- Personal Counselling - is available to you when you wish to discuss personal and interpersonal problems. Referrals are made to the school social worker, system support staff, community agencies when appropriate.
- Attendance Counselling - is done when referrals are made by teachers, parents and school administration.

Education Planning

Support for students and parents with respect to education planning and course selection is offered through a variety of means. These include:

- 1) Guidance Counselors in particular as well as Special Education and Student Success Teachers are available to provide help to individual students as well as to groups. Other teachers can also provide subject-specific information as may be required.
- 2) Courses such as Career Studies (GLC 20) and GWL 30 can provide valuable career information.
- 3) The use of software programs including myBlueprint.ca and Career Cruising can be very helpful in planning future employment.
- 4) A number of guest speakers that visit the school each year provide valuable advice.
- 5) A variety of print resources including information about Pathways Programs and a Guide to Selecting the Right Courses in Grade 9 are posted on the board's website (www.bgcsdb.org) under the Student Success section. .

Career Centre

The Family “Y” Employment Centre provides the resources necessary for students to research post-secondary options as well as material to meet their present academic, volunteer and job needs. The Centre is equipped with the latest computer hardware and software (Bridges: Career Explorer/Career Cruising). Students are encouraged to use the centre in conjunction with in-school courses and on their own time. The website is: www.ymcaowensound.on.ca.

Co-op Education, Grade 11 - 12

Would you like to apply and further develop the knowledge and skills acquired in a course, gain valuable workplace experience and explore a career that interests you? Co-op allows students to develop work ethic, interpersonal and employability skills, while at the same time exploring a career of interest and earning 2 academic credits that are tied to any subject area.

Co-operative Education programs combine a full-semester, half-day work placement in the community with classroom theory to earn 2 credits. The **classroom component** includes pre-placement sessions prior to attending a community placement and reflective sessions throughout the semester. The pre-placement sessions will include health & safety training, a review of career opportunities in your community, issues related to confidentiality, work ethics, Employment Standards Act, the role of unions, and a personalized learning plan for the placement. The **placement component** provides the opportunity to enrich the knowledge and skills you have learned in school with a practical application at a community placement.

There is a formal application procedure for all Co-op programs which includes reviewing your Annual Education Plan (AEP) during an interview with a Co-op Teacher before being admitted into the program, and an interview with the placement supervisor prior to the start of the placement component.

Expectations of the Student

- Maturity and having a positive attitude.
- Being punctual and in regular attendance as required by the employer & school.
- Demonstrate a willingness to learn.
- Possess the necessary educational background for the placement requested.
- Adhere to the policies and procedures of the workplace and the school.
- Follow safety regulations.
- Assume responsibility for their own transportation to and from the workplace.
- Assume any costs for the necessary equipment etc. that could be part of the placement requirements. Some placements require health tests and /or criminal background checks.

Special Education

Parental involvement in the planning of these programs is invited at the Annual Review of the IPRC and on an ongoing basis.

Individual Programs

For students whose Individual Education Plan includes goals and expectations not derived from the Ontario Curriculum guidelines, an individualized program will be created. Programming will include some or all of the following: integration in regular classes (Open/Applied/Academic/Workplace), individual or small group classes or community placements.

Alternative Programming

This program is designed for students whose Individual Education Plan indicates that the student is 3 years or more below expectations in Mathematics and/or Science and/or English. In grade 9 and 10, students will take special courses in Mathematics, Science and/or English. (They may take a Special Education Learning Strategies course.)

Chaplain

- Chaplaincy reaches out to students and staff with a comprehensive retreat program and classroom presentations. This program covers the topics of choices, relationships, faith and family, and responsibility for social action.
- A Chaplaincy team, made up of students and staff, help prepare our school's liturgical celebrations and many other programs where our school can reach out to the community and to the world.
- Through Masses and para-liturgies, students are given the opportunity to experience Christ in a variety of settings. All students are expected to attend these celebrations.
- Twice each school year, the Sacrament of Reconciliation is celebrated within our school walls.
- Chaplaincy offers a safe, confidential place for students, staff and parents to discuss personal concerns.

Computer Services

Computers for student use are available in various locations within the school (library, computer labs, technology area and regular classrooms in some cases).

The library is automated and has many CD ROM programs available for research. Computers are provided to students for educational use only between 8:30 and 3:20. When classes are not booked into the library, the computers are available on a first come, first served basis.

■ *Levels of Difficulty*

■ Grade 9 and 10

All grade 9 and 10 courses are offered as “Academic,” “Applied,” “Open,” or “Locally Developed Compulsory Courses.”

Academic

In an academic course, the essential concepts of a subject are learned and related material explored. Although knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

Applied

Applied courses have the same core content as academic courses but with a focus on practical applications and directed toward students with a more concrete, hands-on approach to learning.

Open

Some courses, for example physical education, are open and single streamed, that is they are neither academic nor applied but are available to students of all skill levels.

Locally Developed Compulsory Course

These courses in English, Mathematics, Science and History provide students an opportunity to obtain sufficient background and skills development to prepare for Grade 11 and 12 Workplace Preparation courses.

Procedure for Students who Wish to Change Course Types

When a student plans to switch from Academic to Applied or Applied to Academic at the end of Grade 9 the student is strongly encouraged to successfully complete additional course work of up to 30 hours. This course material will enable the student to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other.

* Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM 2D1) after completing the Foundations of Mathematics, Grade 9, Applied (MFM 1P1) **must take a transfer course.**

■ Grade 11 and 12

All grade 11 and 12 courses will be offered as “University”, “University/College,” “College” or “Workplace.”

University

University preparation courses provide the knowledge and skills needed to meet university entrance requirements. Courses emphasize theoretical aspect of the subject and also consider related applications.

University/College

University/College preparation courses are offered to prepare students to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications.

College

College preparation courses provide the knowledge and skills needed to meet the entrance requirements for most college programs. Courses focus on practical applications and also examine underlying theories.

Workplace

Workplace preparation courses prepare students to move directly into the workplace after high school or to be admitted into apprenticeship programs or other training programs in the community. Courses focus on employment skills and on practical workplace applications of the subject content.

Course Information

The school reserves the right to withdraw courses for which the number of students would make it unrealistic to offer. Courses for which there is a limited demand in any one year may be offered in succeeding or alternate years.

The students and their parents bear responsibility for choice of courses and, particular, those choices made contrary to the advice of the principal and staff. The Ministry of Education prerequisites for courses offered are given to help the students plan a continuous program.

At the beginning of semester two, students will be selecting their courses for the following year and the school master timetable will be constructed based upon this option selection. It is imperative that students and their parents consider this initial course selection with great care. Any requests for changes after the initial selection of course will not be guaranteed.

Ministry of Education documents outlining the courses of study for each subject are available from the principal. Parents wishing to read these documents should inquire at the Main Office.

Definition of a Credit

A credit in grades 9, 10, 11 and 12 means the successful completion of a course for which a minimum of 110 hours has been scheduled. A student may earn a maximum of 8 credits in the two semesters of a school year.

The courses offered in this school have been developed according to the requirements of the Ontario Ministry of Education. All students have equal access to all courses and programs provided that prerequisite standards are met. A more detailed course of study for each program is available for review in the main office of the school upon request.

Required - a subject deemed mandatory by the Ministry of Education to be complete before taking this course.

Recommended - a subject that will be helpful in understanding this course.

■ *Course Information*

■ *Course Coding Explanation*

All subjects are coded using letters and numbers, with the first three letters signifying the course.

Grade Level	Level of Difficulty	Credit Value
1 - Year 1 (Gr. 9)	D- Academic	1 - One (1) credit course
2 - Year 2 (Gr. 10)	P - Applied	F - French Immersion 1 credit
3 - Year 3 (Gr. 11)	O - Open	2 - Two (2) credit course
4 - Year 4 (Gr. 12)	U - University	4 - Four (4) credit course
	M - University/College	5 - ½ credit course
	C - College	
	E - Workplace	
	L- Locally Developed	

Example:

grade level level of difficulty
 ↓ ↙
ENG 2D1 ←—— credit value
 ↑
course description

French Immersion Course Descriptions

Grade 9 French Immersion

French Immersion, Grade 9, Academic

FIF 1D1

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, 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.

French Immersion, Geography of Canada, Grade 9, Academic

CGC 1D1

This course uses a variety of frameworks, including ecozones and principles of physical, human, and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in

Canadian ecozones in order to understand Canada's diversity and role in the world.

French Immersion, Religion, Catholicism and Personal Belief , Grade 9, Open

HRE 1OF

The purpose of this course is to assist students to understand both the joys and the demands of living out the Christian faith as expressed in the Creed. Using the Beatitudes as a touchstone, students examine the attitudes and actions that characterize the Christian life. They will understand and nurture the virtues which will enable them to deepen their relationship with God and live their lives in keeping with the precepts of the Church and spirit of the scriptures.

French Immersion, Grade 10, Academic

FIF 2D1

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

Prerequisite: French Immersion, Grade 9, Academic

French Immersion, Contemporary Canadian History, Grade 10 , Academic, Immersion

CHC 2D1

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.

Prerequisite: None

French Immersion Religion, "Christ and Culture", Grade 10 , Open

HRE 2OF

The course examines the relationship between the person and message of Christ and the dominant attitudes of contemporary culture. Beginning with the Gospel narratives as a foundation, students acquire a deeper and more systematic knowledge of Christ, his message and his Church. Connections between the living Church and contemporary culture are explored in terms of what it

French Immersion Course Descriptions

means to be a responsible adolescent developing within a community of disciples in the context of a secular, pluralistic world. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality.

Prerequisite: None

Grade 11 French Immersion

French Immersion, FIF 3U1
Grade 11, University Preparation

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

Prerequisite: French Immersion, Grade 10, Academic

Grade 12 French Immersion

French Immersion, FIF 4U1
Grade 12, University Preparation

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

Prerequisite: French Immersion, Grade 11, University Preparation

Grade 9 Course Descriptions

THE ARTS

Dance, Grade 9, Open

ATC 101

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

Prerequisite: None

Drama, Grade 9, Open

ADA 101

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

Prerequisite: None

Music, Grade 9, Open

AMU 101

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

Prerequisite: None

Visual Arts, Grade 9, Open

AVI 101

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

Prerequisite: None

■ *Grade 9 Course Descriptions*

■ **CANADIAN WORLD STUDIES**

*Geography of Canada,
Grade 9, Academic* **CGC 1D1**

*Geography of Canada,
Grade 9, Academic, Immersion* **CGC 1DF**

This course uses a variety of frameworks, including ecozones and principles of physical, human, and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones in order to understand Canada's diversity and role in the world.

Prerequisite: None

*Geography of Canada,
Grade 9, Applied* **CGC 1P1**

This course draws upon students' everyday experiences and uses a variety of frameworks, including ecozones, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's landforms, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity, and various kinds of interactions.

Prerequisite: None

■ **COMPUTERS/INFORMATION TECHNOLOGY**

*Computer - Information and
Communicaton* **BTT 101**
(same as **BTT 201**)

Technology in Business
Grade 9, 10, Open

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

Prerequisite: None

Grade 9 Course Descriptions

ENGLISH

*English,
Grade 9, Academic*

ENG 1D1

This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in high school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

Prerequisite: None

*English,
Grade 9, Applied*

ENG 1P1

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in high school and their daily lives. Students will study plays, short stories, newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

Prerequisite: None

*English,
Grade 9, Locally Developed
Compulsory Course*

ENG 1L1

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

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

Prerequisite: None

FRENCH

*Core French,
Grade 9, Academic*

FSF 1D1

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, 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.

Prerequisite: None

*Core French,
Grade 9, Applied*

FSF 1P1

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

Prerequisite: None

*French Immersion,
Grade 9, Academic*

FIF 1D1

This course enables students to expand their language knowledge and skills through the study of twentieth-century North American Francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study a novel and selected poems, legends, songs, films, and newspaper articles from the French-speaking world in North America.

Prerequisite: Grade 8 Immersion

Grade 9 Course Descriptions

GUIDANCE AND CAREER EDUCATION

Learning Strategies 1: *GLS 101*
Learning Strategies 1: *GLS 101*
**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 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

MATHEMATICS

Principles of Mathematics *MPM 1D1*
Grade 9, Academic

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.

Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through abstract reasoning is an important aspect of this course.

Prerequisite: None

Foundations of Mathematics *MFM 1P1*
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.

Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). (**Note:** Students who wish to take Principles of Mathematics, Grade 10, Academic [MPM2D] after completing this course will need to take a transfer course.)

Prerequisite: None

Mathematics Grade 9 *MAT 1L1*
Locally Developed Compulsory Course

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses.

The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

Grade 9 Course Descriptions

PHYSICAL EDUCATION

Healthy Active Living Education, Grade 9, Open

*PPL 10F (Female)
PPL 10M (Male)*

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

Prerequisite: None

RELIGION

Catholicism and Personal Belief, Grade 9, Open *HRE 101*

Catholicism and Personal Belief, Grade 9, Open, Immersion *HRE 10F*

The purpose of this course is to assist students to understand both the joys and the demands of living out the Christian faith as expressed in the Creed. Using the Beatitudes as a touchstone, students examine the attitudes and actions that characterize the Christian life. They will understand and nurture the virtues which will enable them to deepen their relationship with God and live their lives in keeping with the precepts of the Church and spirit of the scriptures.

Prerequisite: None

■ *Grade 9 Course Descriptions*

■ **SCIENCE**

Science, Grade 9, Academic

SNC 1D1

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

Prerequisite: None

Science, Grade 9, Applied

SNC 1P1

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

Prerequisite: None

Science, Grade 9

SNC 1L1

Locally Developed Compulsory Course

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.

Prerequisite: None

Grade 9 Course Descriptions

SOCIAL SCIENCES

Food and Nutrition, HFN 101
Grade 9, 10, Open (same as HFN201)

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.

Prerequisite: None

TECHNOLOGICAL EDUCATION

Exploring Technologies, TIJ 101
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 social issues, and will begin explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

Prerequisite: None

■ *Grade 10, 11, 12 Course Descriptions*

■ *THE ARTS*

DANCE

*Dance,
Grade 10, Open*

ATC 201

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

Prerequisite: None

*Dance,
Grade 11, Open*

ATC 301

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

Prerequisite: None

*Dance,
Grade 11,
University/College Preparation*

ATC 3MI

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

Prerequisite: Dance, Grade 9 or 10, Open

*Dance,
Grade 12,
University/College Preparation*

ATC 4MI

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in global dance genres, and understanding of the 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.

Prerequisite: Dance, Grade 11, University/College Preparation

Grade 10, 11, 12 Course Descriptions

DRAMA

*Drama,
Grade 10, Open*

ADA 201

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

Prerequisite: None

*Drama,
Grade 11, Open*

ADA 301

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works.

Prerequisite: None

*Drama,
Grade 11, University/College Preparation*

ADA 3M1

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

*Drama,
Grade 12, University/College Preparation*

ADA 4M1

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

Prerequisite: Drama, Grade 11, University/College Preparation

■ *Grade 10, 11, 12 Course Descriptions*

MEDIA ARTS

*Media Arts,
Grade 11, Open*

ASM 301

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

*Media Arts,
Grade 11, University/College Preparation*

ASM 3MI

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: Media Arts, Grade 10, Open, or any Grade 9 or 10 arts course

*Media Arts,
Grade 12, University/College Preparation*

ASM 4MI

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

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

Grade 10, 11, 12 Course Descriptions

MUSIC

*Music,
Grade 10, Open*

AMU 201

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

Prerequisite: None

*Music,
Grade 11, Open*

AMU 301

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

Prerequisite: None

*Music,
Grade 11, University/College Preparation*

AMU 3MI

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

Prerequisite: Music, Grade 9 or 10, Open

*Music,
Grade 12, University/College Preparation*

AMU 4MI

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

Prerequisite: Music, Grade 11, University/College Preparation

■ *Grade 10, 11, 12 Course Descriptions*

VISUALARTS

*Visual Arts,
Grade 10, Open*

AVI 201

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

Prerequisite: None

*Visual Arts,
Grade 11, Open*

AVI 301

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

Prerequisite: None

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

AVI 3M1

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

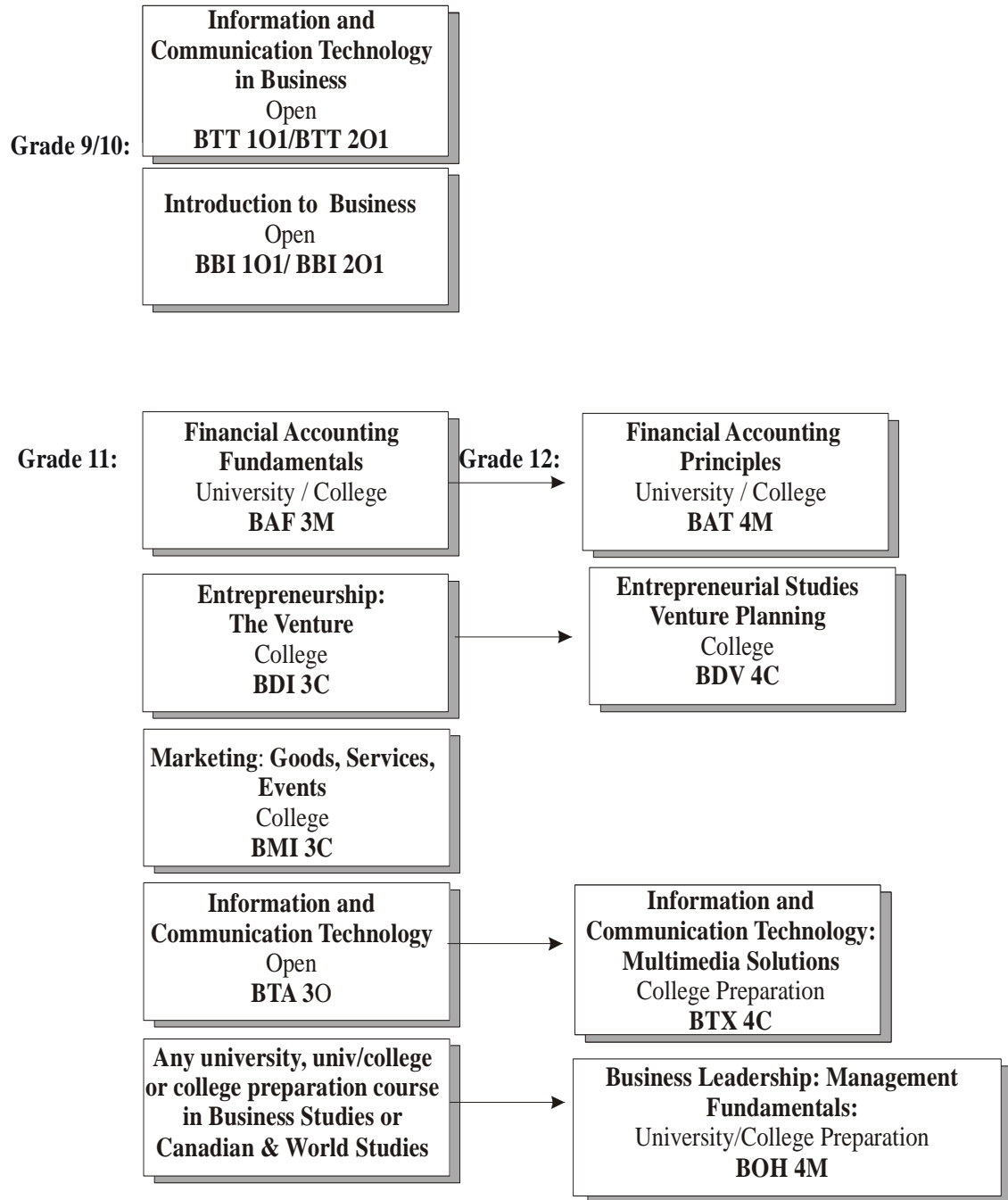
*Visual Arts,
Grade 12, University/ College Preparation*

AVI 4M1

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

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

Business Studies



Grade 10, 11, 12 Course Descriptions

BUSINESS STUDIES

*Introduction to Business,
Grade 10, Open* **BBI 201**
(same as BBI 101)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Prerequisite: None

ACCOUNTING

*Financial Accounting
Fundamentals, Grade 11,
University/College Preparation* **BAF 3M1**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Prerequisite: None

*Financial Accounting
Principles,
Grade 12, University/College Preparation* **BAT 4M1**

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a self-directed, responsible, life long learner who sets appropriate goals and priorities in school, work and personal life.

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

ENTREPRENEURIAL STUDIES

*Entrepreneurship:
The Venture* **BDI 3C1**
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 goals. Students will create a venture plan for a student-run school-based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Prerequisite: None

Grade 10, 11, 12 Course Descriptions

Entrepreneurship Studies: BDV 4C1
Venture Planning,
Grade 12, College Preparation

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

Prerequisite: Introduction to Entrepreneurial Studies, BDI 3C1 Grade 11, College Preparation

MARKETING

Marketing: Goods, Services, Events, BMI 3C1
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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a responsible citizen who contributes to the common good.

Prerequisite: None

ORGANIZATIONAL STUDIES

Business Leadership: BOH 4M1
Management Fundamentals,
Grade 12, University/College Preparation

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

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

Grade 10, 11, 12 Course Descriptions

CANADIAN and WORLD STUDIES

CIVICS

Civics, Grade 10, Open **CHV 205**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

Prerequisite: None

ECONOMICS

Analysing Current Economic Issues, Grade 12, University Preparation **CIA 4U1**

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of micro- and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

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

GEOGRAPHY

Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College Preparation **CGF 3M1**

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

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

Travel and Tourism: A Regional Geographic Perspective, Grade 11, Open **CGG 301**

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

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

World Geography: Human Patterns and Interactions, Grade 12, University Preparation **CGU 4U1**

This course examines how cultures in different parts of the world interact with their environments and with each other. Students will use geographic concepts, methods, and tools to explore settlement patterns, human migration, cultural

Grade 10, 11, 12 Course Descriptions

change, globalization, environmental issues, and other topics relevant to an understanding of how spatial, political, economic, and social factors affect settled environments and human activities. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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

World Geography: *CGU 4C1*
Urban Patterns and Interactions,
Grade 12, College Preparation

This course examines cities around the world and the social, political, cultural, environmental, and economic factors that shape them. Students will study urban structures and systems, the impact of migrations on cities, and the impact of cities on the environment. Students will use geotechnologies and apply geographic concepts and inquiry methods to analyse issues and problems related to urban development and to formulate potential solutions.

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

Canadian and World Issues: *CGW 4U1*
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.

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

HISTORY

Contemporary Canadian History, *CHC 2D1*
Grade 10, Academic
Contemporary Canadian History, *CHC 2DF*
Grade 10, Academic, Immersion

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.

Prerequisite: None

Contemporary Canadian History, *CHC 2P1*
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.

Prerequisite: None

■ *Grade 10, 11, 12 Course Descriptions*

History, Grade 10, Locally Developed Compulsory Course

CHC 2L1

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and World Studies Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation.

Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

Prerequisite: None

World History to the Sixteenth Century, Grade 11, University/College Preparation

CHW 3M1

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

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

Canadian History: Identity and Culture, Grade 12, University Preparation

CHI 4U1

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

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

World History: The West and the World, Grade 12, University Preparation

CHY 4U1

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.

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

Grade 10, 11, 12 Course Descriptions

World History:
The West and the World,
Grade 12, College Preparation

CHY 4C1

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.

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

LAW

Understanding Canadian Law,
Grade 11,
University/College Preparation

CLU 3M1

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.

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

Canadian and International Law,
Grade 12, University Preparation

CLN 4U1

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.

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

POLITICS

Canadian and World Politics,
Grade 12, University Preparation

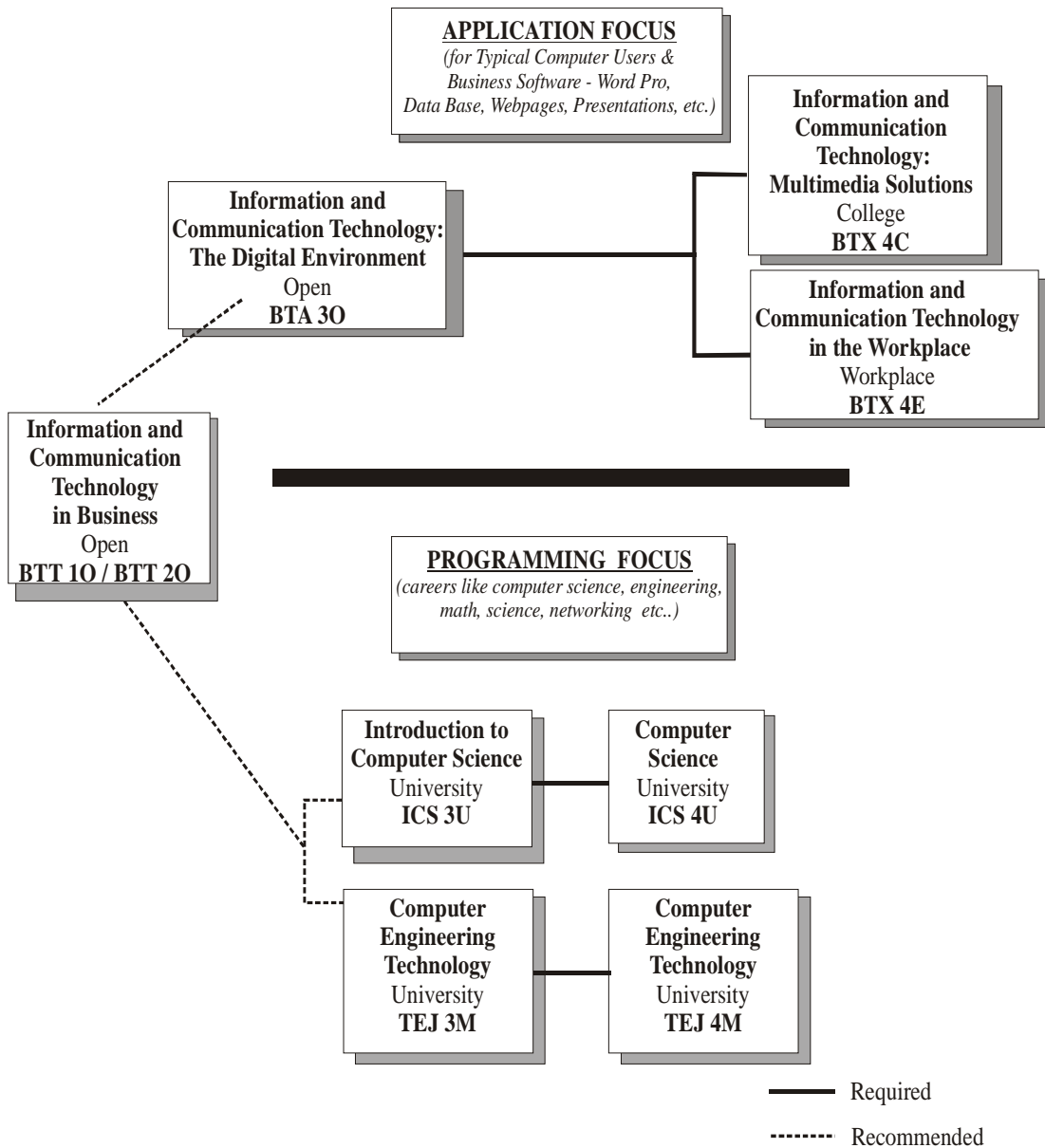
CPW 4U1

This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

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

Computer / Information Technology

Recommended Computer Courses and Potential Paths



Grade 10, 11, 12 Course Descriptions

COMPUTER / INFORMATION TECHNOLOGY

Information and Communication BTT 201
Technology in Business, (same as BTT 101)
Grade 10, Open

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Prerequisite: None

Information and Communication BTA 301
Technology: The Digital Environment,
Grade 11, Open

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Prerequisite: None

Recommendation: BTT 101/201

Computer Engineering TEJ 3M1
Technology, Grade 11,
University/Collge Preparation

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

Prerequisite: None

Introduction to Computer Science, ICS 3U1
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 grow. They will also explore environmental and ergonomic issues , emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

■ *Grade 10, 11, 12 Course Descriptions*

Computer Science, Grade 12, University

ICS 4U1

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

Information and Communication Technology: Multimedia Solutions, Grade 12, College Preparation

BTX 4C1

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills.

Prerequisite: Information and Communication Technology: The Digital Environment, Grade 11, Open

Information and Communication Technology in the Workplace, Grade 12, Workplace Preparation

BTX 4E1

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of e-business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills.

Prerequisite: Information and Communication Technology: The Digital Environment, Grade 11, Open

Computer Engineering Technology, Grade 12, University/College Preparation

TEJ 4M1

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

Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation

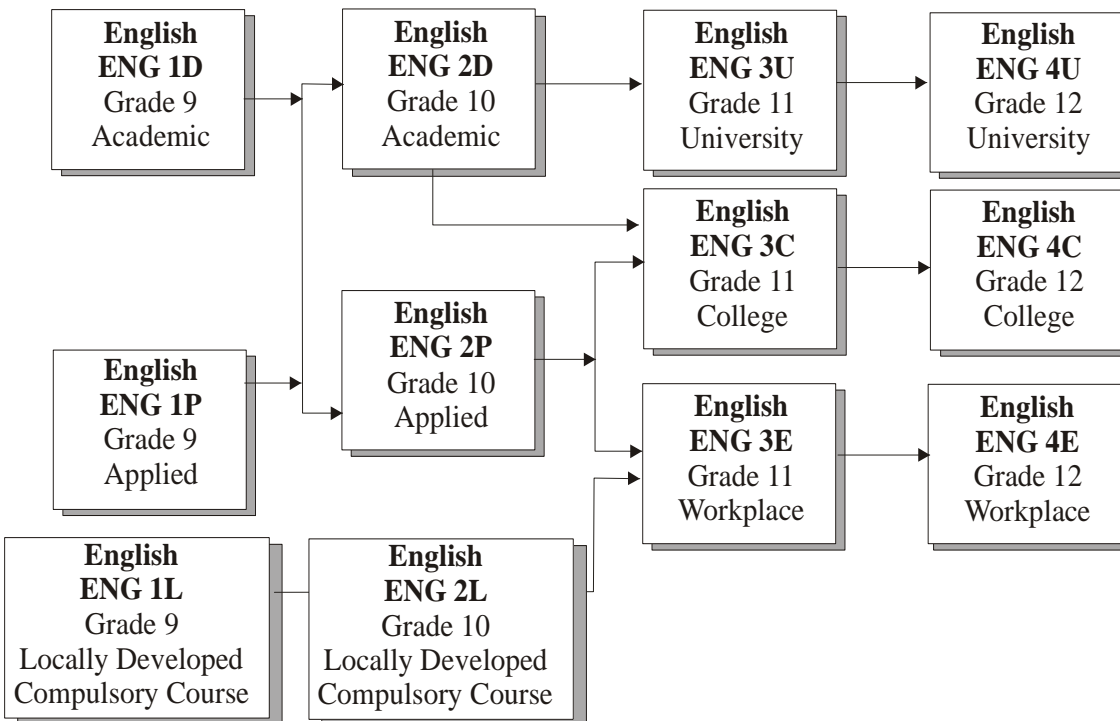
English

Prerequisite Chart for English (Compulsory Courses)

As a diploma requirement, students must earn one compulsory English credit per grade.

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

Compulsory Courses



Grade 10, 11, 12 Course Descriptions

ENGLISH

English, Grade 10, Academic **ENG 2D1**

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 10, Applied **ENG 2P1**

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 10, Locally Developed Compulsory Course **ENG 2L1**

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

The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: Grade 9 English credit

English, Grade 11, University **ENG 3UI**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts, both contemporary and historical; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

Prerequisite: English, Grade 10, Academic

English, Grade 11, College **ENG 3CI**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyze media forms, audiences, and media industry practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Prerequisite: English, Grade 10, Applied or Academic

English, Grade 11, Workplace **ENG 3EI**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: English, Grade 10 Applied or Locally Developed Compulsory Course

Grade 10, 11, 12 Course Descriptions

Media Studies, Grade 11, Open

EMS 301

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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

*Please note that EMS301 does not count as a compulsory english credit.

Prerequisite: English, Grade 10, Academic or Applied

English, Grade 12, University Preparation

ENG 4U1

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who reads, understands and uses written materials effectively

Prerequisite: English, Grade 11, University Preparation

English, Grade 12, College Preparation

ENG 4C1

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a collaborative contributor who applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

Prerequisite: English, Grade 11, College Preparation

English, Grade 12, Workplace Preparation

ENG 4E1

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a collaborative contributor who applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

Prerequisite: English, Grade 11, Workplace Preparation

■ *Grade 10, 11, 12 Course Descriptions*

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

EWC 4U1

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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

Prerequisite: English, Grade 11, University Preparation

*Ontario Secondary School
Literacy Course, Grade 12*

OLC 401

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

Prerequisite: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. The Literacy Course does count as a compulsory English credit.

Grade 10, 11, 12 Course Descriptions

FRENCH AS A SECOND LANGUAGE

Core French, Grade 10, Academic **FSF 2D1**

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.

Prerequisite: Core French, Grade 9, Academic or Applied

Core French, **FSF3U1** *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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become an effective communicator who writes and speaks fluently one or both of Canada's official languages.

Prerequisite: Core French, Grade 10, Academic

Core French, **FSF 4U1** *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.

Prerequisite: Core French, Grade 11, University Preparation

CLASSICAL STUDIES and INTERNATIONAL LANGUAGES

Spanish **LBA AO - LYXAO**

This course introduces students to language elements they will need to begin to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study (Spanish). They will explore aspects of the culture of countries where the language under study is spoken, including social customs, music and food, by participating in cultural events and activities involving both print and technological resources.

Prerequisite: None

Recommendation: Gr. 9 Academic Core French/
Immersion French

■ *Grade 10, 11, 12 Course Descriptions*

■ **FRENCH IMMERSION**

French Immersion, Grade 10, Academic

FIF 2D1

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

Prerequisite: French Immersion, Grade 9, Academic

French Immersion: Grade 11, University Preparation

FIF 3U1

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

Prerequisite: French Immersion, Grade 10, Academic

French Immersion:

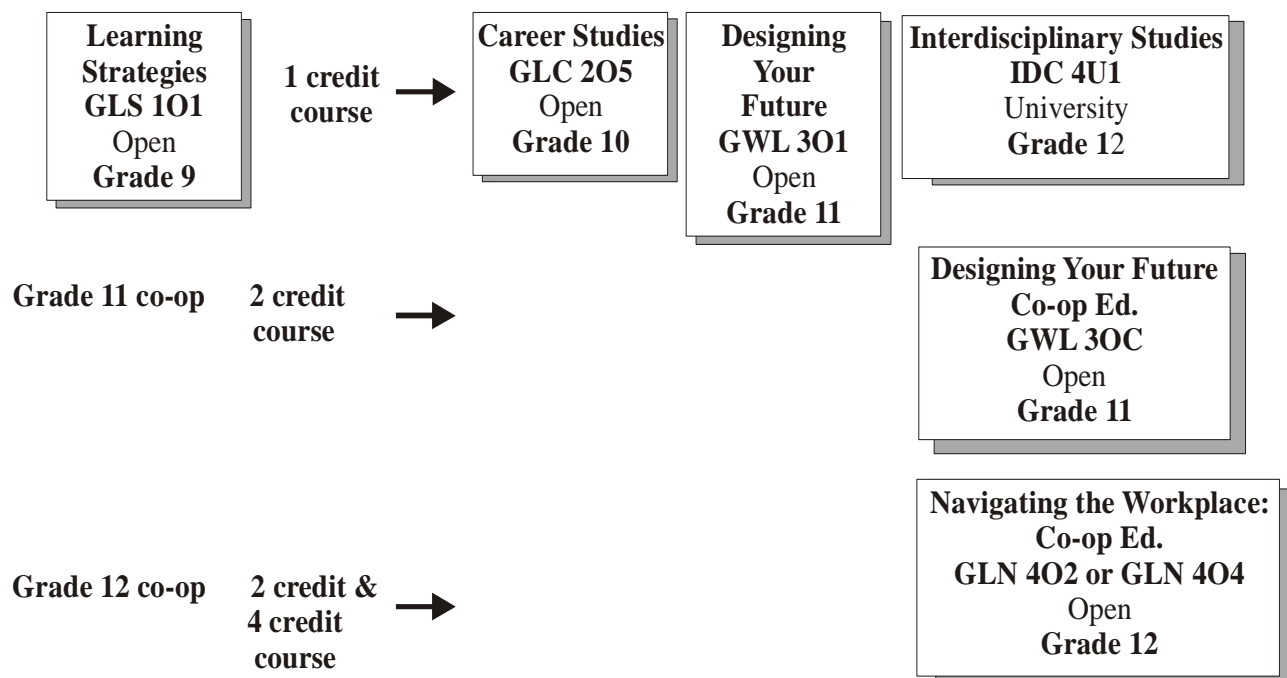
FIF 4U1

Grade 12, University Preparation

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

Prerequisite: French Immersion, Grade 11, University Preparation

GUIDANCE AND CAREER EDUCATION



GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10, Open GLC 205

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. .
Open - ½ credit

Prerequisite: None

Designing Your Future, GWL 301 Grade 11, Open

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

■ ***GUIDANCE AND CAREER EDUCATION***

Leadership and Peer Support
Grade 11, Open

GPP 301

This course prepares students to act in leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring, mentoring, and student council involvement. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

CO-OPERATIVE EDUCATION PROGRAM

Co-operative Education programs combine a full-semester, half-day work placement in the community with classroom theory to earn 2 to 4 credits. The classroom component includes pre-placement sessions prior to attending a community placement and reflective sessions throughout the semester. Pre-placement sessions will include health & safety training, a review of career opportunities in your community, issues related to confidentiality, work ethics, Employment Standards Act, the role of unions and a personalized learning plan for the placement. The placement component provides the opportunity to enrich the knowledge and skills you have learned in school with a practical application at a community placement.

There is a formal application procedure for all Co-op programs which includes reviewing your Annual Education Plan (AEP) during an interview with a Co-op teacher before being admitted into the program and an interview with the placement supervisor prior to the start of the placement component.

Expectations of the Student:

- ✓ Maturity and having a positive attitude
- ✓ Being punctual and in regular attendance as required by the employer & school
- ✓ Demonstrate a willingness to learn
- ✓ Possess the necessary educational background for the placement requested
- ✓ Adhere to the policies and procedures of the workplace and the school
- ✓ Follow safety regulations
- ✓ Assume responsibility for their own transportation to and from the workplace
- ✓ Assume any costs for the necessary equipment, etc. that could be part of the placement requirements. Some placements require health tests and /or criminal back

ground checks.

**Co-operative Education:
Designing Your Future,
Grade 11, Open- 2 credits**

GWL 30C

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

Prerequisite: Career Studies, Grade 10, Open

**Advanced Learning Strategies: GLN 402
Skills for Success (2 credits)
After Secondary School GLN 404
Grade 12, Open (4 credits)**

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

■ *Grade 10, 11, 12 Course Descriptions*

Bruce Nuclear Co-operative Education Program, 4 credits

This very unique programme is open to selected Grade 11 or 12 students who wish an experience at Bruce Power under the guidance of a qualified teacher. The following areas are open to students at the University, College or Apprenticeship Pathways. Areas of choice could be one of the following.

- ✓ Administrative
- ✓ Chemical Technician
- ✓ Civil Maintainer
- ✓ Control Technician
- ✓ Engineering Technician
- ✓ Mechanical Maintainer
- ✓ Operator
- ✓ Management & Professional
- ✓ Security Guard
- ✓ Services Technician
- ✓ Tradespeople

An interview is required.

Militia Co-operative Education Program 4 credits

This innovative program will run during the second semester. The students go through the military selection process and are then sworn into the Army Reserve. They are immersed into a military environment, as the Armoury in Owen Sound becomes their schoolhouse. Here the school board delivers academic credits in the morning and the student undertakes basic military training in the afternoon as the co-op placement. The student is not only entitled to reserve pay and benefits while undertaking the military component of the course but will also earn the following academic credits.

- 1 credit Grade 12 English
- 1 credit Grade 12 History
- 2 credits Guidance

■ ***ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)***

OYAP (Ontario Youth Apprenticeship Program) Select Co-op on your option sheet

An apprenticeship is a mutual agreement between a person who wants to learn the skills of a particular trade and an employer/sponsor who requires a skilled worker. Students will get a head start on becoming a fully qualified journey person with a skill set that is in demand. The registration of an apprentice is at the discretion of the employer, therefore apprenticeships cannot be guaranteed.

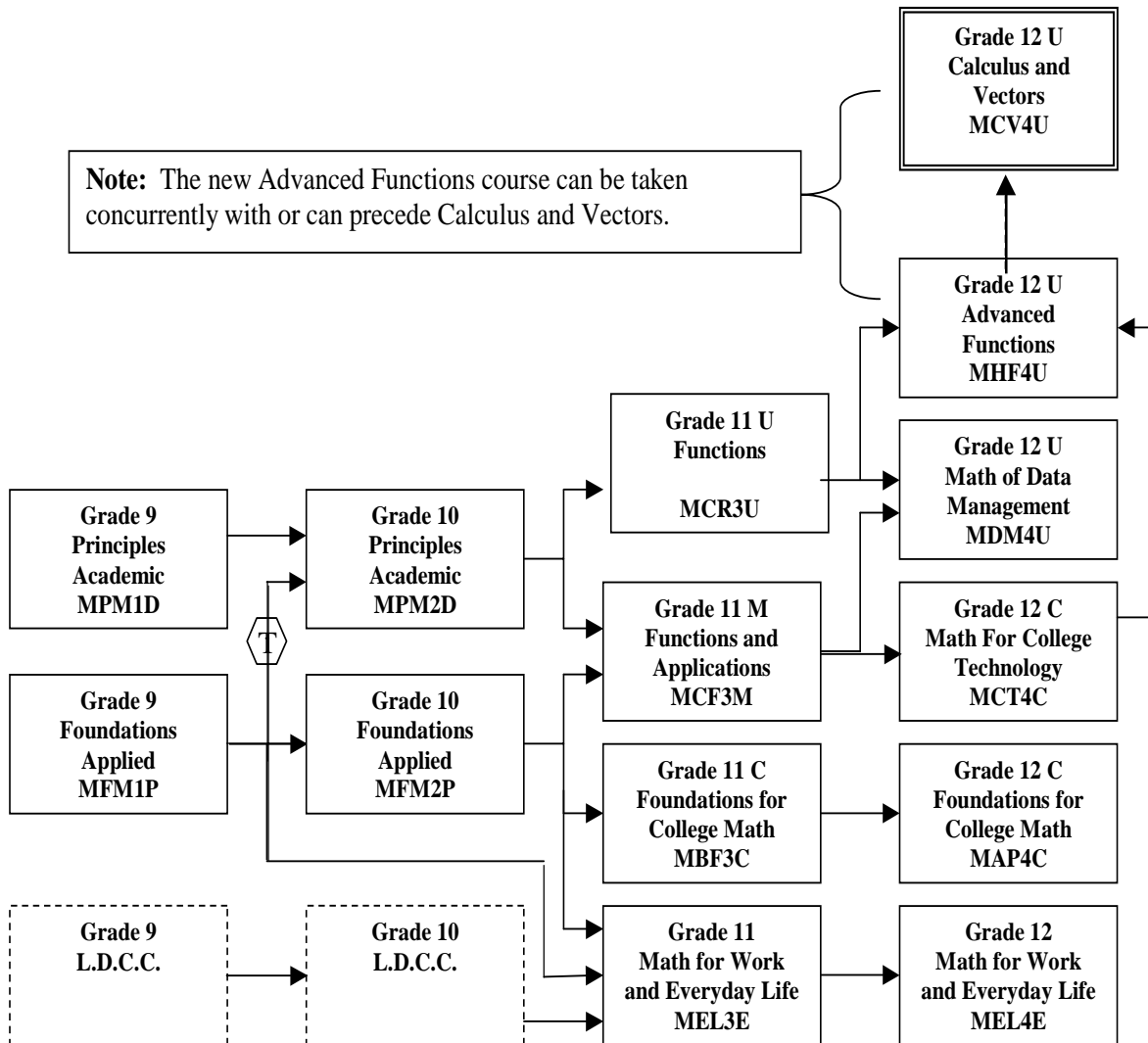
OYAP is for those students whose career plan is to apprentice in the skilled trades. During high school, you will begin the theory and hands-on experience required for the apprenticeship while completing your high school credits. The hands-on experience is obtained through the Co-operative Education program. This 2 year program (grade 11 & 12) generates up to 6 Co-op credits.

To begin an apprenticeship during high school, students must:

- ✓ Successfully complete 16 credits and be enrolled full-time in school
- ✓ Agree to follow an education plan designed specifically for the apprenticeship destination to complete the requirements for graduation and prepare for the required apprenticeship training.
- ✓ Demonstrate competencies in Math, English, Science, and Technological Studies
- ✓ Maintain a minimum of 60% in the four areas
- ✓ Undergo a formal application procedure, which includes an interview with a Co-operative Education Teacher, providing 3 letters of reference from current subject teachers, and being interviewed by the placement supervisor prior to the start of the placement component.

NOTE: In addition to meeting the above criteria, OSS students must also successfully complete the Grade 10 Test of Reading and Writing and review their AEP (Annual Education Plan) during the interview with a Co-operative Education Teacher

MATHEMATICS



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

T – Transfer Course
 L.D.C.C. – Locally Developed Compulsory Credit Course

Grade 10, 11, 12 Course Descriptions

MATHEMATICS

Principles of Mathematics, Grade 10, Academic

MPM 2D1

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

Prerequisite: Principles of Mathematics, Grade 9, Academic

Foundations of Mathematics, Grade 10, Applied

MFM 2P1

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.

Prerequisite: Foundations of Mathematics, Grade 9, Applied

Mathematics,

MAT 2L1

Grade 10, Locally Developed Compulsory Course

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

Prerequisite: A Grade 9 Mathematics credit

Functions,

MCR 3U1

Grade 11, University Preparation

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 multistep problems. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who evaluates situations and solves problems reflectively and creatively.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Grade 10, 11, 12 Course Descriptions

Functions and Applications, Grade 11, University/ College Preparation

MCF 3M1

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who evaluates situations and solves problems reflectively and creatively.

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

Foundations for College Mathematics, Grade 11, College Preparation

MBF 3C1

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who evaluates situations and solves problems reflectively and creatively.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

MEL 3E1

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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a reflective and creative thinker who evaluates situations and solves problems reflectively and creatively.

Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

Advanced Functions, Grade 12, University Preparation

MHF 4U1

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

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

■ *Grade 10, 11, 12 Course Descriptions*

Calculus and Vectors, MCV 4U1 *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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Prerequisite: It is recommended that students complete MHF4U1 prior to completing this course.

Note: The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.

Mathematics of Data Management, MDM 4U1 *Grade 12, University Preparation*

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

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

Foundations for College Mathematics, MAP 4C1 *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; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

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

Mathematics for College Technology, Grade 12, MCT 4C1 *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.

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

Grade 10, 11, 12 Course Descriptions

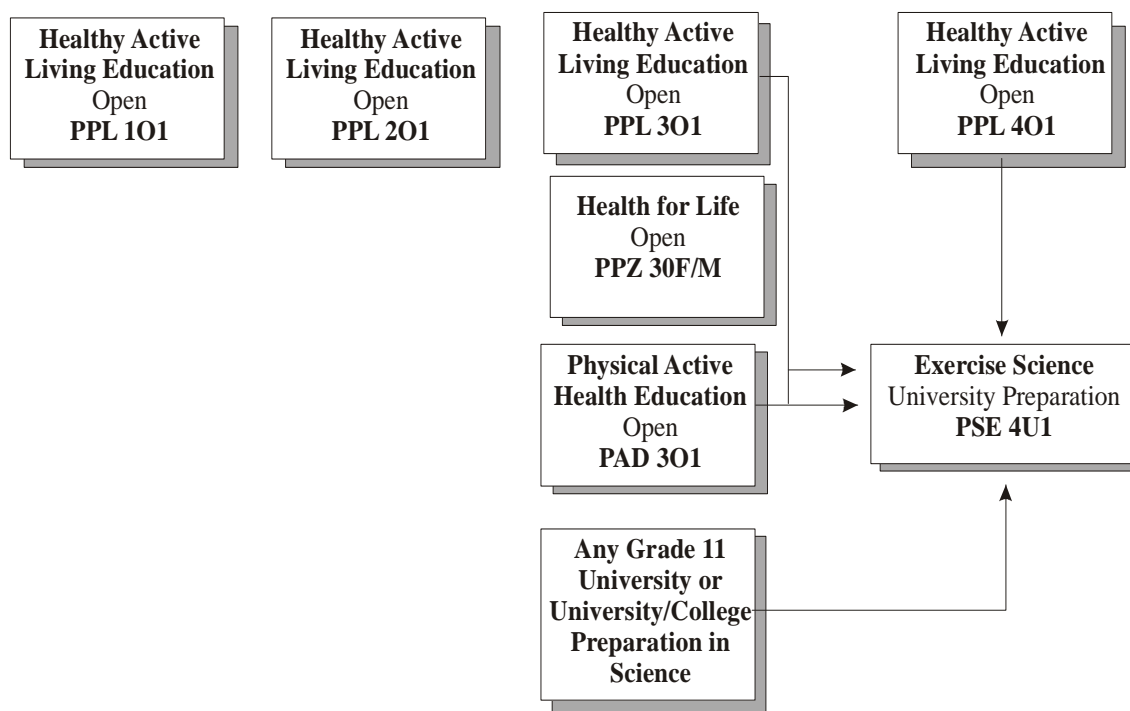
Mathematics for *MEL 4E1*
Work and Everyday Life, Grade 12,
Workplace Preparation

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

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

PHYSICAL EDUCATION and HEALTH

Physical Education and Health Options



PHYSICAL EDUCATION and HEALTH

Healthy Active Living Education, Grade 9, Open

**PPL 10F (Female)
PPL 10M (Male)**

Students will learn movement skills and principles, ways to improve personal fitness, physical competence and safety/injury prevention. They will investigate issues related to healthy sexuality, and drug abuse including tobacco and alcohol, presented in a manner which is consistent with our mission as a Catholic community. They will participate in activities designed to develop goal setting, community, and social skills. This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living and encourages respect for the dignity and welfare of self and others and promotes the living of gospel values.

Prerequisite: None

Healthy Active Living Education, Grade 10, Open **PPL 201**

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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a self-directed, responsible, life long learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

Prerequisite: None

Grade 10, 11, 12 Course Descriptions

Healthy Active Living Education, PPL 301 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 practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Physical Active Health Education, PAD 301 Grade 11, Open

This co-ed course features an introduction to the fundamentals of camping, hiking, cross country skiing, snowshoeing, swimming, orienteering and backpacking. The focus is on how to prepare for, and safely participate in these activities, and to encourage an appreciation of the outdoors and what it has to offer. CPR and First Aid will be part of the classroom component.

A fee is required for this course.

Prerequisite: None

Healthy Active Living Education, PPL 401 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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a self-directed, responsible, life long learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

Prerequisite: None

Exercise Science, PSE 4U1 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

■ *Grade 10, 11, 12 Course Descriptions*

■ **RELIGIOUS STUDIES**

“Christ and Culture,” **HRE 201**
Grade 10, Open

“Christ and Culture,” **HRE 20F**
Grade 10, Open,
Immersion

The course examines the relationship between the person and message of Christ and the dominant attitudes of contemporary culture. Beginning with the Gospel narratives as a foundation, students acquire a deeper and more systematic knowledge of Christ, his message and his Church. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing within a community of disciples in the context of a secular, pluralistic world. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality.

Prerequisite: None

Religious Education: **HRT 3M1**
“Faith and Culture: World Religions”,
Grade 11, University/College Preparation

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

Prerequisite: None

Religious Education: **HRF 301**
“Faith and Culture: World Religions”,
Grade 11, Open

This course will fulfil the expectations of the Church in its desire that students in Catholic schools develop an objective and respectful understanding of other religious traditions from the perspective of the Catholic Church. To that end, student learning will include an understanding of the Church’s teachings on world religious traditions and how they are expressed through ecumenical and inter-religious dialogue. Within a historic and cultural context, students will explore the encounter between Christianity and other religious traditions. For all students, this course will help break down prejudice about other religions, and for some they may lead to a deeper understanding and more authentic adherence to the teachings of the Church concerning spiritual and moral truth. Other religious traditions are encountered through the unique perspective of the Catholic Church.

Prerequisite:None

Grade 10, 11, 12 Course Descriptions

Religious Education: *HRE 4M1*
“Church and Culture”,
Grade 12, University/College Preparation

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. While grounded in Revelation, the course also examines the contributions of Philosophy and the sciences to a Catholic understanding of ethics and moral living. Students will explore their own ethical and moral stance through an examination of various arenas of life such as issue of justice and peace, freedom, reconciliation, family, marriage and political life. This course is intended to prepare the senior student for the lifelong task of discerning what is good and of God while growing in their ability to live accordingly as moral persons and active, life-giving members of a global society.

Prerequisite: HRT 3M1 or ENG 3U1

Religious Education: *HRE 4O1*
“Church and Culture”,
Grade 12, Open

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

Prerequisite: None

Parenting and *HPD 4E1*
Human Development,
Grade 12, Workplace

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 investing various aspects of parenting and human development.

Prerequisite: None

■ *Grade 10, 11, 12 Course Descriptions*

■ *SCIENCE*

Science, Grade 10, Academic *SNC 2D1*

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic or Applied

Science, Grade 10, Applied *SNC 2P1*

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic or Applied

BIOLOGY

Biology, *SBI 3C1* *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.
Prerequisite: Science, Grade 10, Academic or Applied

Biology, *SBI 3U1* *Grade 11, University Preparation*

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10, Academic in various branches of the life sciences and related fields.

Grade 10, 11, 12 Course Descriptions

Biology, SBI 4U1 *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.

Prerequisite: Biology, Grade 11, University

CHEMISTRY

Chemistry, SCH 3U1 *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 gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

Chemistry, Grade 12, SCH 4U1 *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.

Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry, Grade 12, SCH 4C1 *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.

Prerequisite: Science, Grade 10, Academic or Applied

EARTH AND SPACE SCIENCE

Earth and Space Science, SES 4U1 *Grade 12, University Preparation*

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial

Grade 10, 11, 12 Course Descriptions

processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time.

Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Science, Grade 10, Academic

PHYSICS

Physics, *SPH 3U1*
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.

Prerequisite: Science, Grade 10, Academic

Physics, *SPH 4U1*
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 analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

Physics, *SPH 4C1*
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.

Prerequisite: Science, Grade 10, Academic or Applied

SCIENCE

Environmental Science, *SVN 3M1*
Grade 11, University/College Preparation
(SVN3M)

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

Prerequisite: Science, Grade 10, Applied or Academic

Grade 10, 11, 12 Course Descriptions

Science, Grade 12, Workplace Preparation

SNC 4E1

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

Prerequisite: Science, Grade 10, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science

■ *SOCIAL SCIENCES/HUMANITIES*

Food and Nutrition, Grade 10, Open

*HFN 201
(same as HFN 101)*

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.

Prerequisite: None

Parenting, Grade 11, Open

HPC 301

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. Student will learn how to meet the development needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and learn skills in researching and investigating questions relating to parenting.

Prerequisite: None

■ *Grade 10, 11, 12 Course Descriptions*

Living and Working With Children, HPW 3C1 Grade 11, College Preparation

This course focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behaviour in response to others. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a caring family member who ministers to the family, school, parish, and wider community through service.

Prerequisite: None

Fashion and Creative Expression, Grade 11, Open

HNC 301

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills.

Prerequisite: None

Food and Nutrition Sciences, Grade 12, University/College Preparation

HFA 4M1

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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a collaborative contributor who develops one's God-given potential and makes a meaningful contribution to society.

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

Grade 10, 11, 12 Course Descriptions

***Individuals and Families
in a Diverse Society,
Grade 12, University/College Preparation*** ***HHS 4M1***

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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a caring family member who values and honours the important role of the family in society.

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

***The Fashion Industry,
Grade 12, Open*** ***HNB 401***

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. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a responsible citizen who contributes to the common good.

Prerequisite: None

***Challenge and Change in Society,
Grade 12,
University/College Preparation*** ***HSB 4M1***

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

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

***Philosophy:
Questions and Theories,
Grade 12, University Preparation*** ***HZT 4U1***

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 person experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

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

■ *Grade 10, 11, 12 Course Descriptions*

■ *TECHNOLOGICAL EDUCATION*

COMMUNICATIONS TECHNOLOGY

Communications Technology, TGJ 201 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 postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology, TGJ 3M1 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.

Prerequisite: None

Communications Technology: TGJ 301 Broadcast and Print Production, Grade 11, Open

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology, TGJ 4M1 Grade 12, University/College Preparation

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will create, manage, and distribute complex electronic, graphic, recorded, or audio-visual projects independently and in project teams. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a collaborative contributor who thinks critically about the meaning and purpose of work.

Prerequisite: Communications Technology, Grade 11, University/College Preparation

■ *Grade 10, 11, 12 Course Descriptions*

Communications Technology: TGJ 401
Digital Imagery and Web Design,
Grade 12, Open

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities.

Prerequisite: None

HEALTH AND PERSONAL SERVICES

Health Care, Grade 11, TPJ 3M1
University/College Preparation

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

Prerequisite: None

HOSPITALITY TOURISM

Hospitality, TFT 3C1
Grade 11, College Preparation

This course helps students understand the features, trends, and guidelines of the hospitality industry, as well as learn the basic requirements of serving customers. Students will acquire skills related to preparing and presenting food, evaluating facilities, controlling inventory, and marketing special events. They will also learn about economic and environmental impacts, health and safety standards, and career opportunities related to the hospitality industry. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a collaborative contributor who develops one's God-given potential and makes a meaningful contribution to society.

Prerequisite: None

Hospitality and Tourism, TFH 3E1
Grade 11, Workplace Preparation

This course focuses on food preparation and management, and hospitality and tourism activities, equipment, and facilities. Students will learn how to prepare, present, and serve food; plan, manage, and promote activities; and use the necessary equipment. Throughout the course, they will learn the fundamentals of providing high-quality service and customer satisfaction. Students will also study the occupational health and safety standards and laws regulating the hospitality and tourism industry, explore the industry's social and environmental impacts, and identify possible career paths. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a collaborative contributor who develops one's God-given potential and makes a meaningful contribution to society.

Prerequisite: None

■ *Grade 10, 11, 12 Course Descriptions*

MANUFACTURING TECHNOLOGY

Manufacturing Technology, TMJ 201
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

Manufacturing Technology, TMJ 3C1
Grade 11, College Preparation

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

Prerequisite: None

Manufacturing Technology, TMJ 3E1
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

Manufacturing Engineering TMJ 3M1
Technology, Grade 11,
University/College Preparation

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

Prerequisite: None

Grade 10, 11, 12 Course Descriptions

Manufacturing Technology, TMJ 4C1
Grade 12, College Preparation

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

Prerequisite: Manufacturing Technology, Grade 11, College Preparation

Manufacturing Technology, TMJ 4E1
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: Manufacturing Technology, Grade 11, Workplace Preparation

TECHNOLOGICAL DESIGN

Technological Design, TDJ 201
(WOOD SHOP)
Grade 10, Open

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

Prerequisite: None

■ *Grade 10, 11, 12 Course Descriptions*

***Technological Design
and the Environment,
(WOOD SHOP)
Grade 11, Open***

TDJ 301

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

***Technological Design,
(WOOD SHOP)
Grade 12, University/College***

TDJ 4M1

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

Prerequisite: Technological Design, Grade 11, University/College Preparation

***Technological Design
in the Twenty-first Century,
(WOOD SHOP)
Grade 12, Open***

TDJ 401

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

Prerequisite: None

TRANSPORTATION TECHNOLOGY

***Transportation Technology,
(AUTO SHOP)
Grade 10, Open***

TTJ 201

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.

Grade 10, 11, 12 Course Descriptions

Prerequisite: None

Transportation Technology, ***TTJ 3C1***
(AUTO SHOP)
Grade 11, College Preparation

This course examines the infrastructure required for the operation of land, air, and/or marine vehicles. Students will design, construct, and modify vehicles, and apply safe work practices and procedures using current technology. They will also develop effective communication and teamwork skills when developing solutions to managing vehicle support systems; investigate the educational requirements for career opportunities in the transportation sector; and analyse the impact of transportation technology on society and the environment. This course helps students to meet Ontario Catholic Graduate Expectations by enabling each person to become a collaborative contributor who develops one's God-given potential and makes a meaningful contribution to society.

Prerequisite: None / Recommendation: TTJ 2O1

Transportation Technology: ***TTJ 3O1***
Vehicle Ownership,
(AUTO SHOP)
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, TTJ 2O1 Recommended

■ *Grade 10, 11, 12 Course Descriptions*

***Transportation Technology,
(AUTO SHOP)
Grade 12, College Preparation***

TTJ 4C1

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: Transportation Technology, College Preparation, Grade 11

***Transportation Technology:
Vehicle Maintenance,
(AUTO SHOP)
Grade 12, Workplace Preparation***

TTJ 4E1

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

Prerequisite: None



Bruce-Grey Catholic District School Board
