

CVDCS Course Calendar

Grades 10 - 12

2017-2018



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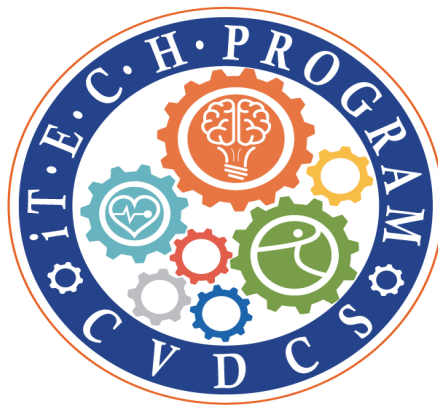


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Chelmsford Valley District Composite School

Mission Statement

C.V.D.C.S. is a collaborative community where a comprehensive system of support ensures that all students meet Ministry expectations and achieve success.

School Philosophy

At CVDCS everyone will work together to ensure that students experience multiple levels of learning within the Ontario Curriculum. Everyone in the school community will support each other in striving for personal growth and life goals.

Learning and growth will be measured by assessments aligned with Ministry, District and School policies and best practice.

We will continually revise our teaching and learning strategies and supports to ensure success for all.

DIPLOMA REQUIREMENTS

In order to earn an Ontario Secondary School Diploma (OSSD), a student must earn a minimum of 30 credits distributed as follows:

18 compulsory credits:

- 4 credits English*
- 1 credit French as a second language
- 3 credits Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits Science
- 1 credit Canadian History
- 1 credit Canadian Geography
- 1 credit Arts
- 1 credit Healthy Active Living Education
- 1 credit Civics (.5) and Career Education (.5)

Choose one from each group:

Group I 1 additional credit selected from	Group II 1 additional credit selected from	Group III 1 additional credit selected from
English or French as a Second Language**	Healthy and Physical Education	Science - Grade 11 or 12
A Native Language	The Arts [art, music, drama]	Technological Education
A Classical or an International Language	Business Studies	French as a Second Language**
Social Sciences and the Humanities	French as a Second Language**	Computer Studies
Canadian and World Studies	Cooperative Education***	Cooperative Education***
Guidance and Career Education		
Cooperative Education***		

PLUS:

12 elective credits selected from the menu of available courses****

40 volunteer hours of community involvement

Successful completion of the Provincial Grade 10 Ontario Secondary School Literacy Test

- * A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English Course.
- ** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
- *** A maximum of 2 credits in co-operative 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)

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

Optional Credits (total of 7)

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT:

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

CREDITS:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The credit is granted by the principal of a school offering secondary school programs on behalf of the Minister of Education.

FULL DISCLOSURE FOR GRADES 11 AND 12:

The Ministry of Education has a policy of full disclosure. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. A course will not be recorded on the Ontario Student Transcript if the student withdraws within 5 instructional days following the issuance of the provincial report card. If a student withdraws from a course after the deadline, a 'W' will be recorded, as well as the student's mark at the time of withdrawal. Full disclosure does not apply to courses in Grades 9 or 10. Any Grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program.

Full disclosure will take effect after 5 instructional days following the issue of the first provincial report card for single or multiple credit courses.

EXPLANATION OF COURSE CODING

THE COMMON COURSE CODE SYSTEM: (CCC)

All course codes have been assigned according to the Common Course Coding System developed by the Ontario Ministry of Education and Training. Each course code has 6 characters.

The first three characters indicate the discipline, the subject group and course.
For example, *ENG1P0* is *grade nine applied level English*.

ENG = English

The fourth character indicates the grade level:

1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12

The fifth character indicates the course type:

D	=	Academic	U	=	University
P	=	Applied	M	=	University/College
O	=	Open	C	=	College
L	=	Locally Developed	E	=	Workplace

iT.E.C.H. Program at CVDCS

At CVDCS we are committed to ensuring that our students are equipped with the necessary knowledge, skills and 21st century competencies that will ensure their success in our rapidly changing world.

These 21st century competencies include; communication, collaboration, critical thinking, creativity and innovation and “can be identified on the basis that they make a measurable contribution to educational attainment, relationships, employment, and health and well-being outcomes, and do so for all individuals, not only those in a specific trade, occupation, or walk of life” (Rychen, 2003, pp. 66–67).

We believe that our focus on innovation through technology, experiential learning in all programs, community involvement and health & wellness will promote personal growth and develop students who are ready to be productive and contributing members of society. Through this program students will earn a certificate upon graduation that meets the certificate requirements outlined below.

Certificate Requirements

The **iT.E.C.H. Certificate** will be awarded upon graduation. The certificate requirements include:

1. **10 credits** (Designated as part of the OSSD). Students also have the opportunity to earn a Specialist High Skills Major in Health and Wellness including sector-recognized certifications and/or courses/programs.
2. **Leadership Involvement** that may include
 - a. Participation in sports, clubs (ex. Robotics)
 - b. Peer helping/mentoring
 - c. Skills competitions
 - d. Student Council/Athletic Council
3. **Community Service**
 - a. Students will be encouraged to complete their community service hours in the areas of health and wellness and/or technology.
 - b. A minimum of 20 hours must be completed in Grade 9.

4. Digital Portfolio

What is your digital footprint? Students will create digital portfolio throughout their secondary school experience using technology in a purposeful way that will allow them to:

- Record their own learning
- Communicate their learning in innovative ways
- Routinely self-assess their 21st century competencies and reflect annually to determine next steps.
- Learn ways to express themselves through a variety of digital mediums
- Gain real-world experience in UI design, website management and best practices relating to communications technologies
- Innovate traditional methods of self-assessment, formative assessment and summative assessment using a variety of digital mediums and methodologies
- Use a variety of technologies that may include: Google sites, HTML programming, iMovie, Youtube, Blogger.com, iPads, Chromebooks, laptops, Book Creator

5. Experiential Learning Opportunities

- Students will have the opportunity to explore careers related to innovation, technology and health/wellness through field trips, guest speakers and cooperative education placements.
- The goal will be for students to participate in an annual field trip to enhance program focus and goals.

Courses and Pathways

Credits earned in Grade 9/10 will consist mainly of compulsory courses. Credits earned in Grades 11/12 will be based on student choice and/or post-secondary admission requirements.

Grade 9 Courses

- All year English and Communication Technology (ENG1P/1D and TIJ1O -with a TGJ2O focus) (English - will include an introduction of the 21st century competencies)
- PPL100/OI (Physical Education)

Grade 10 Courses (Possible Choices)

- ENG2D/2P (English)
- HFN2O (Food and Nutrition)
- ICS2O (Computer Science)
- PPL2O (Physical and Health Education)
- TCJ2O (Construction Technology)
- TEJ2O (Computer Engineering/Robotics)
- TGJ2O (Communication Technology)
- TMJ2O (Manufacturing Technology)
- TTJ2O (Transportation Technology)

Grade 11/12 Courses (Possible Choices)

- HHG4M (Human Growth and Development)
- HPC3C (Parenting)
- ICS3C/4U (Computer Science/Robotics)
- PAD3O/4O (Outdoor Education)
- PAI3O/4O (Yoga)
- PAF3O/4O (Personal Fitness)
- PAL3OY (Volleyball)
- PAL3O/4OY (Hockey)
- PPL3O/4O (Physical Education)
- TCJ4O (Construction Technology)
- TEJ3O/4O (Computer Engineering/Robotics)
- TGJ3O/4O (Communication Technology)
- TMJ4O (Manufacturing Technology)
- TPJ3M/4M (Healthcare - Medical Technologies)
- TTJ4O (Transportation Technology)
- Cooperative Education - iTech focus (technology, health care, wellness)
- Dual Credits (Introduction to Health Sciences, Exploring Physical Fitness and Leisure, Exploring Personal Support Worker, Exploring Careers in Trades, Introduction to the Technology of Modern Mining)

Pathways

Students can explore courses and individualize their own pathways to help prepare them for post-secondary options. For instance, students may consider pathways in the following sectors as related to the iT.E.C.H. Program:

Technology	Health and Wellness
<p>Computers (Hardware Engineer, Network Specialist, Programmer, Scientist, Animator, Recording Engineer, Webmaster, Web Developer, Video Game Developer, Software Engineer, IT Support, Data Entry Clerk, Electrical Engineering, Library Technician, Multimedia Developer, Sound Technician, Special Effects Technician, Air Traffic Controller, Architectural Technician, Business Systems Analyst)</p>	<p>Health Care (Nurse, Audiologist, Kinesiologist, Medical Lab Technician, Pharmacy Technician, Doctor, Youth Care Worker, Physiotherapist, Massage Therapist, Dental Assistant/Hygienist, Dentist, Dietician, Medical Secretary, Paramedic, Respiratory Therapist, Veterinary Technician)</p>
<p>Trades (Aircraft Mechanic, Appliance Repair, Automotive, Carpenter/Cabinet Maker, Drywaller, Electrician, Elevator Installer/Repair, Heating/Air Conditioning Technician, Heavy Equipment Technician, Millwright, Machinist, Welder, Plumber, Power Engineer, Powerline Technician, Solar Energy Technician)</p>	<p>Wellness (Fitness Instructor, Personal Trainer, Addictions Counsellor, Art and Music Therapist, Athletic Therapist, Naturopath, Physical Education Teacher, Yoga Instructor, Social Worker, Psychologist, Recreation/Occupational Therapist)</p>

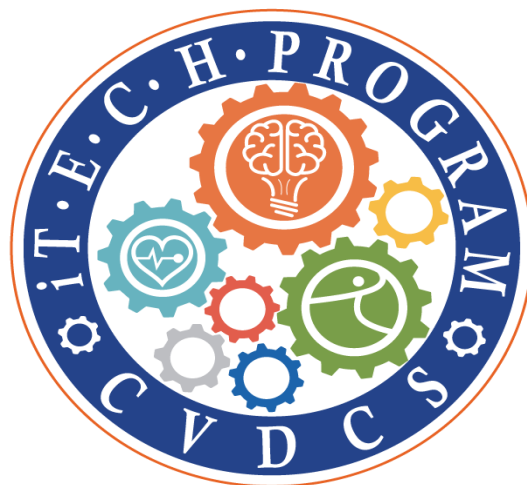
Application Process

- Application forms will be completed by Grade 8 students interested in the program and will be submitted with students' registration forms. An electronic application can be completed via a Google Form or using a paper copy. See link below to view electronic application.
- bit.ly/cvdcsitech or access link via Facebook (Chelmsford Valley District Composite School)
- - Minimum average - 75% (copy of Gr. 8 report card)
 - Participation in extra-curricular activities (sports, clubs, leadership)
 - Outside interests
 - Recommendation from a teacher/principal
 - Submit a video/presentation that exemplifies who you are and why you want to be part of this program.

Integrity of Program

In order to remain in the iT.E.C.H. Program students must:

- Maintain an overall average of 75% (minimum)
- Attend regularly
- Engage in a yearly review of digital portfolio (meeting with iT.E.C.H. panel)
- Commit to completing a minimum of 20 community service hours by the end of Grade 9
- Students must maintain a commitment to the leadership options outlined above.



PROGRAM PLANNING for PARENTS and STUDENTS

The final responsibility for selecting a student's pathway rests with the student and his/her parents or guardians.

Principals, guidance counsellors and teachers will make recommendations regarding pathways that would be appropriate for individual students and will give advice regarding Academic, Applied, and Locally Developed courses. However, students and their parents have the right to make alternative course selections if the sections are available and provided that the diploma requirements regarding areas of study and mandatory credits are being met.

In planning a pathway, the following information and guidelines may be of assistance:

- 1 Consider carefully the vocational goals and the educational requirements necessary to achieve it. Then select the Academic, Applied or Locally Developed (Essential) courses that will be required to obtain this objective.
- 2 It is the responsibility of the student and parents to ensure that the student is selecting credits which will admit the student to further education. A description of the admission requirements for post-secondary educational institutions can be obtained from the Guidance Department.
- 3 We stress the importance of certain educational and societal priorities that contribute to national objectives, such as personal physical fitness, an understanding and appreciation of both the English and French languages, and an awareness of Canada's heritage. Please keep these in mind when selecting a program.
- 4 It is possible for a student to take Academic, Applied, and Locally Developed (Essential) courses in grade 9 and in grade 10, depending upon interests and educational goals. In general, students who intend to proceed to university, or special college programs, and other avenues of higher education should choose Academic courses in those subjects leading to admission.
- 5 Try to plan the program over a four year period. While many subjects require continuity (eg. languages) and should be taken in sequence, others are specialized one-semester courses and may be taken during any semester.
- 6 Every effort will be made to schedule requested course selections. This, however, will be dependent upon timetabling restrictions and adequate enrollment.

ACADEMIC INFORMATION

ACADEMIC AND APPLIED STREAMS:

The grade 9 and 10 courses are divided into streams: Academic and Applied. Courses in English, Mathematics, Science, History, Geography and French will be offered in both streams. Other courses may be offered as open credits.

Academic courses focus on the essential concepts of the discipline plus additional related concepts. They develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications as appropriate.

Applied courses also focus on the essential concepts of the discipline. They develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications as appropriate.

In grade 9, both academic and applied courses focus on the essential concepts. Students will be prepared for either the academic or applied course in the same subject in grade 10 with the exceptions of Mathematics. Students may select courses from different streams according to their goals and interests.

LOCALLY DEVELOPED COURSES (ESSENTIAL):

Locally developed courses are those that meet educational needs not met by provincial curriculum documents.

Three compulsory credit locally developed courses are available in Grade 9 and three in grade 10. Each of these may be counted as a compulsory credit in that discipline.

- * Essential English, Grade 9
- * Essential Science, Grade 9
- * Essential Mathematics, Grade 9

- * Essential English, Grade 10
- * Essential Mathematics, Grade 10
- * Essential History, Grade 10

OPEN COURSES:

Open courses have one set of expectations that is appropriate for all students. These courses are designed to provide students with a broad educational base.

GRADE 11 and 12 COURSES:

The grade eleven courses are divided under the following headings: College, Open, University, University/College, and Workplace.

PREREQUISITES:

Certain subjects require that a student have a previous knowledge or background. These subjects have certain suggested prerequisites which a student must have in order to qualify for entrance. Special exceptions must be dealt with through the Principal and Guidance Personnel. In cases where special permission has been granted, students are expected to keep up with the requirements of a course as specified.

COURSE INFORMATION:

- All courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education.
- All courses offered reflect the school's commitment to equal educational opportunity.
- Courses of study are on file in the school for parents and students to examine.
- Courses with insufficient enrolment may be cancelled for the semester.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT):

All students must meet the literacy graduation requirement. Most students meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Students who have had the opportunity to write the test once and are unsuccessful, are eligible to take the Ontario Secondary School Literacy Course (OSSLC). This test will cover the English language curriculum up to the end of Grade 9.

Students taking ESL will take the test when they have reached the Grade 9 level in their language studies. For students with special needs, policies and guidelines will be provided to accommodate them.

INDIVIDUAL PATHWAYS PLAN (IPP):

Each student, with input from parents and teachers, will document individual learning in education and career/life planning in a web-based Individual Pathways Plan (IPP), using myblueprint.ca website. Activities will help students:

- set goals and priorities, and make decisions
- research education and career opportunities/alternatives
- review and revise goals and priorities at least twice a year

By developing their Individual Pathways Plan, students take responsibility for their learning and for planning their future.

COMMUNITY INVOLVEMENT:

As part of the diploma requirements, each student must make a positive contribution to the well-being of the community. The community involvement consists of student self-directed activities of at least 40 hours, which can be started in the summer before entering grade 9. The activities must occur outside of normal instructional hours. **Students should consult with their school guidance counsellor to determine acceptable community involvement activities before undertaking to do them.**

The purpose of the community involvement is to

- promote community values by:
 - ✓ helping students understand how they can make a positive difference
 - ✓ having students demonstrate their integrity
 - ✓ students contribute to their community,
- increase student awareness of community needs,
- discover the role students can play in making their communities a better place in which to live and work,
- develop a positive self-image and a greater sense of identity and responsibility in the community, and provide a possibility for exploring career opportunities.

ADDITIONAL INFORMATION

ACHIEVEMENT, ATTENDANCE AND EVALUATION:

Student participation, regular attendance and a certain level of mastery are integral to the achievement of the educational goals set out in the courses offered at Chelmsford Valley District Composite School. Regular attendance is considered to be necessary to the learning process and to fair and constructive evaluation of student achievement. If the process of learning is disrupted by irregular attendance, learning experiences are lost that cannot be entirely regained. Please refer to the school's attendance policy.

CHANGES OF COURSES FOLLOWING THE START OF EACH SEMESTER:

Each student's timetable is individually constructed. Corrections or changes must be cleared through the Guidance Office. **Transfers or changes from one course to another are normally not allowed after the second week of September, in the first semester, or at the end in the second week in the second semester in February.** However, when such a change is appropriate it must be approved by the student, the school and the parents or guardians.

WITHDRAWAL FROM A COURSE:

In individual circumstances, after a reasonable period of time during which a student has been in attendance in a course, the Guidance Department, in consultation with the staff, parents and students, may determine that it is no longer advantageous for the student to continue in the course. That course will then be removed from the student's timetable.

EVALUATION OF STUDENT ACHIEVEMENT:

Evaluation is not an end in itself but rather part of the learning process for both the teacher and the student. During the school year evaluation will occur on a regular basis. At the completion of each course, summative evaluation will occur. Its purpose is to judge the student's achievement in relation to the stated objectives of the course.

The procedures for evaluating student progress will be sufficiently varied to meet the requirements of different groups of students, different courses and different levels of difficulty as well as a variety of learning environments. The specific procedure for each course will be given at the commencement of each course to every student in the course.

Examinations are held in January and in June. There is a possibility that students will be required to write more than one examination on the same day, especially if they are taking courses at more than one level.

Students will be promoted in all subjects they pass with a minimum mark of 50%.

Report cards will be issued by the school four times during the year. Parents are asked to inspect the report card carefully and have the Response Form returned to the homeroom teacher. Parent/teacher interviews will be held in **October** and **March**.

Parents are invited to phone the school at any time should they wish to discuss the progress of their child with the subject teacher, a member of the Guidance Department, Vice-Principal or Principal.

ONTARIO STUDENT TRANSCRIPT:

The Ontario Student Transcript (OST) includes:

- for grades 9 and 10 courses, the student's achievement with percentage grades for successfully completed courses only.
- for grades 11 and 12 courses, all courses taken or attempted, percentage grades earned and credits gained. A grade 11 or 12 course will not be recorded on the OST if the student withdraws within 5 instructional days following the issuance of the provincial report card. If a student withdraws from a course after the deadline, a W will be recorded, as well as the student's mark at the time of withdrawal.

ONTARIO STUDENT RECORD SYSTEM:

The Ontario Student Record shows the progress of each student by recording such facts as schools attended, studies undertaken and results achieved in these studies. These facts are noted on the Student Record Folder or the Student Achievement Forms. Any other information may be inserted in the Ontario Student Record if, in the opinion of the principal, it will benefit teachers in planning instruction for the student.

RIGHT OF ACCESS TO STUDENT RECORDS:

- 1 Every student is entitled to examine his/her record.
- 2 A parent or guardian of a student who has not reached the age of majority is entitled to examine the record.
- 3 A student record is available for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction of the student.

EQUIVALENT DIPLOMA REQUIREMENTS:

Secondary school students who transfer from another school in Ontario will have their credits transferred to Chelmsford Valley District Composite School. Students who enter this school from a school outside of Ontario, will have their records assessed by the principal who shall determine those diploma requirements that are yet to be fulfilled.

MUSIC CERTIFICATES:

Some music certificates are accepted for credits towards the Ontario Secondary School Diploma. For further details consult a guidance counsellor.

ALTERNATIVE METHODS OF ACHIEVING CREDITS:

Under normal circumstances day school students are expected to take all their credit courses during the regular school day. However, where a day school student is unable to obtain desired credit courses due to timetable conflicts, course(s) not offered, or personal need, the student may be permitted to enroll in a continuing education credit program. In such circumstances the student should discuss this option with a counsellor in the Guidance Department and receive approval from the principal.

These alternative methods of achieving additional credits may include credit recovery, e-learning, night school, summer school, and, in exceptional situations after all other avenues have been explored, correspondence.

E-LEARNING:

Rainbow District School Board teachers deliver online courses using a learning management system that students can access at school and at home. Students can supplement their timetable with an online course, giving them greater flexibility and choice in completing their secondary school diploma. Students can take courses that are not available at their home school or not accessible due to scheduling conflicts. The online courses provide a new learning option for students – one that maximizes the use of technology. E-Learning courses are very interactive. A wide variety of technology is used to support online learning, including electronic whiteboards, chat rooms, e-mail, and discussion groups. Contact your Guidance Department for the current list of e-Learning courses offered by Rainbow District School Board. **NOTE:**

E-Learning opportunities are expanding to include courses offered by certain other school boards. Summer e-learning will also be available.

PRIOR LEARNING ASSESSMENT AND RECOGNITION:

Prior Learning Assessment and Recognition has a specific, limited function in the Ontario Secondary School Program. It will allow students to challenge and earn up to 4 credits, a maximum of 2 in a subject area, towards the secondary school diploma. This involves two components: "challenge" and "equivalency". Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions.

*** Contact your school's administration for additional information.

TRANSFERS AND RETIREMENTS:

A student transferring to another school or retiring from school is to see the Guidance Department before making such a move. **NOTE:** There may be athletic eligibility implications with transfers.

BOARD TRANSFER POLICY:

The Board's policy of open school boundaries permits students to attend any secondary school of their choice outside the local school attendance area, if they provide their own transportation.

To allow sufficient time to prepare for the forthcoming school year, parents are required to select the school of their choice by **March 1st**.

RULES AND ROUTINES:

The goals of education at Chelmsford Valley District Composite School include helping the learner to achieve his/her potential in physical, intellectual, emotional, social, cultural, and moral development. To create an atmosphere in which this development can take place, it must be recognized that students, parents, and teachers share responsibilities in the achievement of these goals. Only when each participant is aware of the rights and responsibilities of everyone involved in the learning process will an atmosphere leading to the fulfilment of educational goals be established.

The school "Rules and Routines" is available at the school office and in the Student Agenda. Students and parents/guardians are encouraged to read this information which outlines their rights and responsibilities.

HONOUR AWARD SYSTEM:

HONOUR ROLL

An average between 75% and 80% will award a student 'Honours'. A student must obtain an average of 80% or better to receive 'High Honours' on the school's honour roll.

CHELMSFORD SCHOLAR

Students who have attained an average of 80% or better on their best 30 credits towards the Ontario Secondary School Diploma (OSSD) are welcome to apply for the Chelmsford Scholar Award. The onus is on the recipient to apply for the award.

- the student must be in his/her graduating semester before the application can be made
- all courses except those of their graduating semester must be listed with final marks
- application to be submitted to head of guidance for verification
- potential graduates and Chelmsford Scholar Award winners should apply after the mid-semester reports are issued in their graduating semester.

ONTARIO SCHOLAR PROGRAM

The Ontario Scholar Program will recognize students who are eligible to receive an Ontario Secondary School Diploma and who achieve an aggregate of at least 480 marks in any combination of 6 credits from Ministry-approved courses:

- any Grade 12 university preparation university/college preparation, college preparation, workplace preparation and open courses under OSS (Ontario Secondary Schools Grade 9-12)

For more information regarding the above items, contact the Guidance Department.

ADDITIONAL PROGRAMS

STUDENT SERVICES:

Guidance and Counselling

Guidance and Counselling Services in each secondary school serve students, parents and staff by providing three different kinds of counselling and instruction: educational, career, and personal.

Educational Counselling and Instruction

This service helps students and their parents decide on current and future secondary school programs and on post-secondary education and training opportunities.

Career Counselling and Instruction

This service helps students with their career exploration and decision-making. Counsellors encourage students to examine their strengths and preferences and relate these to a wide range of occupations. Students use a variety of career and educational resources (i.e., software, print and video) in the guidance information centre and visit or work in various occupations through job shadowing, work experience and Co-operative Education.

Personal Counselling

This service helps students cope with their personal concerns and their relationships with others.

SPECIAL EDUCATION RESOURCE TEACHER (S.E.R.T.):

While the primary responsibility for the exceptional students lies with the classroom teacher, the resources of the S.E.R.T. are made available when required. There are a number of roles the S.E.R.T. may serve depending on the school's specific needs, including:

- ❖ providing support to the classroom teacher
- ❖ administering educational assessments
- ❖ providing a resource withdrawal program for exceptional students
- ❖ facilitating the development and implementation of the Individual Education Plan
- ❖ facilitating the Identification, Placement and Review Committee process
- ❖ providing credit courses in Learning Strategies for exceptional students with one course designated as a compulsory credit

THE IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE (I.P.R.C.):

The Identification, Placement, and Review Committee Is a committee of three or more members who consider the needs of referred students. The committee is composed of school and Special Education personnel who have been involved with the student (e.g. principal, teachers) and other individuals as required. A request for an I.P.R.C. can be made by a student, parent or guardian. All requests are made to the principal of the school that the student attends.

THE INTENSIVE SUPPORT PROGRAM (ISP):

The Intensive Support Program provides a level of instruction that is appropriate to the needs of each individually identified ISP student. Admission to this program will be strictly through an I.P.R.C. (Identification, Placement & Review Committee) meeting.

PEER HELPING:

Peer helping is a unique mode of education in which students, under the supervision of a teacher, act as tutors to teach and help their fellow students in an area in which they are experiencing difficulty or require some form of educational support. At the same time, the peer tutor is eligible to earn one credit towards his/her diploma. Additional information on Peer Helping at this school is available by contacting the Guidance Department.

COOPERATIVE EDUCATION:

WHAT IS COOPERATIVE EDUCATION?

Cooperative Education is a unique educational process designed to promote skill development, individual career development and self awareness by means of integrating classroom theory with planned and supervised practical experience in a business, industry or community service organization.

BASIC PRINCIPLE OF COOPERATIVE EDUCATION

The basic principle of cooperative education is that personal growth and career development are best achieved by an educational method which combines classroom learning with practical experience. Learning does not confine itself to academic mastery. A student's attitudes, interests, values, needs and motives depend equally upon practical experience and traditional academic learning. Cooperative Education provides the reality and relevancy to education which develops the 'whole person' because it bridges the gap between the classroom and what a student needs to know to become a productive member of society.

GOALS OF COOPERATIVE EDUCATION

- ❖ To better prepare students for careers.
- ❖ To assist students to better understand classroom learning through practical application in real life situations.
- ❖ To develop in students an understanding of employer expectations in real job situations.
- ❖ To increase student motivation.
- ❖ To assist students in developing appropriate plans for post-secondary employment and/or education.
- ❖ To develop in each student a positive self-image.
- ❖ To assist students in developing, reinforcing and/or expanding marketable skills.
- ❖ To assist students in better understanding and appreciating the world of work.
- ❖ To assist students in discovering their true interests and abilities and to test their aptitudes.

WHO IS ELIGIBLE FOR CO-OP?

- Students must be at least 16 years of age.
- Students must have completed at least 16 credits or received approval from the principal.
- Admissions screening will be done by appropriate personnel.

WHAT ARE INTERESTED STUDENTS ASKED TO DO?

Students who are interested in the cooperative education program are asked to do the following:

- 1 Fill out a cooperative credit application form at option time.
- 2 Have a parental consent form signed at option time.
- 3 Be prepared to be interviewed following option time by the following:
 - A) school cooperative education teacher
 - B) guidance counsellor re: proper credits
 - C) co-operating organization official
- 4 Complete daily and weekly activity reports.
- 5 Produce evidence of O.H.I.P. and medical coverage.
- 6 Be at your work station every day, on time and in a working frame of mind.
- 7 Telephone the school and co-operating organization if you are unable to be at work any day.

SUMMER COOPERATIVE EDUCATION

Opportunities are being offered for students to earn 1 or more credits toward their OSSD through summer cooperative education. This planned learning experience integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

DUAL CREDITS:

The dual credit program provides secondary school students with the opportunity to earn a number of dual credits by participating in apprenticeship training and post-secondary courses that count towards both their secondary school diploma and their post-secondary diploma or apprenticeship certification.

Typical dual credit courses offered through Cambrian College include: Exploring Art & Design, Exploring Early Childhood Education, Exploring Corrections, Introduction to Health Sciences, Metal Fabricator (Fitter) and Welder-Level 1 Apprenticeship, Commercial Vehicle & Heavy Equipment-Level 1 Apprenticeship, General Carpenter-Level 1 Apprenticeship plus many others.

Please contact your school's Guidance department for further information and to find out which programs are being proposed for the following year.

ONTARIO YOUTH APPRENTICESHIP PROGRAM:

The Ontario Youth Apprenticeship Program (OYAP) provides full-time grade 11 and 12 students with the opportunity to participate in a co-operative education work experience placement in a skilled trade while working toward the completion of an Ontario Secondary School Diploma.

OYAP supports student success pathways and is a component of Specialist High Skills Majors and School College Work Initiatives.

Students who register under the OYAP option will earn co-operative education credits while participating in either a half day or a full day work experience placement alongside a qualified journeyman in a skilled trade.

Students who demonstrate potential may be registered with the Ministry of Training, Colleges and Universities as apprentices.

OYAP is designed to:

- introduce students to careers in skilled trades;
- help students develop practical hands on experience in a skilled trade of their choice;
- provide students with the opportunity to register as apprentices while in secondary school;
- enrich school courses through related trade experience;
- connect students to the world of work;
- enhance opportunities for employment in the skilled trades after graduation.

ELIGIBILITY CRITERIA

The OYAP option is available to all full-time students, including special needs students.

Students must be:

- at least 16 years of age;
- in grade 11 or 12 with at least 16 credits prior to starting OYAP;
- interested in learning a trade;
- recommended by the guidance counsellor and the co-op teacher;
- working towards the completion of all compulsory credits required for an Ontario Secondary School Diploma.

For further information, please contact your guidance office or the co-operative education teacher.



6 WAYS: TRANSFORMING HIGH SCHOOL IN ONTARIO

Ministry of Education

Every student is an individual. Each has unique interests, goals, and strengths. And each should be given the same opportunity to succeed in high school.

That's why we've developed 6 Ways.

These six innovative new programs are at the heart of our Student Success initiative. They give Ontario high school students more ways to accumulate credits in order to graduate, while improving the quality of a high school education in this province.

Students can customize their high school experience around learning that is relevant to them, and that can make all the difference to their individual success.

Six Ways to Help Students Graduate

* Student Success Teams

Every high school student now has access to a dedicated team that provides extra attention and support when needed.

Expanded Co-op Credit

Students can now earn two compulsory high school credits towards their core 18 through hands-on work experience.

Specialist High Skills Major

This new program lets students "bundle" courses to prepare for specific academic or skilled careers. The Rainbow District School Board is offering a number of Specialist High Skills Majors at various schools. See guidance for more information.

Dual Credit Program

Students can earn credits and put them towards both their high school diploma and their postsecondary diploma, degree, or apprenticeship certification.

Lighthouse Projects

Innovative local programs help students stay in school by providing guidance, support, and alternative learning environments.

Grade 8-9 Transition

This high school transition plan was launched in June 2006 to help over 20,000 struggling Grade 8 and 9 students adapt to secondary school.

* Credit Recovery

A credit recovery program is available at Chelmsford Valley District Composite School to improve a student's credit accumulation. The credit recovery program is developed to address a student's individual academic concerns and promote student success. If more information is required please contact the Student Success team at C.V.D.C.S.

SPECIALIST HIGH SKILLS MAJOR (S.H.S.M.)

The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace.

SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their post-secondary goals.

Every SHSM must include the following five components, which are outlined in detail in individual guides for each sector:

- ❖ a bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - i 4 major credits that provide sector-specific knowledge and skills
 - ii 2–4 other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector
 - iii 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practise sector-specific knowledge and skills
- ❖ sector-recognized certifications and/or training courses
- ❖ experiential learning activities within the sector
- ❖ “reach ahead” experiences connected with the student’s chosen post secondary pathway
- ❖ development of key Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

Students earning a SHSM Certificate receive an Ontario Secondary School Diploma embossed with a red seal. They will also receive a SHSM record that identifies achievement in each of the required components.

For more information go to:

<http://www.edu.gov.on.ca/morestudentsuccess/SHSM.html>

The Pathway chart on the following page outlines the courses that are required for the SHSM program offered at C.V.D.C.S. Contact the guidance office if you would like your child to participate in this initiative.



SHSM CREDIT OPTIONS

SHSM Sector: Health & Wellness, Focus: Health Sciences & Services

	Grade 11	Grade 12	
SHSM Major Subjects 2 CREDITS IN GRADE 11 2 CREDITS IN GRADE 12	HPC30 HSP3M PAF30 PAL30 PPL30 SBI3U TPJ3M TXJ3E	HPD4E HSB4M NDW4M PAL40 PPL40 PSE4U	SBI4U SPH4U TPJ4E TPJ4M TXJ4E PHJ4T (dual credits)
English ONE CREDIT REQUIRED		ENG 4C ENG4E ENG4U	
Math ONE CREDIT REQUIRED	MBF3C MEL3E MCR 3U	MDM4U MHF4U	
Gr. 11 or 12 Social Sciences and Humanities or Science ONE CREDIT REQUIRED	NBV3C SBI3C SCH3U SVN3E	SCH4C SCH4U	
Cooperative Education	2 Credit Coop Tied to SHSM Sector		

COURSE DESCRIPTIONS

ARTS

GRADE 10

GUITAR CLASS - AMG200 (Open)

Prerequisite: None

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This is a course in guitar.

MEDIA ARTS – ASM 200 (Open)

Prerequisite: None

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

MUSIC - AMU200 (Open)

Prerequisite: None

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.

VISUAL ARTS - AVI200 (Open)

Prerequisite: None

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.

GRADE 11

MUSIC - AMU3M0 (University/College Preparation)

Prerequisite: AMU 100 or AMU 200

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.

VISUAL ARTS - AVI3M0 (University/College Preparation)

Prerequisite: AVI100 or AVI200

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

FASHION AND TEXTILE DESIGN - AWI300 (Open)

Prerequisite: AVI100 and AVI200

This course focuses on studio activities in fashion and textile design as well as one or more of the other visual arts such as drawing, painting, sculpture, photography, printmaking, collage and/or multimedia art. This course explores art skills, fabric art, and fashion design, while offering students a hands-on approach to learning. Students will study fundamental art and drawing skills, and gain experience in drawing the human figure and designing their own fashion line. 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. A variety of art projects will focus on fashion design and the design industry. Students will also be exposed to several fabric art techniques such as silkscreen, batik, and beginner sewing projects. Students will also explore works of art within a personal, contemporary, historical and cultural context. The history aspect of the course will focus on contemporary trends and designers.

GRADE 12

MUSIC - AMU4M0 (University/College Preparation)

Prerequisite: AMU3M0

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.

VISUAL ARTS - AVI4M0 (University/College Preparation)

Prerequisite: AVI3M0

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.

BUSINESS STUDIES

GRADE 10

INTRODUCTION TO BUSINESS - BBI100, BBI200 (Open)

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

Prerequisite: None

GRADE 11

ACCOUNTING - BAF3M0 (University/College Preparation)

Prerequisite: None

This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant.

GRADE 12

PRINCIPLES OF FINANCIAL ACCOUNTING - BAT4M0 (University/College Preparation)

Prerequisite: BAF3M0

This course emphasizes study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.



CANADIAN and WORLD STUDIES

GRADE 10

CANADIAN HISTORY SINCE WORLD WAR I - CHC2D0 (Academic)

Prerequisite: None

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

CANADIAN HISTORY SINCE WORLD WAR I - CHC2P0 (Applied)

Prerequisite: None

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

LOCALLY DEVELOPED COMPULSORY CREDIT COURSE, HISTORY - CHC2L0

Prerequisite: None

This course emphasizes reinforcing and strengthening history-related knowledge and skills, including historical inquiry, critical thinking and communication skills. Students explore a range of topics and will have the opportunity to continue to develop their skills in reading, writing and oral language through relevant and practical activities.

CIVICS AND CITIZENSHIP – CHV 200 (Open) - .5 credit

Prerequisite: None

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

GRADE 11

FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS - CGF3M0

(University/College Preparation)

Prerequisite: CGC1D0 or CGC1P0

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

AMERICAN HISTORY - CHA3U0

(University/College Preparation)

Prerequisite: CHC 2D0 or CHC2P0

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

WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY - CHW3M0 (University/College Preparation)

Prerequisite: CHC2D0 or CHC2P0

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

UNDERSTANDING CANADIAN LAW - CLU3M (University/College Preparation)

Prerequisite: CHC2D0 or CHC2P0

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

GRADE 12

CANADIAN AND INTERNATIONAL LAW - CLN4U0 (University Preparation)

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

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

WORLD HISTORY SINCE THE FIFTEENTH CENTURY - CHY4C0 (College Preparation)

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

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

WORLD HISTORY SINCE THE FIFTEENTH CENTURY - CHY4U0 (University Preparation)

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

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

COMPUTER STUDIES

GRADE 10

INTRODUCTION TO COMPUTER STUDIES - ICS200 (Open)

Prerequisite: None

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

GRADE 11

INTRODUCTION TO COMPUTER SCIENCE - ICS3U0 (University Preparation)

Prerequisite: None

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

INTRODUCTION TO COMPUTER PROGRAMMING - ICS3C0 (College Preparation)

Prerequisite: None

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

GRADE 12

COMPUTER SCIENCE - ICS4U0 (University Preparation)

Prerequisite: ICS3U0

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.

COMPUTER PROGRAMMING - ICS4C0 (College Preparation)

Prerequisite: ICS3C0

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

ENGLISH

GRADE 10

ENGLISH - ENG2D0 (Academic)

Prerequisite: ENG1D0 or ENG1P0

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.

ENGLISH - ENG2P0 (Applied)

Prerequisite: ENG1D0 or ENG1P0

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.

LOCALLY DEVELOPED COMPULSORY CREDIT COURSE ENGLISH - ENG2L0

Prerequisite: ENG1D0 or ENG1P0 or ENG1L0

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, or in the English Contemporary Aboriginal Voices, 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 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.

GRADE 11

ENGLISH - ENG3C0 (College Preparation)

Prerequisite: ENG2P0

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 analyse 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.

ENGLISH - ENG3E0 (Workplace Preparation)

Prerequisite: ENG2P0

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.

ENGLISH - ENG3U0 (University Preparation)

Prerequisite: ENG2D0

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

GRADE 12

ENGLISH - ENG4C0 (College Preparation)

Prerequisite: ENG3C0

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.

ENGLISH - ENG4E0 (Workplace Preparation)

Prerequisite: ENG3E0

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.

ENGLISH - ENG4U0 (University Preparation)

Prerequisite: ENG3U0

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. An important focus for students is the composition of a comprehensive report that offers students the experience of both literature research and public research. Students with academic goals outside the range of literature study as well as directed toward future literature study will benefit from the variety of specialized forms of writing.

ONTARIO SECONDARY SCHOOL LITERACY COURSE - OLC400

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

Eligibility requirement:

“For the 2003-04 school year, students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enroll in the OSSLC. However, **in June 2004, policy was changed to grant principals the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.**”

FIRST NATIONS, MÉTIS AND INUIT STUDIES

GRADE 10

NATIVE LANGUAGE - OJIBWE - LNOA00 (Open)

Prerequisite: None

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

FIRST NATIONS, MÉTIS, AND INUIT PEOPLES IN CANADA - NAC200 (Open)

Prerequisite: None

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

GRADE 11

WORLD VIEWS AND ASPIRATIONS OF FIRST NATIONS, MÉTIS, AND INUIT PEOPLES IN CANADA – NBV3C0 (College Preparation)

Prerequisite: NAC 200 or CHC 2P0 or CHC 2D0

This course explores diverse world views and aspirations of First Nations, Métis, and Inuit peoples in Canada. Students will examine the traditional context for – and current economic, cultural, and social successes and challenges related to – those beliefs, values, and aspirations. Students will explore their own and others' world views, and the factors that shape world views, to develop an understanding of how traditional and contemporary values influence the aspirations of First Nations, Métis, and Inuit peoples. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of diversity and inclusion.

ENGLISH: CONTEMPORARY FIRST NATIONS, MÉTIS, AND INUIT VOICES - NBE3C (College Preparation)

Prerequisite: ENG2D0 or ENG2P0

This course explores themes, forms, and styles of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis, and Inuit cultures in Canada. Students will study the use of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

GRADE 12

CONTEMPORARY INDIGENOUS ISSUES AND PERSPECTIVES IN A GLOBAL CONTEXT - NDW4M0 (University/College Preparation)

Prerequisite: Any Grade 11 First Nations, Métis and Inuit Studies or any Grade 11 University, University/College, or College Preparation course in Canadian and World Studies or any Grade 11 University, University/College, or College Preparation course in Social Science and Humanities.

This course examines global issues from the perspectives of indigenous peoples. Students will explore the depth and diversity of indigenous cultures, traditions, and knowledge. Students will consider how diverse indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights and abuses, spirituality, resistance, and advocacy for change.

FRENCH IMMERSION

The French Immersion program is designed to permit students to become fluently bilingual.

Students in the program will receive instruction in various disciplines in the French language throughout their high school years. The program aims to teach the student to speak and write French with sufficient fluency not only to converse on every day matters, but also to understand a full curriculum of subjects such as geography, civics/career studies, history, etc.

Students receive a French Immersion Certificate upon successful completion of 10 courses taught in French.

FRENCH IMMERSION CERTIFICATE

To qualify for a French Immersion Certificate, students must:

- ❖ successfully complete a minimum of 10 credits taught using French as the language of instruction.
- ❖ take at least 4 credits of Français.

FRENCH IMMERSION PROGRAM

[Summary Chart]

GRADE 9	
CGC 1DI*	Géographie
FIF 1DI	Français
PPL 10I	Éducation Physique
GRADE 11	
FIF 3UI	Français

GRADE 10	
CHV 2DI*	Citoyenneté (.5 credit)
CHC 2DI*	Le Canada et le Monde d'Aujourd'hui
FIF 2DI	Français
PPL 20I	Éducation Physique
GLC 20I*	Choix Carrière (.5 credit)
GRADE 12	
FIF4UI	Français
HSB 4MI*	Changements et défis sociaux

*offered in alternate years

GRADE 10

FRENCH IMMERSION - FIF2DI (Academic)

Prerequisite: FIF1DI or FIF 1PI

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

CANADIAN HISTORY SINCE WORLD WAR I - CHC2DI (Academic)

Prerequisite: None

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

CIVICS AND CITIZENSHIP – CHV 20I (Open) - .5 credit

Prerequisite: None

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

CAREER STUDIES - GLC2OI (.5 credit) (Open)

Prerequisite: None

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals. This course is taught in French.

HEALTHY ACTIVE LIVING EDUCATION - PPL2OI (Open)

Prerequisite: None

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 is taught in French.

GRADE 11

FRENCH IMMERSION - FIF3UI (University Preparation)

Prerequisite: FIF2DI

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

GRADE 12

FRENCH IMMERSION - FIF4UI (University Preparation)

Prerequisite: FIF3UI

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

CHALLENGE AND CHANGE IN SOCIETY- HSB4UI (University Preparation)

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

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

BILINGUAL CERTIFICATE

This is a certificate granted to graduating students who have successfully completed a minimum of seven courses taught in the French language.

GUIDANCE and CAREER EDUCATION

CAREER STUDIES- GLC200 - .5 credit (Open)

Prerequisite: None

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 post-secondary 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.

LEARNING STRATEGIES: SKILLS FOR SUCCESS IN SECONDARY SCHOOL - GLE100/GLE200 (Open)

Prerequisite: For GLE100 and GLE200 – Recommendation of principal

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.

ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL- GLE300/GLE400 (Open)

Prerequisite: For GLE300 and GLE400 – Recommendation of principal

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or post-secondary 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 post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

LEADERSHIP and PEER SUPPORT - GPP300 (Open)

Prerequisite: GLC200

This course prepares and motivates students to provide 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. **This course does not appear on the option sheet; see guidance for more details.**

HEALTHY ACTIVE LIVING EDUCATION

GRADE 10

HEALTHY ACTIVE LIVING EDUCATION - PPL200 (Open)

Prerequisite: None

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

GRADE 11

HEALTHY ACTIVE LIVING EDUCATION - PPL300 (Open)

Prerequisite: None

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

LARGE GROUP ACTIVITIES: VOLLEYBALL ACTIVITIES CLASS - PAL30Y (Open)

Prerequisite: None

This course emphasizes regular participation in a variety of enjoyable physical activities that promote life long 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. The emphasis of this course is on volleyball skill development with 40-45 sessions of on-court time.

PERSONAL AND FITNESS ACTIVITIES - PAF300 (Open)

Prerequisite: None

This course is designed to provide multiple fitness and health opportunities to healthy, active students in grade 11. The following vigorous activities will be included (weight training programs using F.I.T.T. principles, fitness testing and personalized training programs, aerobic walking, jogging, rope jumping, yoga, pilates, weight and circuit training, as well as a number of other fun physical fitness activities. Outside resources such as guest speakers and access to local fitness facility will be utilized to increase the effectiveness of this course. There will be a fee to cover the use of outside resources. Teachers will guide students to make individual decisions about their personal fitness programs and to develop positive attitudes and behaviours toward proper nutrition, stress, personal safety and fitness activities. A variety of self-assessment activities will be used so that 25 students can design and implement a personal wellness plan.

INDIVIDUAL AND SMALL GROUP ACTIVITIES: YOGA AND PILATES - PAI 300, PAI 400 (Open)

Prerequisite: None

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. The yoga portion of this course introduces students to the history and different types of yoga, basic postures, breathing techniques, and relaxation methods. The pilates portion of the course offers a basic understanding of the concepts of alignment, centering, breathing, stabilization, mobilization, and balance based on the work of fitness pioneer, Joseph Pilates. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. Journal writing, course readings, community action projects and group discussion will contribute to improved understanding of overall wellness.

HEALTHY LIVING AND OUTDOOR ACTIVITIES – PAD 300

Prerequisite: None

This is a program of outdoor activities which will focus on the development of a healthy lifestyle. The course is designed to develop confidence and to build interest and skills in lifetime activities. Throughout the semester, students prepare for a final 3-4 day canoe trip. This course is an enhanced program and there will be a \$100 fee payable within the first two weeks of the semester. This fee is non-refundable even if students do not participate in the canoe trip. Due to the range of activities in the program, lunch time and after school time, may be required.

GRADE 12

HEALTHY ACTIVE LIVING EDUCATION - PPL400 (Open)

Prerequisite: None

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interests 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 relationship with others.

PERSONAL AND FITNESS ACTIVITIES - PAF400 (Open)

Prerequisite: PAF300

A continuation of PAF 30M/F, this course is designed to provide multiple fitness and health opportunities to healthy, active students in grade 12. The following vigorous activities may be included (weight training programs using F.I.T.T. principles, fitness testing and personalized training programs, aerobic walking, jogging, rope jumping, yoga, pilates, weight and circuit training, as well as a number of other fun physical fitness activities. A heavier emphasis on exercise physiology, students will also develop skills to be able to direct and teach others about the importance of personal fitness and training. Teachers will guide students to make individual decisions about their personal fitness programs and to develop positive attitudes and behaviours toward proper nutrition, stress, and personal safety and fitness activities.

LARGE GROUP ACTIVITIES CLASS: HOCKEY – PAL40H (Open)

Prerequisite: None

This course emphasizes participation in hockey and the development of skills through a variety of individual and large group activities. Physical conditioning and leadership are key components of this course. They will participate in a variety of activities that enhance personal competence, fitness and health, 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 is an enhanced program and there will be a \$100 fee payable within the first two weeks of the semester. This course helps students to become self-directed and responsible life-long learners who participate in leisure and fitness activities for a balanced and healthy lifestyle.

RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP - PLF4M0 (University/College Preparation)

Prerequisite: Any health and physical education course

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

MATHEMATICS

GRADE 10

PRINCIPLES of MATHEMATICS - MPM2D0 (Academic)

Prerequisite: MPM1D0

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.

FOUNDATIONS of MATHEMATICS - MFM2P0 (Applied)

Prerequisite: MFM1P0 or MPM1D0

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

LOCALLY DEVELOPED MATHEMATICS - MAT2L0

Prerequisite: MFM1D0 or MPM1P0 or MAT140

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.

GRADE 11

FOUNDATIONS FOR COLLEGE MATH - MBF3C0 (College Preparation)

Prerequisite: MFM2P0 or MPM2D0

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

FUNCTIONS - MCR3U0 (University Preparation)

Prerequisite: MPM2D0

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

MATHEMATICS FOR WORK AND EVERYDAY LIFE - MEL3E0 (Workplace Preparation)

Prerequisite: MPM1D0, MFM1P0, MAT2L0

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.

GRADE 12

FOUNDATIONS FOR COLLEGE MATHEMATICS - MAP4C0 (College Preparation)

Prerequisite: MBF3C0 or MCF3M0

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

MATHEMATICS FOR COLLEGE TECHNOLOGY - MCT4C0 (College Preparation)

Prerequisite: MCF3M0 or MCR3U0

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.

CALCULUS AND VECTORS - MCV4U0 (University Preparation)

Prerequisite: MHF4U0

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, radical, 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 choose to pursue careers in fields such as science, engineering, economics and some areas of business, including those students who will be required to take a university-level calculus, linear algebra or physics course.

MATHEMATICS OF DATA MANAGEMENT - MDM4U0 (University Preparation)

Prerequisite: MCR3U0 or MCF3M0

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

MATHEMATICS FOR EVERYDAY LIFE - MEL4E0 (Workplace Preparation)

Prerequisite: MEL3E0

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

ADVANCED FUNCTIONS - MHF4U0 (University Preparation)

Prerequisite: MCR3U0 and MCT4C0

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

MATH PATHWAYS

Check university and college course calendars carefully for program prerequisites and talk to your guidance counsellor.

Post-Secondary Destinations	Career Examples	Grade 12 Courses	Grade 11 Prerequisite
University	<ul style="list-style-type: none"> - health sciences - business - social sciences 	MDM 4U0 Data Management	MCF 3M0 Foundations for College Math MCR 3U0 Functions & Applications
University	<ul style="list-style-type: none"> - mathematics - engineering - physical science - computer science - environmental science 	MHF 4U0 Advanced Functions	MCR 3U0 Functions MCT 4C0 Mathematics for College Technology
University	<ul style="list-style-type: none"> - physical sciences - engineering - mathematics 	MCV 4U0 Calculus & Vectors	MHF 4U0 Advanced Functions
College	<ul style="list-style-type: none"> - business - health - hotel, travel - human services - skilled trades/- apprenticeship - plumber - baker 	MAP 4C0 College & Apprenticeship	MBF 3C0 Foundations for College Math
College	Various Technology Programs <ul style="list-style-type: none"> - engineering - science lab - computer - architectural - electrical 	MCT 4C0 College Technology	MCF 3M0 Functions and Applications
Work	<ul style="list-style-type: none"> - direct to workplace - service industries 	MEL 4E0 Math for Everyday Life	MEL 3E0 Math for Work and Everyday Life

SCIENCE

GRADE 10

SCIENCE - SNC2D0 (Academic)

Prerequisite: SNC1D0 or SNC1P0

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.

SCIENCE - SNC2L0 (Locally Developed)

Prerequisite: SNC1L0

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

SCIENCE - SNC2P0 (Applied)

Prerequisite: SNC1P0

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.

GRADE 11

BIOLOGY - SBI3C0 (College Preparation)

Prerequisite: SNC2D0 or SNC2P0

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.

BIOLOGY - SBI3U0 (College Preparation)

Prerequisite: SNC2D0 or SNC2P0

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.

CHEMISTRY - SCH3U0 (University Preparation)**Prerequisite:** SNC2D0

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.

ENVIRONMENTAL SCIENCE - SVN3E0 (Workplace Preparation)**Prerequisite:** SNC1D0 or SNC1P0 or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

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

PHYSICS - SPH3U0 (University Preparation)**Prerequisite:** SNC2D0

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.

GRADE 12

BIOLOGY - SBI4U0 (University Preparation)**Prerequisite:** SBI3U0

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.

CHEMISTRY - SCH4C0 (College Preparation)**Prerequisite:** SNC2D0 or SNC2P0

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.

CHEMISTRY - SCH4U0 (University Preparation)

Prerequisite: SCH3U0

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.

PHYSICS - SPH4C0 (College Preparation)

Prerequisite: SNC2D0 or SNC2P0

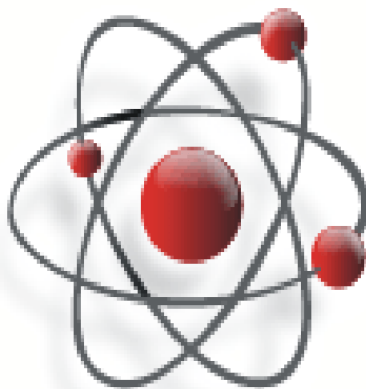
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will 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.

PHYSICS - SPH4U0 (University Preparation)

Prerequisite: SPH3U0

MCR3U0 or MCF3M0 is highly recommended

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.



SOCIAL SCIENCES and HUMANITIES

GRADE 10

FOOD and NUTRITION - HFN200 (Open)

Prerequisite : None

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

GRADE 11

RAISING HEALTHY CHILDREN - HPC300 (Open)

Prerequisite: None

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

GRADE 12

HUMAN DEVELOPMENT THROUGHOUT THE LIFESPAN- HHG4M0 (University/College Preparation)

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

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Nutrition and Health - HFA4C (College Preparation)

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

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

Nutrition and Health - HFA4U (University Preparation)

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

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

TECHNOLOGY

GRADE 10

COMMUNICATIONS TECHNOLOGY - TGJ200 (Open)

Prerequisite : None

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

COMPUTER TECHNOLOGY - TEJ20 (Open)

Prerequisite: None

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology.

CONSTRUCTION TECHNOLOGY - TCJ200 (Open)

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

MANUFACTURING TECHNOLOGY -TMJ200 (Open)

Prerequisite: None

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

TRANSPORTATION TECHNOLOGY - TTJ200 (Open)

Prerequisite: None

This course introduces students to the service and maintenance of vehicles, aircraft, and/or water craft. 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 post secondary pathways leading to careers in the transportation industry.

GRADE 11

COMMUNICATIONS TECHNOLOGY - TGJ3M0 (University/College Preparation)

Prerequisite : None

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

COMPUTER TECHNOLOGY - TEJ3E0 (Workplace Preparation)

Prerequisite: None

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation.

COMPUTER ENGINEERING TECHNOLOGY - TEJ3M0 (University/College Preparation)

Prerequisite: None

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

CONSTRUCTION ENGINEERING TECHNOLOGY - TCJ3C0 (College Preparation)

Prerequisite: None

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

CUSTOM WOODWORKING - TWJ3E (Workplace Preparation)

Prerequisite: None

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

GREEN INDUSTRIES – THJ3E0 (Workplace Preparation)

Prerequisite: None

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

GREEN INDUSTRIES - THJ3M0

(University/College Preparation)

Prerequisite: None

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

HEALTH CARE - TPJ3M0

(University/College Preparation)

Prerequisite: None

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.

HAIRSTYLING AND AESTHETICS - TXJ3E0

(Workplace Preparation)

Prerequisite: None

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

MANUFACTURING TECHNOLOGY - TMJ3C0

(College Preparation)

Prerequisite: None

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

TRANSPORTATION TECHNOLOGY - TTJ3C0

(College Preparation)

Prerequisite: None

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

GRADE 12

COMMUNICATIONS TECHNOLOGY - TGJ4M0

(University/College Preparation)

Prerequisite: TGJ3M0

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

COMPUTER TECHNOLOGY - TEJ4E0 (Workplace Preparation)

Prerequisite: Computer Technology, Grade 11, Workplace Preparation

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop marketable skills and assess career opportunities in the field.

COMPUTER ENGINEERING TECHNOLOGY - TEJ4M0 (University/College Preparation)

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

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.

CONSTRUCTION ENGINEERING TECHNOLOGY - TCJ4C0 (College Preparation)

Prerequisite: TCJ3C0

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

CUSTOM WOODWORKING - TWJ4E0 (Workplace Preparation)

Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation

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

GREEN INDUSTRIES – THJ4E0 (Workplace Preparation)

Prerequisite: THJ3E0

This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.

HAIRSTYLING AND AESTHETICS - TXJ4E0 (Workplace Preparation)

Prerequisite: TXJ 3E0

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

HEALTH CARE - TPJ4M0 (College Preparation)

Prerequisite: TPJ3M0

This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices and about how to perform various procedures, using appropriate instruments and equipment. They will learn about the human immune system, pathology, and disease prevention and treatment. Students will also expand their awareness of workers' health and safety issues, environmental and societal issues related to health care, and post secondary destinations in the field.

MANUFACTURING TECHNOLOGY - TMJ4C0

(College Preparation)

Prerequisite: TMJ3M0

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.

TRANSPORTATION TECHNOLOGY - TTJ4C0

(College Preparation)

Prerequisite: TTJ3C0

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.

Every effort is made to prioritize the courses which students require in order to fulfill their diploma requirements, to complete special programs and to follow their chosen pathway. However, in our ongoing efforts to best serve all of our students, some courses may only run every second year. Please feel free to contact the school's guidance department with any of your concerns.



Chelmsford Valley District Composite School

Principal: Ms. P. Potvin

Telephone: 705.675.0225

Fax: 705.675.0226

2017 – 2018 OPTION SHEET

STUDENT NAME: _____ CURRENT GRADE: _____

	Grade 10	Grade 11	Grade 12
ENGLISH	ENG2D0 ENG2P0 ENG2L0	ENG3C0 ENG3E0 ENG3U0	ENG4C0 ENG4E0 ENG4U0 OLC4O0 (Literacy)
MATH	MPM2D0 MFM2P0 MAT2L0	MBF3C0 MCR3U0 MEL3E0	MAP 4C0 (College) MCV4U0 (Calculus) MCT4C0 (Technology) MDM4U0 (Data) MEL4E0 (Workplace) MHF4U0 (Functions)
SCIENCE	SNC2D0 SNC2P0 SNC2L0	SBI3C0 (Biology) SBI3U0 (Biology) SPH3U0 (Physics) SVN3E0 (Environmental)	SBI4U0 (Biology) SPH4U0 (Physics) SPH4C0 (Physics)
CANADIAN AND WORLD STUDIES	CHC2D0 CHC2P0 CHC2L0	CHW3M0 (Ancient) CLU3M0 (Law) CGF3M0 (Geography) CHA3U0 (American History)	CHY4C0 CHY4U0 CLN4U0
(French Immersion)	CHC2DI		
FIRST NATIONS, METIS AND INUIT STUDIES	LNOAO0 NAC2O0	NBV3C0 NBE3C0 (English)	NDW4M0
SOCIAL SCIENCES AND HUMANITIES	HFN2O0	HPC3O0	HFA4C0 (Nutrition) HFA4U0 (Nutrition) HHG4M0 (Hum. Dev.) HSB4UI
(French Immersion)			
FRENCH (Immersion)	FIF2DI	FIF3UI	FIF4UI
ARTS	AMG2O0 AMU2O0 ASM2O0 AVI2O0	AMU3M0 (music) AVI3M0 (art) AWI3O0 (fashion)	AMU4M0 (music) AVI4M0 (art)
HEALTHY ACTIVE LIVING	PPL2O0	PPL 3O0 PAL3OY (Volleyball) PAF3O0 (Fitness) PAD3O0 (Outdoor) PAI3O0 (Yoga)	PPL4O0 PAL4OH (Hockey) PAF4O0 (Fitness) PAI4O0 (Yoga) PLF4M0 (Leadership)
(French Immersion)	PPL2OI		
BUSINESS STUDIES	BBI2O0	BAF3M0	BAT4M0
GUIDANCE	CIVCAR (CIVICS/CAREERS) GLE2O0 CIVCAI (CIVICS/CAREERS)	GLE3O0	GLE4O0
(French Immersion)			
COMPUTER STUDIES	ICS2O0	ICS3C0 ICS3U0	ICS4C0 ICS4U0
TECHNOLOGICAL EDUCATION	TGJ2O0 (communications) TEJ2O0 (computers) TCJ2O0 (construction) TMJ2O0 (manufacturing) TTJ2O0 (transportation)	TGJ3M0 (communications) TEJ3M0 (computers) TEJ3E0 (computers) TCJ3C0 (construction) TWJ3E0 (woodworking) THJ3E0 (green industries) THJ3M0 (green industries) TPJ3M0 (health care) TXJ3E0 (hairstyling) TMJ3C0 (manufacturing) TTJ3C0 (transportation)	TGJ4M0 (communications) TEJ4M0 (computers) TEJ4E0 (computers) TCJ4C0 (construction) TWJ4E0 (woodworking) THJ4E0 (green industries) TPJ4M0 (health care) TXJ4E0 (hairstyling) TMJ4C0 (manufacturing) TTJ4C0 (transportation)

<i>Co-operative Education</i> <u>Half-Day Co-op</u> COOP 2 – SEMESTER ONE COOP 22 – SEMESTER TWO <u>Full-Day Co-op</u> COOP 4 COOP 44	Ontario Youth Apprenticeship Program Interest in OYAP ? Yes <input type="checkbox"/>	Interest in the Leadership and Peer Support Credit (GPP 300)? Yes <input type="checkbox"/>
	Interest in Cambrian College Dual Credits ? Yes <input type="checkbox"/>	Interest in CVDCS Specialist High Skills Major for Health & Wellness? Yes <input type="checkbox"/>
	Interest in Summer School Coop ? Yes <input type="checkbox"/>	Interested in iT.E.C.H. at CVDCS? Yes <input type="checkbox"/>

LEGEND	GRADE 9 COURSES	I will not be returning in September 2017 <input type="checkbox"/>																															
L = LOCALLY DEVELOPED P = APPLIED D = ACADEMIC O = OPEN U = UNIVERSITY C = COLLEGE M = UNIVERSITY/COLLEGE E = WORKPLACE I = FRENCH IMMERSION	<table border="0"> <thead> <tr> <th><u>APPLIED</u></th> <th><u>ESSENTIALS</u></th> <th><u>ACADEMIC</u></th> </tr> </thead> <tbody> <tr> <td>ENG1P0</td> <td>ENG1L0</td> <td>ENG1D0</td> </tr> <tr> <td>FSF1P0</td> <td></td> <td>FSF1D0</td> </tr> <tr> <td></td> <td></td> <td>FIF1DI</td> </tr> <tr> <td>CGC1P0</td> <td></td> <td>CGC1D0</td> </tr> <tr> <td>MFM1P0</td> <td>MAT1L0</td> <td>MPM1D0</td> </tr> <tr> <td>SNC1P0</td> <td>SNC1L0</td> <td>SNC1D0</td> </tr> </tbody> </table>	<u>APPLIED</u>	<u>ESSENTIALS</u>	<u>ACADEMIC</u>	ENG1P0	ENG1L0	ENG1D0	FSF1P0		FSF1D0			FIF1DI	CGC1P0		CGC1D0	MFM1P0	MAT1L0	MPM1D0	SNC1P0	SNC1L0	SNC1D0	I have carefully made my course selections: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">_____</td> <td style="width: 50%; text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Student Signature</td> <td style="text-align: center;">Date</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Parent Signature</td> <td style="text-align: center;">Date</td> </tr> </table>	_____	_____	Student Signature	Date			_____	_____	Parent Signature	Date
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