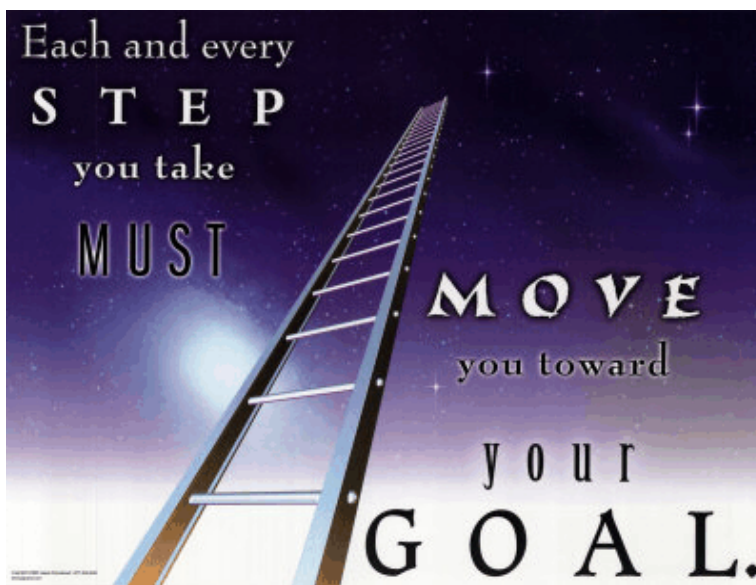


**ADAM SCOTT COLLEGIATE AND VOCATIONAL
INSTITUTE & INTERMEDIATE SCHOOL
175 Langton Street
Peterborough, Ontario
K9H 6K3**

Telephone:	(705)-743-7373
Principal:	Ms. M. Foulkes (Ext. 143)
Vice-Principals:	Mr. M. Burke (Ext. 138) Ms. S. Rogers (Ext. 133)
Head of Guidance:	Mr. J. Mallory (Ext. 159)
Head of Special Ed.:	Mr. P. McAuley (Ext. 144)
Organizational Structure:	Grade 7 - 12 (Semestered for secondary)
Size:	1050 students 70 teachers
School Colours:	Green and White
School Team Name:	Lions



**Front Cover Drawn by:
Morgan Kirk**

This booklet can also be viewed at our website <http://adamscott.kprdsb.ca>



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Welcome to Adam Scott

Adam Scott Collegiate and Vocational Institute is a dynamic secondary school which has established an outstanding reputation in the community and the province. Our programs of study are designed to provide students with a wide range of academically challenging courses, which establish the foundation for students' post secondary learning and work. Adam Scott offers students special opportunities to earn credits in French Immersion, Cooperative Education work experiences, and a variety of technology programs. The programs offered in secondary school are designed to allow students to try out new subject areas and to learn more about themselves.

Each year our school is host to students from all over the world in a variety of exchange programs. Our students are active participants in the community through the United Way, the Terry Fox Run, Pedal for Hope, 'Grandpals' (students associated with senior citizens at Fairhaven), the Christmas Food and Toy Drive and many more.

Our teachers are dedicated to fostering the growth and development of our young people. They support students in their role as classroom teachers, workplace monitors, counsellors, research assistants, activity advisors, coaches and music and drama directors.

There are many extra-curricular opportunities available at Adam Scott. Many of our teams have emerged as provincial champions. We are very proud of the tradition of excellence here at Adam Scott and we hope that your time at Adam Scott will involve exciting years of self-discovery and personal growth.

ADAM SCOTT'S MISSION STATEMENT

At Adam Scott, we believe that education should have these purposes: to help us reach our full potential; to teach us to accept responsibility for our development and behaviour; to increase our awareness of the needs of the world, and through our understanding and positive actions, to make it a better place.

OUR SCHOOL GOAL

Adam Scott's primary goal is to help each student develop his / her potential in order to succeed at school and in life. All students are encouraged to be contributing members of our school community. To achieve this goal, our school programs are designed to provide opportunities to satisfy the intellectual, physical, and social needs of our students.



REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma (O.S.S.D.), a student must:

- **earn 18 compulsory credits;**
- **earn 12 optional credits;**
- **complete 40 hours of community involvement activities;**
- **successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)**

Students must earn the following compulsory credits:

- **4 credits in English (1 credit per grade)**
- **1 credit in French as a second language**
- **3 credits in Mathematics (at least 1 credit in Grade 11 or 12)**
- **2 credits in Science**
- **1 credit in Canadian History**
- **1 credit in Canadian Geography**
- **1 credit in the Arts**
- **1 credit in Health and Physical Education**
- **.5 credit in Civics**
- **.5 credit in Career Studies**

plus:

- **Group 1: 1 additional credit in English, or a French as a second language, or a Native language, or a Classical or an International Language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education**
- **Group 2: 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education**
- **Group 3: 1 additional credit in computer studies, science, technological education, or cooperative education**

☼ **a maximum of 2 credits in Cooperative Education can count as compulsory credits.**

As part of the diploma requirements, students must complete a **minimum of 40 hours of community involvement activities** and **successfully complete the provincial literacy requirement.**

In December of 2006, the Ontario Government passed Bill 52 which requires all students to continue learning until age 18 or graduation. The Minister of Education stated that, “This is part of our overall Student Success Strategy to give more students a promising future - both financially and personally - in a highly competitive global economy.” For details please visit the Ministry of Education website at www.edu.gov.on.ca.

REQUIREMENTS FOR A DIPLOMA WITH A FRENCH IMMERSION CERTIFICATE

Students enrolled in the French Immersion programme at Adam Scott must complete 10 courses in Immersion as follows:

Year 1 Immersion:	FIF1D1, SNC1DF, CGC1DF, PPL1OF
Year 2 Immersion:	FIF 2D1, SNC 2DF, CHC2DF
Year 3 Immersion:	FIF 3U1, Plus one other senior course in year 3 or 4 where the instruction is offered in
Year 4 Immersion:	FIF 4U1, French and chosen from HSP3MF, PAF3OF or PAF4OF.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

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

Optional credits (total of 7)

- 7 credits selected by the student from available courses

REQUIREMENTS FOR 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 is a way of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

COMMUNITY INVOLVEMENT ACTIVITIES

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

Community involvement activities may take place in a variety of settings, including; not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may **NOT** fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Further information about community involvement and the forms required for recording participation will be provided by the Guidance Department or can be located at the following link:

http://www.kprschoools.ca/students/community_hours.php

THE PROVINCIAL SECONDARY SCHOOL LITERACY DIPLOMA REQUIREMENT

All students entering secondary school after September 2000 must successfully complete the provincial secondary school literacy test (OSSLT) in order to earn a secondary school diploma. The test is based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9. Students who are unsuccessful may try the test again each year when it is administered by the Education Quality and Accountability Office (EQAO). Students who have had two opportunities to take the OSSLT and are unsuccessful are eligible to enrol in the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLC, for these students, will meet the literacy requirement for the Ontario Secondary School Diploma. Details regarding eligibility for the course can be found with the course descriptor.

Accommodations:

The necessary accommodations must be made to ensure that students who are receiving Special Education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals:

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral.

Exemptions:

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses (using other courses taken that meet the requirements for compulsory credits). To meet individual students' needs, principals may replace **up to three** of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

COURSES OFFERED IN THE SCHOOL AND RELATED INFORMATION**Credits**

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

Types of Secondary School Courses

The curriculum for secondary school is organized into several types of courses. This system of courses is intended to enable students to choose courses that are suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: **academic**, **applied**, and **open**. Courses in Grades 11 and 12 are designed to prepare students for a post-secondary destination – that is, for **university**, **college**, apprenticeship training, or the workplace.

Types of Courses in Grades 9 and 10

The three types of courses in Grades 9 and 10 are defined as follows:

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

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

Students must choose between academic and applied courses in each of the core subjects:

English, French as a second language, mathematics, science, geography, and history.

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

Locally Developed Courses

School boards may develop locally and offer one grade 9 course in English, in mathematics, and in science and one Grade 10 course in English, in mathematics and in either in science or in Canadian history that can be counted as a compulsory credit in that discipline. A student in an English-language board may count no more than six such locally developed courses as compulsory credits. These six courses used to be referred to as *Essential* courses.

Kawartha Pine Ridge District School Board has the following **Locally Developed** courses:

Grade 9 Locally Developed (Essential) English (ENG1L1), Mathematics (MAT1L1), Science(SNC1L1); Grade 10 Locally Developed (Essential/Transition) English (ENG2L1), Mathematics (MAT2L1), History (CHC2L1), Science (SNC2L1 - cannot count as compulsory).

Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students in Grades 9 and 10 will make the choice between **academic** and **applied** courses primarily on the basis of their strengths, interests, and needs. Their parents and teachers will help them make their choices, which will be reflected in their annual education plan. The selection of courses for exceptional students should also be guided by information in the student's Individual Education Plan.

Students who are successful in any **academic** or **applied** course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10, except for Mathematics. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work, as defined by the ministry, of up to 30 hours, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work will be referred to as crossover material. If a student wishes to change streams for Grade 10 Mathematics, a transfer course must be taken.

Students who successfully complete **locally developed** courses in grade 9 will be prepared to take grade 10 **locally developed** courses or in some cases may choose to move to grade 9 **applied** courses.

Grade 10 **academic, applied** or **locally developed** courses will prepare students for particular Grade 11 courses, for which prerequisites are specified in the curriculum policy documents for Grades 11 and 12.



Differences Between Applied and Academic Streams

APPLIED with more emphasis on ...	ACADEMIC with more emphasis on ...
<ul style="list-style-type: none"> • PRACTICE 	<ul style="list-style-type: none"> • THEORY
<ul style="list-style-type: none"> • Kinesthetic (Hands-on) Learning styles 	<ul style="list-style-type: none"> • Visual and Auditory Learning Styles
<ul style="list-style-type: none"> • Knowledge and skills related to personal experience and real life situations that are familiar and relevant to the student • Applications that are practical 	<ul style="list-style-type: none"> • Abstract thinking, knowledge and applications with a global perspective (students are able to grasp concepts that are not part of their immediate world)
<ul style="list-style-type: none"> • THE “WHATS” • Recognize relationships exist, observe results and describe specific situations • produce or construct • group work • give a speech • reports • reviews • magazines, newspapers • requires specific step by step directions 	<ul style="list-style-type: none"> • THE “WHYS” & “HOWS” • Explain complex relationships, analyse results and make predictions or extrapolations • create or design • independent work • prepare a debate • essays • critiques • novels • understand a process

Types of Courses in Grades 11 and 12

In Grades 11 and 12, students will choose from among four destination-related course types: **university preparation**, **university/college preparation**, **college preparation**, and **workplace preparation**.

Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. All university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of post secondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:

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

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

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

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

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

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

COURSE CODES

The first three characters of course codes are from the ministry's list of common course codes.

The fourth character indicates the grade of a course, as follows: 1 (Grade 9), 2 (Grade 10), 3 (Grade 11), and 4 (Grade 12). For courses in ESL, classical/ international languages, and Native languages only, it indicates the level of a course, as follows: A (Level 1), B (Level 2), C (Level 3), D (Level 4), and E (Level 5).

The fifth character indicates the type of course, as follows: D (**academic**), P (**applied**), O (**open**), E (**workplace preparation**), C (**college preparation**), U (**university preparation**), M (**university/ college preparation**). **Locally developed** courses, however, are indicated as follows: 1 (**academic**), 2 (**applied**), 3 (**open**), L (**compulsory English, math, history or science**), 5 (**workplace preparation**), 6 (**college preparation**), 7 (**university preparation**), 8 (**university/ college preparation**).

In most cases, the sixth character indicates the number of credits that the course is worth: half (5), one(1), two(2), three (3), four (4). In a few cases, it indicates distinctions between subjects such as Immersion(F), gender specific (B & G), and/ or area specific courses (L- Literacy, W - Pathways, X - Pathways Coop, 6 - 9 special emphasis in technology courses.)

Course codes beginning with "K" indicate courses consisting of alternative expectations, which do not lead to credits. These codes are structured somewhat differently: the fourth character indicates the year of attendance in secondary school (A for the first year, B for the second, etc.); and the fifth character, N , indicates a non- credit course.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

The PLAR process involves two components: 'challenge' and equivalency. The 'challenge process' refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Determining equivalency involves the assessment of credentials from other jurisdictions.

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

PLAR Challenge Process

If students are interested in challenging a course for credit, they should obtain an information package from the Principal. This package will outline the detailed, subject specific requirements for the process. Students and their parents or guardians should be aware of the following:

1. The challenge process must be completed independently.
2. School staff and resources will not be provided.
3. The process will require that the student present compelling evidence that they are likely to be successful in the challenge before their application is accepted.

All costs related to collecting the required evidence, carrying out the preparatory work for the credit and attending the final assessment for the course, is the responsibility of the student.

The challenge and equivalency procedures are also available to mature students – that is, students who are eighteen years of age or over (ie., adults) who are returning to school to earn a diploma after being out of high school for at least one year – but requirements concerning application of these procedures differ for this group because of their broader life experience. Principals will determine the number of credits, including compulsory credits that a mature student needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

- they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; or
- they may present education and/or training credentials for assessment through the equivalency process; or
- they may take the course.

Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school, through correspondence, or through any of the alternative ways described below.

Mature students working towards the OSSD under OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy test. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

ALTERNATIVE WAYS OF EARNING CREDITS

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. However, some may wish to consider alternative ways of earning the required credits. *Please realize that some of these alternatives may require payment of fees.*

The options available to such students include:

- Correspondence Courses offered by the Independent Learning Centre (available for 18 yrs and older)
- ELearning: Online learning, or ELearning, is the delivery of programs using the internet. It is a form of learning that is becoming more popular with secondary school students, post secondary learning institutions and professional learning situations world-wide. Online learning provides a different learning experience for students. Students who choose to take an online course should be able to work and learn in a more independent environment, be self motivated and directed, and have very good organizational and literacy skills. Kawartha Pine Ridge offers a number of courses through eLearning Courses which are unable to be offered in a students' home school may be taken through this method. Students take these courses as part of their regular schedule. At Adam Scott, students may choose to take E-learning courses in **VBAF3M (Financial Accounting Fundamentals)**, **VBAT4M (Principles of Financial Accounting)**, **VBBB4M (Introduction to International Business)**, **VCIA4MU (Analysing Current Economic Issues)**, **VEWC4U (The Writer's Craft)**, **VHZZ4U (Philosophy: Questions and Theories)**, **VICS3C (Computer Science)**, **VICS3U (Computer Science)**, **VICS4C (Computer Science)**, **VICS4U (Computer Science)**, and **VMCT4C (Mathematics for College Technology)**, **VSPH4C (Physics)**. Descriptions for these courses can be found through the following link: http://www.kprdsb.ca/programs/secondary_elearning.php. As with all course offerings, there must be sufficient numbers to run the courses.
- Independent Study
- Continuing Education (including summer school)

Further information concerning these options are available from the guidance department.

SCHOOL ASSESSMENT, EVALUATION AND REPORTING GUIDELINES

Assessment: the process of gathering and analyzing information about a student's knowledge, skills, and attitude.

Evaluation: the process of judging the information gathered through assessment and of placing a 'value' on a student's achievements and progress. (ie. Reading the oil level in a car using a dipstick is an assessment. Judging whether the level is appropriate is an evaluation.)

Evaluation Policy:

Evaluation is a part of the learning process for both students and teachers. At the beginning of a course, the teacher will outline the goals, expectations and methods of evaluation used in the course.

Student evaluation in a course is based on a combination of the following: classroom assignments, group work, tests, examinations and other demonstrations of learning. The purpose is to judge the student's achievement of the stated expectations of the course and to modify instruction accordingly.

Procedures for evaluating student progress are varied to meet the requirements of different individuals and groups of students, different courses and the various streams. There are many different types and techniques of assessment and evaluation that shall be used within each course of study.

Regular attendance on the part of the student is vital to the process of learning. Normally, the plan of a lesson employs a variety of processes, including discussions among the students themselves. A unit of study usually involves the development of a sequence of related understandings. When the processes and content of learning are disrupted by irregular attendance, both the individual and their classmates suffer a loss of experiences that cannot be entirely regained.

Student Assessment and Evaluation:

	Self	Peer	Teacher
Why?	<ul style="list-style-type: none"> To learn to evaluate one's work. To promote self-correction. To reinforce learning. To become a responsible learner. To learn to evaluate one's own To identify personal goals, strengths, and weaknesses. 	<ul style="list-style-type: none"> To learn to evaluate the work of others. To develop a sense of responsibility to a group and to understand group dynamics 	<ul style="list-style-type: none"> To measure the student's growth and progress. To modify the program to meet the student's needs. To communicate student progress.
How?	<ul style="list-style-type: none"> Checklists Rating scales Performance charts Inventories Portfolios Learning logs Audiovisual recordings 	<ul style="list-style-type: none"> Checklists Rating scales Performance charts Critiques Conferences Interviews Presentations 	<ul style="list-style-type: none"> Quizzes, test examinations Essays, projects, independent studies Anecdotal reporting Checklist Rating scales, performance charts Portfolios Conferences, interviews Audiovisual recordings Presentations

At the beginning of each course all students will be provided with an outline of the program. If at any time throughout the semester concerns arise regarding assessment and evaluation procedures, students should meet with their teacher(s). Parents are also encouraged to contact the school and meet with the teaching staff if there are any questions or concerns.

PLAGIARISM

Plagiarism is regarded as a serious issue at Secondary School. The following notes are designed to explain what plagiarism is, what consequences will apply, and how to avoid it. *Plagiarism: the art of stealing... and passing off as one's own, the ideas, words, writings, etc. of another* (Webster's Collegiate Dictionary). At Adam Scott, plagiarism is considered to have three different levels:

- A. Copying work from another student (e.g. -copying homework or shorter assignments);
- B. Failing to clearly acknowledge sources used for an assignment; and
- C. Submission of another person's work.

These are the kinds of activities that lead to plagiarism:

- 1) Copying the work of another student with or without permission; or
- 2) Submitting, in part or in whole, work from another source (ie. from a book, the Internet, another student's essay, parents) without acknowledging that source; or
- 3) Purchasing or receiving as a gift, work from another person which is then submitted as the student's own work.

These consequences will apply when a teacher detects plagiarism:

- 1) an interview with the Department Chair and Administration.
- 2) a telephone call home
- 3) a mark of zero.
- 4) completion of a 'plagiarism remediation package'.

EXAM POLICY

Most courses at Adam Scott require that students complete a final exam. All students must attend the final examination during the scheduled exam period as indicated on the published exam schedule. Exemptions will only be given in the case of an emergency and/or illness, in which case, a medical certificate must be provided.

ATTENDANCE POLICY AND PROCEDURE

Attendance is a vital factor in determining academic success. ***Regular daily attendance is expected of all students. All students are required to attend in a consistent and responsible manner until they graduate or attain the age of 18. This is required by law.*** During the first few days of the semester, students will receive from their teachers detailed summaries of the evaluation and attendance policies for each course. These summaries will outline the departmental policies for missed tests and/or chronic absenteeism.

The following general attendance policy applies to all secondary students:

- 1) All students should be in their home rooms for attendance by 8:50 a.m. each morning.
- 2) Each teacher is responsible for keeping a record of the classes missed by each student. A system to distinguish between regular absence and those related to school activities has been established.
- 3) If a student is 18 years of age, a note must be signed by the parent/guardian giving permission for the student to write their own notes. This permission note must be provided to the office where it will be filed for future reference.
- 5) Any student who has been away from school must either bring a note from a parent/guardian explaining the absence or have a message left at the school from the parent/guardian:

phone (705) 743-7373 extension 160

Notes are to be submitted to the office prior to 8:50am. **Absences for 'Personal Reasons' will not be accepted without explanation.** Notes from parents to excuse their child from school to watch other school- based activities or to study for another class will not be accepted. Students are to follow their timetables as prepared on a daily basis. Co-op students must contact their employer and the school if they are going to be absent. Students who arrive late for period one are to report directly to class. The classroom teacher will inform the office on their arrival.

- 5) If a student needs to leave the school during the day, a note must be provided to the office prior to 8:50am. The student will be provided with an excusal slip which they show the appropriate teacher.
- 6) If a student is unable to return to school after lunch, the parent/guardian shall call the school to inform of the absence (743-7373 extension 160).
- 7) Any student wishing to leave during the school day for illness or another appropriate reason must have the permission of the parent/guardian. Students may use the phone in the Office.
It is the responsibility of the student to inform teachers of any pre-planned absences. Students who are absent for any reason are responsible for classroom work missed. It is the responsibility of the student to ensure that they have made arrangements for catching up on work missed.
- 8) Senior students must be registered in at least 3 courses per semester ***unless they have the Principal's permission for a part-time timetable.***

SynerVoice is the school's automated telephone system which calls home on all unexplained absences every evening. It is the responsibility of the parent/guardian to ensure that the phone numbers and the mailing addresses are correct in the school database.

ADAM SCOTT C. V. I. CODE OF CONDUCT

As part of its 'Safe Schools Initiative', the Ministry of Education requires that all schools develop a code of conduct which outlines the standards of behaviour expected from its members. Members of the school community include: students, staff, parents/guardians, volunteers and visitors.

A safe school is conducive to learning and teaching within an environment that promotes responsibility, respect and academic excellence. The province wide Code of Conduct sets clear minimum standards for behaviour with mandatory minimum consequences, as follows.

<p>Consequences for unacceptable behaviour may include and is not limited to the following:</p> <ul style="list-style-type: none"> • restorative practice • detentions • restricted privileges • making up time with teacher or Administration • restitution (financial and/or community service) • suspension • expulsion
<p>The following infractions will result in a mandatory suspension and will be considered for expulsion:</p> <ul style="list-style-type: none"> • possession of a weapon • using a weapon to cause or threaten to cause harm to another person • committing physical assault on another person which causes bodily harm and requires treatment by a medical practitioner • committing sexual assault • trafficking in drugs or weapons • committing robbery • giving alcohol to a minor

SUSPENSIONS

Suspensions will be mandatory for the following offences:

- uttering a threat to inflict serious bodily harm on another person
- swearing at a teacher or another person in a position of authority
- possessing alcohol or illegal drugs
- being under the influence of alcohol
- committing an act of vandalism that causes extensive damage to school property

The decision to suspend will continue to be at the discretion of the principal for:

- persistent truancy
- persistent opposition to authority
- habitual neglect of duty
- the willful destruction of school property
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school

EXPULSIONS

The Provincial Code of Conduct outlines behaviour for which the police will be involved, and for which the student will immediately be suspended with the matter proceeding to an expulsion hearing. Such infractions are as follows:

- possessing a weapon
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm
- committing sexual assault
- trafficking in weapons or illegal drugs
- committing robbery
- giving alcohol to a minor

The Code of Conduct at Adam Scott C.V.I., in conjunction with provincial standards, will help to ensure that all students, parents, teachers and staff feel safe in their school community.

Area of Behaviour	What is expected of me?	Why?	What may happen if I don't cooperate?
Alcohol and Drugs	The use or possession of alcohol, illegal drugs or drug paraphernalia is not permitted on school property, at any school function, or on a school-related curricular or extra-curricular trip.	These substances are detrimental to your health. When under their influence, you do not have normal control over your physical, emotional, or cognitive processes. This loss of control could represent a physical danger to you and/or others.	Notification of parents and the involvement of the police may result if a student indulges in illegal substances. Any student under the influence of alcohol or drugs will not be admitted to school or any school function. Any student under the influence or in the possession of alcohol or drugs will be suspended from school. The police may be contacted by school administration.
Appropriate Equipment	Each student is expected to bring the appropriate equipment to each class.	To participate fully in any learning situation, you must be properly equipped. Ignoring the need for proper equipment will result in a poorer learning experience.	A reminder will result from initial instances. Subsequent occurrences will result in a loss of work and study habit marks. Lack of Physical Education attire may result in being marked absent.
Behaviour on school property and trips.	Students are expected to behave in an appropriate and responsible manner at all times. When requested, a student is expected to identify himself/herself to any staff member. Public displays of temper, bad manners, or excessive exhibitions of affection are not permitted.	Your behaviour directly impacts the respect received by you, your family, and your school. Groups are judged by the actions of their members. Always behave in a manner that will bring credit to you and those with whom you associated.	Poor behaviour may result in Student Card removal and refusal of permission to participate on school trips and functions. A parental interview and student contract may also be required. In some circumstances, suspension may result.
Diligence in school work	Students are expected to participate in class, do all work assigned, study for tests and examinations, and complete all projects and assignments on time. Students should follow instructions and endeavor to work effectively both alone, and with peers.	The discipline involved in completing work on time helps to develop good study habits and provides each student with a sense of satisfaction. Stress in your school life is reduced when you do not have to spend time catching up on overdue work or studying at the last minute. Each year of learning provides the foundation for subsequent years.	Students who will not make an effort to complete the work in a course may be required to withdraw from that course. Students in grades 9 and 10 will be assigned a supervised study if withdrawn from a class. Consultation with the teacher or Administration may be required.
Dress Code	Schools represent controlled public institutions. As such, clothes worn to school must be neat, clean, and appropriate. Messages on clothing may not make reference to sex, alcohol or drugs. Tops must have straps wider than spaghetti straps and midriffs must be covered.	Appropriate dress is necessary in all walks of life. Self-respect, and the respect of others, and a knowledge of what is appropriate are developed when a student strives to dress properly at all times.	Wearing inappropriate clothing will result in a request to change into acceptable apparel. Persistent refusal to dress appropriately may result in further disciplinary measures.
Language	Clear, concise, and appropriate language is expected of each student at all times. Teachers, fellow students, or other staff will not tolerate swearing, obscenities, vulgarities, and obscene gestures (body language).	Proper use of appropriate language enhances communication with others and shows respect for yourself and your colleagues. Those individuals most likely to be taken seriously in the working world are those whose language and communication skills are well developed.	Continuing inappropriate use of language will result in consultation involving the student, teachers, and parents. Suspension from school may result as per the Code of Conduct.
Misuse of vehicles	Licensed vehicles, such as a car or motorcycle, are to be parked properly in the areas provided at the rear of the school. These vehicles are to be operated in a safe manner. Vehicles are not to be used for accommodation during school hours. Loud music from car stereos is unacceptable. Bicycles should be parked and chained in the appropriate areas.	The safety of students and staff is of paramount importance. Vehicles must be operated responsibly to prevent accidents. Loud music and irresponsible behaviour provide a distraction from the learning process and may contribute to a dangerous situation.	Offending students will be denied the privilege of having a vehicle on school property.

Area of Behaviour	What is expected of me?	Why?	What may happen if I don't cooperate?
Respecting others in class	Remain seated and listen while the teacher is providing formal instruction or direction. Speak using appropriate and respectful language when acknowledged by the teacher. Be respectful of other students.	Wandering about the class disrupts others in the room, detracting from everyone's experience. The instructions from the teacher are important and may well contain information concerning student safety. Appropriate behaviour will allow each student to contribute to the class	The student may be asked to apologize. The teacher may provide the student with counselling on appropriate behaviour. In some cases, a referral to the school Administration may be necessary and a suspension may be imposed.
School Environment	Students should place all waste in the appropriate garbage, recycling, or composting containers	A clean environment sets a positive tone and enhances learning.	Students may be required to clean up untidy areas, and may be assigned to a specific eating area.

The 20/20 Rule

Students are not allowed out of class during the first 20 and the last 20 minutes of class time. Students may receive permission to leave the classroom at the discretion of the teacher during the middle 35 minutes of the period.

Code of Conduct for Adam Scott Extra-Curricular Participants

1. Open tryouts are held for some athletic teams and extra-curricular activities: you are selected on the basis of ability, dedication and reliability.
2. If you play on an Adam Scott team or participate in an extra-curricular activity, you have a responsibility to attend every practice and/or game/performance/activity. Please notify the teacher in person prior to all activities if you have a valid reason for not attending.
3. As an Adam Scott extra-curricular participant, you must fulfill the following requirements:
 - a) **Your scheduled classes must be your number one priority.** You are expected to meet the requirements of the school's attendance policy. Excessive, unapproved absences may result in removal of participation privileges in consultation with the teacher and the administration.
 - b) It is the responsibility of the student to communicate with the classroom teacher when they will be away for scheduled absences. Time given to you, as a participant, from your classes for an activity must be honoured. You must catch up on lessons and assignments missed due to extra-curricular participation.
 - c) You must co-operate in all aspects of school life and be a worthy representative at all times, as per the school code of conduct.
 - d) If you do not attend school or you skip any classes on 'game days', 'activity days' or 'practice days', you cannot participate in the activity scheduled for that day or evening, unless the teacher has been forewarned of an exceptional reason.
 - e) You must participate fully in all classes on game/performance/activity days.
4. Once the commitment to a school team or extra-curricular activity has been made, you must follow through with this commitment. It is unfair to leave a team or group in mid-season nor is it fair to other aspiring athletes or students who have failed to earn a place on that team/group. Furthermore, commitment to the current season/activity should be given priority over try-outs for an upcoming season or activity.

Therefore, if you quit a school team or extra-curricular activity during the season, you may be ineligible to play or participate on any Adam Scott team or extra-curricular activity for the remainder of the current semester and the following semester. An exception to this can be made if your departure is in the best interest of all concerned as determined by the teacher and the administration.

5. A teacher may request a deposit and/or team/activity fees before issuing uniforms and/or equipment. Outstanding monies owed from team/activity fees must be paid and all uniforms/equipment returned before you are eligible to tryout for other teams/activities.
6. Accept victory, defeat and success with pride and compassion, never be boastful or bitter.
7. Treat opponents, teammates, parents and members of the larger school community with respect at all times.
8. Respect the official's judgements and interpretation of the rules.
9. Conduct yourself at all times with honour and dignity. Never, under any circumstances, use inappropriate language. That includes in or around all school activities.
10. Students who are struggling academically and who are involved in extra-curricular activities will be monitored by the teacher and the administration.

SCHOOL SUPPORT SERVICES

Adam Scott is proud of its reputation as a school with outstanding academic and co-curricular programs. Exemplary teachers work hard to maintain this fine reputation.

Assistance is offered to students through the Guidance and Special Education Departments where services can be accessed for educational, career and personal planning. Liaison with community groups and agencies is an integral part of the services provided. Appointments can be arranged with board counsellors, police liaison officers and other resources as necessary. A Student Success Teacher and a Student Success Team have also been established to identify, track and assist students who may be experiencing difficulties. As well, many of our classes are fortunate to have peer helpers (senior students earning a credit) within them working with students and teachers to help facilitate learning and growth.

Guidance

The Guidance Department provides assistance with the following:

Career Education:

Apprenticeship Programs
 Career Visits and speakers
 Community Involvement Opportunities
 Interest Inventories
 Job-Search Techniques
 Letters of Application/Reference
 Resume Writing
 Career Portfolios
 Summer and Part-Time Job Opportunities

Personal Counselling:

Referrals to outside Agencies
 Referrals to School Board Counsellor
 Short Term Individual Counselling
 Community Resource Information
 Parental Consultation
 Time Management/Study Skill Assistance

College Bound Students:

On-line College Applications College Liaison Visits
 College Information Day
 Resource Materials
 College Calendars
 Ontario Student Assistance Program (OSAP)
 Bursary/Scholarship Information

University Bound Students:

On-line University Applications
 University Liaison Visits
 University Information Program
 Resource Materials
 University Calendars
 Ontario Student Assistance Program (OSAP)
 Bursary/Scholarship Information

The Guidance and Career outside Agencies Education program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities.

The program is delivered through various means, including classroom instruction, seminars, orientation and exit programs, development of an annual education plan, career exploration activities, and individual assistance and short-term counselling.

The goals of the Guidance and Career Education program are outlined in the policy document entitled *Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

As stated in this document, students are expected to:

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

To help students achieve these goals, the content of the Guidance and Career Education program is organized into three areas of learning:

- student development (ie., the development of habits and skills necessary for learning), interpersonal development (ie., the development of knowledge and skills needed in getting along with others)
- career development (ie., the development of knowledge and skills needed for setting short-and
- long-term goals for planning for the future)

The Guidance Department is also involved in parent information evenings, group conferences and in referring to and communicating with other professional and community agencies as needed. Referrals to the Kawartha Pine Ridge School Board Counsellors can be made through Guidance Counsellors. We welcome consultation with parents who are encouraged to call the Guidance Office (extension 131) for an appointment.

Special Education Services

Adam Scott Secondary School values and supports all students and their chosen pathways. We are committed to providing Special Education services to all students who have an Individual Education Plan (I.E.P.) so that they reach their full potential.

At Adam Scott, students with IEPs are placed in regular courses and the classroom teacher makes accommodations, according to the IEP, at the classroom level with the support of the Special Education staff. In addition, a variety of programs and services are available to individual students according to need. Some examples of these services include a Learning Strategies class, Locally Developed courses, placement of Educational Assistants in classrooms, an alternate setting for tests and exams, hand time-tabling when possible, an after school help program, enrichment opportunities for gifted students, time-out space, and resource support on an 'as needed basis'. As well as tracking students' progress regularly, the Special Education Department likes to keep in close touch with parents/guardians. In addition to the opportunity to meet for an annual review, parents/guardians and students are encouraged to call or set up appointments to review progress any time during the year.

If parents/guardians of non-identified students have any concerns about their student's ability to learn or lack of success, they are welcome to contact the Special Education Department or the Guidance Department. We can arrange for case meetings with students' teachers to seek recommendations for program change if it appears that a student is in any way at risk.

Library Information Services

The Adam Scott library provides resources and instruction for students to gain important research skills. A mandate of the library is to encourage students to read both for life-long learning and pleasure.

The library has excellent electronic resources including an Internet computer lab, on-line encyclopaedias, periodicals and book searching which can be accessed from school and home. The Adam Scott web page at www.adamscott.ca or www.adamscott.kprdsb.ca provides links to on-line resources as well as teacher assignments, school calendar, course outlines, university & college information, school newsletters and much more. (Please see the inside of the back cover for more information regarding our website and how to become a subscriber.)

The library also has a large collection of books, reference material, videos and periodicals. Students can also book a computer viewer to do Power Point presentations on a large screen in the seminar room.

COOPERATIVE EDUCATION AND ONTARIO YOUTH APPRENTICESHIP (OYAP) PROGRAM

Do you want to be a part of the medical or legal profession, law enforcement education, information technology, animal care, agriculture, trades, sports or business management, entrepreneurship, journalism, emergency response, research, laboratory work, or other exciting fields? This is a question that is difficult to answer without taking some time to explore the career and how you could fit into it. Cooperative Education allows you to explore a career in greater depth to find out if it is what you want to do.

Cooperative Education may be the culmination of a series of experiential learning opportunities that include: job shadowing, job twinning, and work experience, and is often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).

A Cooperative Education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The Cooperative Education course and the related course (or courses) together constitute a student’s cooperative education program, designed to suit the student’s strengths, interests, and needs and to enhance the student’s preparation for the future.

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

Students apply to take a Cooperative Education course during the course selection process. A counselling and interviewing process – conducted by Cooperative Education teachers in collaboration with guidance counsellors, teacher-advisers, and administrators – determines applicants’ suitability for the program.

Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program. In collaboration with students, subject teachers, and placement supervisors, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Cooperative Education teachers also conduct placement learning assessments and evaluate their students’ performance in pre-placement, placement, and reflective learning activities. Students share and analyse their placement experiences with their teachers and peers in structured integration sessions.

You will learn how networking will help you get your foot in the door of your chosen field. What you learn about yourself is invaluable. You become much more mature in the process of selecting an educational career path. Cooperative Education has led some students to alter their career paths and make informed decisions regarding course selection and post secondary planning. Many students have gone directly into the workforce with their co-op employers after high school. It is time to put yourself in a position where you can think about your career plans in a practical and realistic manner.

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

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

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

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

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

Note: OYAP Level 1 program students will receive Dual Credits along with their Coop credits. For further information about Dual Credits speak to your Guidance Counsellor or Cooperative Education Teacher.

Tentative Trade Areas for February 2013

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

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

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

MILITIA COOP

The Armed forces offers a Militia Coop during the afternoons of second semester. Students must apply for this competitive program and meet the following minimum requirements:

- be at least 16 years of age
- attained at least 15 credits
- cannot be under court order (probation)

In addition, students must undergo aptitude testing, a medical examination, an interview and fitness testing.

Students will earn \$35.00 per day (about \$3000.00 for the semester) and have opportunity for summer employment. They must commit to 2 weekends of training and service. The operation of this program is dependent upon government funding.

THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted (full disclosure) by the student, with the percentage grades earned and the credits gained.
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- the student's final result on the provincial secondary school literacy test
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

EXPECTATIONS REGARDING COURSE LOAD AND REQUESTS FOR CHANGES

Students in grades 9, 10 and 11 are expected to take four subjects each semester. Students must be in grade 12 and have at least twenty four credits in order to drop a course and carry only three courses during a semester. If it becomes necessary to reduce course load prior to the attainment of twenty four credits, students may be placed in a supervised study situation at the back of a senior class. **Students at all grades will be required to carry at least three subjects each semester unless special permission from the principal has been obtained.**

It is important for students and parents to understand that course selections are important and should be taken seriously. The secondary school timetable is staffed and built based on what students and parents request for courses for the following year. The option sheet is a signed contract, which indicates your choices. The secondary school will then do its best to offer the courses that have been requested in a timetable that accommodates the vast majority of student requests. For this reason, changes, after staffing and timetabling are completed, are often not possible. Please try to ensure that your choices are indeed what you want for the following year, because in all likelihood requests for changes will not be accommodated.

DESCRIPTION OF SPECIALIZED PROGRAMS

French Immersion

Adam Scott is designated as the only secondary school in the northern section of Kawartha Pine Ridge that offers a French Immersion program. Students who completed the French Immersion program in elementary school (Adam Scott Int., Prince of Wales, or Westmount) will most likely wish to continue in the Immersion program at Adam Scott. Transportation for those who qualify will be provided. Details regarding requirements for the diploma endorsement are provided on page 2.

Pathways

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

Program Pathways provide the opportunity for students to:

- complete secondary school graduation diploma or certificate requirements
- meet the entry level requirements of a specific industry
- develop employability and industry-specific skills
- obtain experience in the workplace
- earn industry-recognized certification

Schools throughout KPR have worked to develop various Pathways for secondary school students. Detailed information regarding programs available are provided in separate promotional materials and available through the Guidance department.

Specialist High Skills Major

The **Specialist High Skills Major (SHSM)** is a ministry approved specialized program. A SHSM allows students to focus on knowledge and skills that are of particular importance in certain economic sectors, and to obtain certifications recognized in those sectors, as they work towards meeting the requirements for an OSSD. Students who graduate with a SHSM designation on their diploma are prepared for success in a particular sector and in the post secondary destination of their choice, whether it be apprenticeship training, a college or university program, or the workplace. Since 2009, Adam Scott has offered a SHSM in the Health and Wellness Sector where students are able to focus in the area of Fitness. This program requires students to complete the following:

Required Courses for SHSM in Health and Wellness:

Credits	Apprenticeship		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Health and Wellness Major	2	2	2	2	2	2	2	2
English		1		1		1		1
Mathematics	1		1		1		1	
Science	1		1		1		1	
Cooperative Education	2		2		2		2	
Total Number of Credits	9		9		9		9	

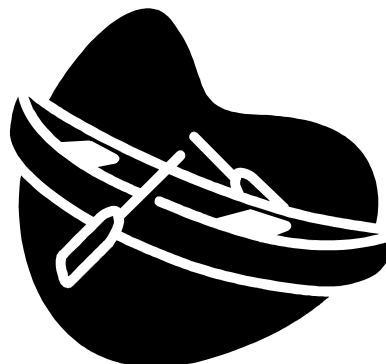
Required Sector-recognized Certifications and/or Training Courses:

Four (4) Compulsory:

- Cardio Pulmonary Resuscitation (CPR) - Level C
- Standard First Aid
- Infection Control
- Generic instruction about the Workplace Hazardous Materials Information System (WHMIS)

Three (3) Electives from the list below:

- wilderness first aid
- coaching/personal trainer
- leadership: group activities
- communication skills
- fitness
- non-violent crisis intervention
- behaviour management
- customer service



Required Courses for SHSM in Arts and Culture:

Credits	Apprenticeship		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Arts and Culture Major	2	2	2	2	2	2	2	2
English		1		1		1		1
Business Studies / Canadian & World Studies	1		1		1		1	
Cooperative Education	2		2		2		2	
Total Number of Credits	8		8		8		8	

Required Sector-recognized Certifications and/or Training Courses:**Four (3) Compulsory:**

- Cardio Pulmonary Resuscitation (CPR) - Level A
- Standard First Aid
- Generic instruction about the Workplace Hazardous Materials Information System (WHMIS)

Three (3) Electives from the list below:

- stage combat
- lighting and sound equipment
- recording equipment
- technical support (e.g., lighting, sound)
- musical instrument repair
- sewing
- training in an art form or technique (e.g., mime, tap dancing, improvisation)

NEW for the 2012-2013 school year, Adam Scott will be offering a SHSM in the area of:

“Business”**Required Courses for SHSM in Business:**

Credits	Apprenticeship		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Business Major	1	2	1	2	1	2	1	2
English		1		1		1	1	1
Mathematics	1	1	1	1	1	1	1	
Cooperative Education	2		2		2		2	
Total Number of Credits	9		9		9		9	

Required Sector-recognized Certifications and/or Training Courses:

Four (4) Compulsory & Two (3) Electives

- Workplace Hazardous Materials Information Systems (WHMIS)
- Standard First Aid
- CPR, Level A
- Customer Service
- Successful Exhibiting
- Software
- Summer Company Program
- Counterfeit Detection
- Ergonomics
- Personality Inventory

Dual Credits

Dual Credits give selected secondary school students the opportunity to sample college education, experience a different learning environment, to build their confidence to be successful at college, and to gain credit in both secondary school and college. Students take a college credit taught by a college faculty member and must meet the requirements to pass. Dual credits began in Ontario in 2005, with thousands of secondary students experiencing the opportunity.

If successful, students earn an optional secondary school credit and are also issued a college credit. The course will be recognized at college if they choose to attend a program for which the course is a requirement.

There are four Dual Credit programs available at Adam Scott. Our double credit Grade 12 Transportation class (TTJ4C9) offers students an opportunity to participate in an Introductory Welding course at Fleming College. Grade 11 Computer Engineering (TEJ3E1/3M1) will have the opportunity to participate in a 'Hardware and Network Fundamentals' course through Fleming College. Those students taking Grade 11 Marketing (BMI3C1) will have the opportunity to participate in 'Marketing I', through Fleming College. And those students taking Grade 11 Visual Arts (AVI 3M1) will have the opportunity to participate in 'Art Design I', through the Fleming College & Haliburton School of Art.

eLearning - Get the Courses You Need Online

Having trouble getting a course because it is not offered at your school, it is filled, or it doesn't fit into your timetable? Perhaps eLearning may be the answer....

Are self-motivated? Do you have good time management skills? Can work independently? Do you like learning on a computer? If so, consider this...

eLearning allows you to select from nearly 70 Ontario secondary courses that you complete online in a virtual classroom. Like a regular classroom in your school, you will be enrolled in an Ontario Ministry of Education course being taught by an Ontario qualified teacher. You will have classmates with whom you will interact and assignments and activities with which you will be engaged. The major difference, however, is that your classroom is virtual so you will not be in the physical presence of your teacher or your classmates. The major advantage is that you can access your course at any time from any place you can connect to the Internet. Please know, however, that during your eLearning period you are expected to be working on your eLearning course on one of the computers in your school that has been designated for eLearning..

Students are required to meet with their guidance counsellor if they are interested in taking eLearning courses. It is recommended that students are eligible for eLearning courses if the chosen course does not fit into their regular school timetable or if it is not offered in their home school.

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

For more information or to register for an eLearning course, please make an appointment with your Guidance Counsellor.

Career Information is available at

www.careercruising.com

ID: Kawartha Password: 18070

Programming for Students Looking for Additional Challenge

Advanced Placement (AP) Opportunity

The Advanced Placement program is interwoven with the Ontario Curriculum in the Gifted/Enriched courses. Advanced Placement enrichment exposes students to university level content and expectations, giving them an advantage when applying to universities in Canada, the United States, or abroad. AP results are accepted by many Canadian universities which increasingly offer advanced standing (university credit) in a number of specified courses, to candidates with good AP exam results. The Canadian AP website offers more in-depth information (www.ap.ca) with respect to the number and subject listing for universities. Students are also encouraged to ask universities about their AP policies.

Adam Scott believes in meeting the learning needs of all students. We have offered Biology, Grade 12 University Preparation, Advanced Placement since September 2005. This course is appropriate for students identified as gifted as well as for students who have demonstrated high achievement and motivation in the subject area. This course will be coded as 'Advanced Placement'. **As with all courses, it will run if there is enough qualified interest.**

Interdisciplinary Studies Opportunity

Students will be given the opportunity to earn an IDC 4U1 credit as another enrichment opportunity. This will occur when a student enrolls in the Cooperative Education program and experiences a placement that has a depth and breadth beyond the regular high school curriculum.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Special Education Advisory Committee is a legislated standing committee of the Board. The community representatives are nominated by their association and their appointment is approved by the Board. It is the role of the Special Education Advisory Committee to report and make recommendations to the Board regarding any matter effecting the establishment and development of special education programs and services for exceptional students.

The Kawartha Pine Ridge SEAC endeavors to:

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

SEAC members are:

- mandated to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students
- available to receive phone calls from families and staff who are seeking information and resources related to specific exceptionalities
- available to provide support and guidance to families in procedural matters
- willing to attend meetings at the school as an advocate or liaison at the request of either the family or the school
- attending workshops and monthly SEAC meetings to keep up-to-date with the Board and Ministry of Education and Training programs
- attending conferences and staying in constant contact with associations to maintain knowledge of current trends and research in their areas of expertise
- available to share information and act as a resource to both school staff and families
- endeavoring to promote understanding of all students with special needs

The Kawartha Pine Ridge District School Board invites all parents and interested members of the public to attend Special Education Advisory Committee meetings.

Please contact the Education Centre at 877-741-4577, extension 2174, or a committee member for information or confirmation of attendance if you plan to attend.

GRADE 9 PROGRAM REQUIREMENTS AT ADAM SCOTT

Students must take the following **SIX COMPULSORY COURSES**:

- English
- French
- Mathematics
- Science
- Canadian Geography
- Healthy Active Living

Students must choose **TWO OPTIONAL (ELECTIVE) COURSES** from the following:

- | | |
|--|---------------|
| ● Information and Communication Technology in Business (Computers) | ● Music |
| ● Individual, Family and Social Living | ● Visual Arts |
| ● Exploring Technologies | ● Drama |

*note: Students coming into grade 9 who have been exempt from French in elementary school may take the Learning Strategies course in place of the French course upon recommendation of their grade 8 teachers. Substitution of the compulsory French credit will occur when an appropriate compulsory credit has been achieved.

GRADE 10 PROGRAM REQUIREMENTS AT ADAM SCOTT

Students must take the following **FIVE COMPULSORY COURSES**:

- English
- Mathematics
- Science
- Canadian History
- Civics and Career Studies

Students must choose **THREE OPTIONAL (ELECTIVE) COURSES** from the following:

- | | |
|--|---|
| ● Information and Communication Technology | ● French |
| ● Dramatic Arts | ● Healthy Active Living |
| ● Music - Instrumental | ● Food and Nutrition |
| ● Music - Guitar | ● Communications Technology |
| ● Visual Arts or Arts & Crafts | ● Computer Technology |
| ● Introduction to Business | ● Construction Technology |
| ● Spanish | ● Transportation Technology (Small Engines) |

GRADE 11 PROGRAM REQUIREMENTS AT ADAM SCOTT

Students must take the following **TWO COMPULSORY COURSES**:

- English
- Mathematics

All other selections involve individual choice. Please keep in mind that to meet compulsory requirements, **IN ADDITION TO THE SUBJECTS LISTED AS “MUST TAKE”, THERE ARE CHOICES FOR:**

- 1 additional credit in English, or a French as a Second Language, or a Native language, or a Classical or an International Language, or Social Sciences and the Humanities, or Canadian and World studies, or Guidance and Career Ed., or Cooperative Education {Group 1}
- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education {Group 2}
- 1 additional credit in Computer Studies, Science or Technological Education, or Cooperative Education {Group 3}

GRADE 12 PROGRAM REQUIREMENTS AT ADAM SCOTT

Students will take the ● last Compulsory English and ● any other compulsory subjects that have not yet been obtained. Students are required to take at least three subjects each semester unless special permission is granted by the Principal.

Courses Offered at Adam Scott

Grade 9 Courses Offered at Adam Scott C.V.I.

The following tables list all of the courses offered in Grade 9 at Adam Scott. Offerings are dependent on sufficient numbers of students selecting a given course and may be combined with another class in the same subject area. Please be advised that the learning in some programs is enhanced by field trips and activities, which may include an additional cost. Wherever possible, we will include this information with the course descriptions. A brief description of each course is included at the end of the table.

<i>The Arts</i>	
Drama, Open	ADA 101
Music, Open	AMU 101
Visual Arts, Open	AVI 101
<i>Business Studies</i>	
Information and Communication Technology in Business, Open	BTT 101
<i>Canadian and World Studies</i>	
Geography of Canada, Academic	CGC 1D1
Geography of Canada, Applied	CGC 1P1
Geography of Canada, Academic (French Immersion)	CGC 1DF
<i>English</i>	
English, Academic	ENG 1D1
English, Applied	ENG 1P1
English, Locally Developed (Essential/Transition)	ENG 1L1
<i>French As a Second Language</i>	
Core French, Academic	FSF 1D1
Core French, Applied	FSF 1P1
French Immersion, Academic	FIF 1DF
<i>Guidance and Career Education</i>	
Learning Strategies 1: Skills for Success in Secondary School, Open (usually for identified students who are exempt from French and arranged through Special Education)	GLE 101
<i>Health and Physical Education</i>	
Healthy Active Living Education, Open	PPL1OG female
Healthy Active Living Education, Open (French Immersion)	PPL1OB male
	PPL1OF coed

<i>Mathematics</i>	
Principles of Mathematics, Academic	MPM 1D1
Foundations of Mathematics, Applied	MFM 1P1
Mathematics, Locally Developed	MAT 1L1
<i>Science</i>	
Science, Academic	SNC 1D1
Science, Applied	SNC 1P1
Science, Locally Developed	SNC 1L1
Science, Academic (French Immersion)	SNC 1DF
<i>Social Sciences</i>	
Individual, Family, and Social Living, Open	HIF 1O1
<i>Technological Education</i>	
Exploring Technologies, Open	TIJ 1O1

COURSE DESCRIPTIONS FOR GRADE 9

Note: Unless identified as Applied or Academic, all courses are Open.

Grade 9, Drama

(ADA1O1)

This course emphasizes the active exploration of dramatic form and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Grade 9, Music

(AMU1O1)

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

Grade 9, Visual Arts

(AVI1O1)

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

Grade 9, Information and Communication Technology in Business, Open

(BTT1O1)

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

Grade 9, Geography of Canada**(Academic - CGC1D1)**

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

Grade 9, Geography of Canada**(Applied - CGC1P1)**

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

Grade 9, Geography of Canada**(Academic - French Immersion - CGC1DF)**

The content of this course is the same as that of the Grade 9, Geography of Canada (Academic), but the instruction will occur in French.

Grade 9, English**(Academic - ENG1D1)**

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

Prerequisite: None**Grade 9, English****(Applied - ENG1P1)**

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

Prerequisite: None**Grade 9, English****(Locally Developed - ENG1L1)**

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

Grade 9, Core French**(Academic - FSF1D1)**

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

Grade 9, Core French**(Applied - FSF1P1)**

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

Grade 9, French Immersion**(Academic - FIF1DF)**

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

Grade 9, Learning Strategies 1: Skills for Success in Secondary School (Open - GLE10/GLE20)

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

Prerequisite: Recommendation of Principal

Grade 9, Healthy Active Living Education (PPL10B/10G - Boy/Girl)

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

Grade 9, Healthy Active Living Education (French Immersion - PPL10F - Coed)

The content of this course is the same as that of the Grade 9, Healthy Active Living Education, but the instruction will occur in French.

Grade 9, Principles of Mathematics (Academic - MPM1D1)

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

Additional Information: Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D1) or Foundations of Mathematics, Grade 10, Applied (MFM2P1). Learning through abstract reasoning is an important aspect of this course.

Grade 9, Foundations of Mathematics (Applied - MFM1P1)

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

Additional Information: Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P1). Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D1) after completing this course will need to take a transfer course. Learning through hands on activities and the use of concrete examples is an important aspect of this course.

Grade 9, Mathematics (Locally Developed - MAT1L1)

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

Grade 9, Science (Academic - SNC1D1)

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

Grade 9, Science**(Applied-SNC1P1)**

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

Grade 9, Science**(Locally Developed - SNC1L1)**

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

Grade 9, Science**(Academic - French Immersion - SNC1DF)**

The content of this course is the same as that of the Grade 9, Science (Academic), but the instruction will occur in French.

Grade 9, Individual, Family, and Social Living**(HIF1O1)**

This course provides an introduction to Family Studies and will look at all areas including foods, clothing, relationships and consumerism. It explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will learn about how families work and the diversity of families and societies, and will have opportunities to develop interpersonal skills, decision-making skills, and practical skills related to family and social issues in daily life.

Grade 9, Exploring Technologies**(TIJ1O1)**

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

Grade 10 Courses Offered at Adam Scott C.V.I.

The following tables list all of the courses offered in Grade 10 at Adam Scott. Offerings are dependent on sufficient numbers of students selecting a given course and may include combination with another class in the same subject area. Please be advised that the learning in some programs is enhanced by field trips and activities, which may include an additional cost. Wherever possible, we will include this information with the course descriptions. A brief description of each course is included at the end of the table.

<i>The Arts</i>	
Dramatic Arts, Open	ADA 201
Music: Instrumental, Open	AMU 201
Music: Guitar, Open	AMG201
Visual Arts, Open	AVI 201
Visual Arts - Crafts, Open	AWA 201
<i>Business Studies</i>	
Introduction to Business, Open	BBI 201
Information and Computer Technology in Business, Open	BTT 201
<i>Canadian And World Studies</i>	
Contemporary Canadian History, Academic	CHC 2D1
Contemporary Canadian History, Applied	CHC 2P1
Contemporary Canadian History, Academic (French Immersion)	CHC 2DF
Canadian History, Locally Developed	CHC 2L1
Civics, Open (Half Credit)	CHV 205
<i>Classical and International Languages</i>	
Level II: International Languages (Spanish), Academic	LWS BD1
<i>English</i>	
English, Academic	ENG 2D1
English, Applied	ENG 2P1
English, Locally Developed	ENG 2L1
<i>French As a Second Language</i>	
Core French, Academic	FSF 2D1
French Immersion, Academic	FIF 2DF
Guidance and Career Education	
Career Studies, Open (Half Credit)	GLC 205

Discovering the Workplace, Open (1 credit course + 1 credit co-op) {Pathway Program} students will be selected for this program based on specific needs	GLD 2OW + GLD 2OX
<i>Health and Physical Education</i>	
Healthy Active Living Education, Open	PPL 2OG female PPL 2OB male
<i>Mathematics</i>	
Principles of Mathematics, Academic	MPM 2D1
Foundations of Mathematics, Applied	MFM 2P1
Mathematics, Locally Developed	MAT 2L1
<i>Science</i>	
Science, Academic	SNC 2D1
Science, Applied	SNC 2P1
Science, Locally Developed - Open	SNC 2L1
Science, Academic (French Immersion)	SNC 2DF
<i>Social Sciences</i>	
Food and Nutrition, Open	HFN 2O1
<i>Technological Education</i>	
Communications Technology	TGJ 2O1
Computer Technology	TEJ 2O1
Construction Technology	TCJ 2O1
Transportation Technology (Small Engines)	TTJ 2O9

COURSE DESCRIPTIONS FOR GRADE 10

Note: Unless identified as Applied or Academic, all courses are Open.

Grade 10, Dramatic Arts

(ADA2O1)

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

Prerequisite: None

Grade 10, Music: Instrumental

(AMU2O1)

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

Prerequisite: None

Grade 10, Music: Guitar**(AMG2O1)**

This course is designed as an introduction to playing the guitar. Students are not expected to have any previous experience. This course is designed to teach all the fundamentals of guitar playing including: proper handling and care for the guitar, tuning the guitar, how to read tablature, chord charts, and basic chord symbols, how to play basic open position chords, strumming and accompanying techniques, finger picking techniques (including alternate picking), 12 bar blues, pop song forms (I, IV, V, VI).

Prerequisite: None**Grade 10, Visual Arts****(AVI2O1)**

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

Prerequisite: None**Grade 10, Visual Arts - Crafts****(AWA2O1)**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and function. Students will also learn about the connections between crafts and their historical contexts. Course objectives will be achieved through a program focussed on Craft making.

Prerequisite: None**Grade 10, Introduction to Business****(BBI2O1)**

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

Prerequisite: None**Grade 10, Information and Communication Technology in Business, Open****(BTT2O1)**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. **(Although, can only take if you did not take BTT 1O1)**

Prerequisite: None**Grade 10, Canadian History Since World War I****(Academic - CHC2D1)**

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

Prerequisite: None**Grade 10, Canadian History Since World War I****(Applied - CHC2P1)**

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

Prerequisite: None**Grade 10, Canadian History since World War I****(Academic - French Immersion - CHC2DF)**

The content of this course is the same as that of the Grade 10, CHC2D1 but the instruction will occur in French.

Prerequisite: French Immersion Program**Grade 10, Canadian History****(Locally Developed - CHC2L1)**

This course emphasizes strengthening history related knowledge and skills and to prepare students for success in everyday life, in the workplace, and in Grade 11 Workplace courses. Students are given opportunity to continue developing their skills in reading, writing, and oral language through relevant and practical history activities. They are given opportunities to improve their subject area knowledge and skills and to practise them in order to strengthen their literacy skills. This course encourages students to

examine their conceptual understandings and beliefs, develop and enhance their critical thinking skills, and engage in meaningful dialogue with teachers and peers.

Prerequisite: None

Grade 10, Civics

(Half Credit - CHV2O5)

This is a compulsory, half credit course.

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

Prerequisite: None

Grade 10, Spanish - Level 1 International Language

(Academic - LWSBD1)

This course is designed to enable students to begin to communicate with native speakers of Spanish. Students will use simple language and read age- and language- appropriate passages for various purposes. They will explore aspects of the culture of countries where Spanish is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

Prerequisite: None

Grade 10, English

(Academic - ENG2D1)

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

Prerequisite: English, Grade 9, Academic or Applied

Grade 10, English

(Applied - ENG2P1)

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

Prerequisite: English, Grade 9, Academic or Applied

Grade 10, English

(Locally Developed - ENG2L1)

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

Prerequisite: A grade 9 English credit

Grade 10, Core French

(Academic - FSF2D1)

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

Prerequisite: Core French, Grade 9, Academic or Applied

Grade 10, French Immersion

(Academic - FIF2DF)

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

Prerequisite: French Immersion, Grade 9, Academic

Grade 10, Career Studies

(Half Credit - GLC2O5)

This is a compulsory, half credit course.

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for

managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Grade 10, Discovering the Workplace {Pathway Program}

(GLD2OW+GLD2OX)

This 2 credit package provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

Prerequisite: None

Additional Information: This course has been specifically written to meet the needs of students who:

1. *fit the profile of the students considered at risk in our secondary schools.*
2. *would benefit from learning the skills required for success in the workplace and demonstrating achievement of those skills both inside and outside of the classroom.*
3. *would benefit from having a related course for a cooperative education program in grade 10.*

* A list of possible candidates for this program will be developed in consultation with current grade 9 and 10 teachers and the Student Success Team. Students and parents will then be contacted to discuss specific details and possibilities.

Grade 10, Healthy Active Living Education

(PPL2OB/2OG)

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.

Prerequisite: None

Grade 10, Principles of Mathematics

(Academic - MPM2D1)

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

Prerequisite: Mathematics, Grade 9, Academic or Transfer Course

Grade 10, Foundations of Mathematics

(Applied - MFM2P1)

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.

Prerequisite: Mathematics, Grade 9, Academic or Applied

Grade 10, Mathematics

(Locally Developed - MAT2L1)

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

Prerequisite: A grade 9 Mathematics credit

Grade 10, Science

(Academic - SNC2D1)

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 given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Grade 10, Science

(Applied - SNC2P1)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related

to human cells and body systems, chemical reactions, factors affecting climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Grade 10, Science

(Locally Developed, Open - SNC2L1)

This credit does not meet the requirements for a compulsory credit in this subject.

This course builds upon the material covered in the Grade 9 Locally Developed Science course and provides the student with an opportunity to study the science in their daily lives. Safe handling of chemicals, environmental issues, energy conservation, weather systems and earth science will all be presented in a practical manner with frequent connections to the student's daily life outside of school. This course will assist in preparing the student to take their place as a responsible and informed member of a society that is increasingly being faced with issues based on an understanding of science.

Prerequisite: None

Grade 10, Science

(Academic - French Immersion - SNC2DF)

The content of this course is the same as that of the Grade 10, Science (Academic), but the instruction will occur in French.

Prerequisite: Science, Grade 9 Academic Immersion

Grade 10, Food and Nutrition

(HFN2O1)

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

Prerequisite: None

Grade 10, Communications Technology

(TGJ2O1)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie 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.

Projects include; Desktop Publishing, Digital Imaging and Web page Design using Corel Draw, Photoshop, Macromedia and Black & White Photography; 3D Animation using 3D Studio Max; Video Production using Adobe Premiere; Stage Lighting; Audio Recording and Mixing.

Prerequisite: None

Grade 10, Computer Technology

(TEJ2O1)

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 post secondary pathways to careers in computer technology. Curriculum from the CISCO Academy, CCNA Discovery course will be taught in order to build and repair local area networks as well as computer systems.

Prerequisite: None

Grade 10, Construction Technology

(TCJ2O1)

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 drawing; 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 to careers in the industry.

Prerequisite: None

Grade 10, Transportation Technology - Small Engines

(TTJ 2O9)

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

Prerequisite: None

Grade 11 Courses Offered at Adam Scott C.V.I.

The following tables list all of the courses offered in Grade 11 at Adam Scott. Offerings are dependent on sufficient numbers of students selecting a given course and may be combined with another class in the same subject area. Please be advised that the learning in some programs is enhanced by field trips and activities, which may include an additional cost. Wherever possible, we will include this information with the course descriptions. A brief description of each course is included at the end of the table as well as prerequisite charts indicating the necessary prerequisite courses for subjects in each area of study.

It is extremely important that prerequisites are reviewed before choices are made.

<i>The Arts</i>	
Media Arts, Digital Photography, Open	ASM 3O1
Music, University/College Preparation	AMU 3M1
Music, Guitar, Open	AMG 3O1
Visual Arts, University/College Preparation *Dual Credit	AVI 3M1
<i>Business Studies</i>	
Financial Accounting Fundamentals, University/College Preparation	BAF 3M1
Introduction to Marketing, College Preparation *Dual Credit	BMI 3C1
Information and Communication Technology: The Digital Environment, Open	BTA 3O1
<i>Canadian and World Studies</i>	
Travel and Tourism: A Regional Geographic Perspective, Open	CGG 3O1
American History, University Preparation	CHA 3U1
World History to the Sixteenth Century, University/College Preparation	CHW 3M1
World History Since 1900: Global and Regional Perspectives, Open	CHT 3O1
Understanding Canadian Law, University/College Preparation	CLU 3M1
<i>Classical and International Languages</i>	
Level III: International Languages (Spanish), University Preparation	LWS CU1
<i>English</i>	
English, University Preparation	ENG 3U1
English, College Preparation	ENG 3C1
English, Workplace Preparation	ENG 3E1
Media Studies, Open	EMS 3O1
<i>French As a Second Language</i>	
Core French, University Preparation	FSF 3U1
French Immersion, University Preparation	FIF 3UF
<i>Health and Physical Education</i>	
Healthy Active Living Education, Open	PPL 3O1

Personal and Fitness Activities, Open	PAF 3O1
Personal and Fitness Activities, Open (French Immersion)	PAF 3OF
<i>Mathematics</i>	
Functions, University Preparation	MCR 3U1
Functions and Applications, University/College Preparation	MCF 3M1
Foundations for College Mathematics, College Preparation	MBF 3C1
Mathematics for Work and Everyday Life, Workplace Preparation	MEL 3E1
<i>Native Studies</i>	
Current Aboriginal Issues in Canada, University/College Preparation	NDA 3M1
Current Aboriginal Issues in Canada, Workplace Preparation	NBV 3E1
<i>Science</i>	
Biology, University Preparation	SBI 3U1
Biology, College Preparation	SBI 3C1
Chemistry, University Preparation	SCH 3U1
Physics, University Preparation	SPH 3U1
Environmental Science, University/College Preparation <i>*offered as part of a double credit package with PLF4C9.</i>	SVN 3M9
Environmental Science, Workplace Preparation	SVN 3E1
<i>Social Sciences</i>	
Fashion and Creative Expression, Open	HNC 3O1
Living Spaces and Shelter, Open	HLS 3O1
Parenting, Open	HPC 3O1
Introduction to Anthropology, Psychology, and Sociology, University/College Prep	HSP 3M1
Introduction to Anthropology, Psychology, and Sociology (French Immersion)	HSP 3MF
<i>Technological Education</i>	
Communications Technology, University/College Preparation	TGJ 3M1
Communications Technology: Broadcast and Print Production - Yearbook, Open	TGJ 3OK
Custom Woodworking, Workplace Preparation	TWJ 3E1
Technological Design, University/College Preparation	TDJ 3M1
Technological Design and the Environment, Open	TDJ 3O1
Transportation Technology, Vehicle Ownership, Open	TTJ 3O1
Transportation Technology, College Preparation	TTJ 3C1
Transportation Technology (Small Engines), College Preparation	TTS 3C1

Computer Engineering Technology, University/College Preparation *Dual Credit	TEJ 3M1
Computer Technology, Workplace Preparation *Dual Credit	TEJ 3E1

<i>Cooperative Education</i>	
Cooperative Education (Double credit related to in-school subject)	WRK 5O2
Cooperative Education (Single Credit - Peer Helping)	WRK 5OP

COURSE DESCRIPTIONS FOR GRADE 11

Photography: Digital Imagery and Web Design, Grade 11

(Open – ASM3O1)

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

Prerequisite: None

Music, Grade 11

(University/College Preparation - AMU3M1)

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

Prerequisite: Music, Grade 9 or 10, Open

Music: Guitar, Grade 11

(Open - AMG3O1)

This course emphasizes the performance, appreciation, and analysis of various kinds of music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music using tablature, chord symbols and diagrams, and musical notation while developing their technical and imaginative abilities. All guitars must be acoustic (nylon or steel string). Some guitars (24) are available from the school.

Prerequisite: Music: Guitar, Grade 10

Visual Arts, Grade 11

(University/College Preparation - AVI3M1)

**Dual Credit Opportunity*

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

Students will earn a Design I Fleming College credit, team taught by Fleming faculty and their Visual Arts teacher. This course is focused on the elements and principles of design. The students will be engaged through a variety of applied exercises, the study of design history, the built and natural environment, and application to the student's own work. Group work, research, discussion, critical thinking, and design projects will lead the students to recognize and understand the implications of different design solutions. *Optional, additional premium Art Kits will be available for purchase to produce student projects.*

Prerequisite: Visual Arts, Grade 9 or 10, Open; Visual Arts - Crafts, Grade 10 Open

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

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

Prerequisite: None**Introduction to Marketing, Grade 11****(College Preparation - BMI3C1)****Dual Credit Opportunity*

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

Through the SCHOOL COLLEGE WORK INITIATIVE (SCWI) senior students will have the opportunity to reach ahead and earn a Fleming College “Marketing I” credit at the same time as they complete the OSS – Business Studies “BMI 3C1” Credit. This course will be offered in the second semester and will be team taught by Adam Scott and Fleming College teachers. In the Fleming component, students will learn to translate ever-changing people needs into market opportunities by planning, analyzing, researching, setting objectives and using a variety of interrelated marketing strategies.

Prerequisite: None**Information and Communication Technology: The Digital Environment, Grade 11****(Open - BTA3O1)**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post secondary studies.

The majority of this course will be taught using Microsoft Office 2000.

Prerequisite: None**Travel and Tourism: A Regional Geographic Perspective, Grade 11****(Open - CGG3O1)**

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

Prerequisite: Geography of Canada, Grade 9, Academic or Applied**American History, Grade 11****(University Preparation - CHA3U1)**

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

Prerequisite: Canadian History Since World War I, Grade 10 Academic or Applied**World History to the Sixteenth Century, Grade 11****(University/College Preparation - CHW3M1)**

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

Prerequisite: Canadian History Since World War I, Grade 10 Academic or Applied**World History Since 1900: Global and Regional Perspectives, Grade 11****(Open Preparation - CHT3O1)**

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

Prerequisite: Canadian History Since World War I, Grade 10 Academic or Applied

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

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

Prerequisite: Canadian History Since World War I, Grade 10 Academic or Applied

Spanish, Level III - International Language, Grade 11**(University Preparation – LWS CU1)**

This course offers students opportunities to further develop their knowledge of Spanish and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where Spanish is spoken through a variety of print and technological resources.

Prerequisite: Spanish, Grade 10 - Level II International Language

English, Grade 11**(University Preparation - ENG3U1)**

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

Prerequisite: English, Grade 10, Academic

English, Grade 11**(College Preparation - ENG3C1)**

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

Prerequisite: English, Grade 10, Applied

English, Grade 11**(Workplace Preparation - ENG3E1)**

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

Prerequisite: English, Grade 10 Applied or Locally Developed

Media Studies, Grade 11**(Open Preparation - EMS3O1)**

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

Prerequisite:

Core French, Grade 11**(University Preparation - FSF3U1)**

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

Prerequisite: Core French, Grade 10, Academic

French Immersion, Grade 11**(University Preparation - FIF3UF)**

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

Prerequisite: French Immersion, Grade 10, Academic

Healthy Active Living Education, Grade 11**(Open - PPL3O1)**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. *The learning in this program is enhanced by field trips and activities, which may include an additional cost.*

Prerequisite: None**Personal and Fitness Activities, Grade 11****(Open - PAF3O1)**

This course emphasizes regular participation in a variety of fitness activities, (e.g., strength training, cardio, endurance and flexibility training, accomplished through a wide range of methods) that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication and social skills. *The learning in this program is enhanced by field trips and activities, which may include an additional cost.*

Prerequisite: None**Personal and Fitness Activities, Grade 11 {French Immersion}****(Open - PAF3OF)**

The content of this course is the same as that of the Grade 11, Personal and Fitness Activities (Open), but the instruction will occur in French. *Students may choose this course in Grade 11.*

Prerequisite: French Immersion Program**Functions, Grade 11****(University Preparation - MCR3U1)**

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

Prerequisite: Principles of Mathematics, Grade 10, Academic**Functions and Applications, Grade 11****(University/College Preparation - MCF3M1)**

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

Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied**Foundations for College Mathematics, Grade 11****(College Preparation - MBF3C1)**

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied**Mathematics for Work and Everyday Life, Grade 11****(Workplace Preparation - MEL3E1)**

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

Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9 Applied, or Mathematics, Grade 10, Locally Developed**Current Aboriginal Issues in Canada, Grade 11****(University/College Preparation - NDA3M1)**

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between aboriginal and non-Aboriginal peoples.

Prerequisite: Canadian History Since World War I, Grade 10 Academic or Applied

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11 (Workplace Preparation - NBV3E1)

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine issues of identity facing Indian, Métis, and Inuit peoples, and their relationships to land and nature, as well as to one another within their communities and working environments. Students will also learn how traditional and contemporary beliefs and values influence the present-day aspirations and actions of Aboriginal peoples.

Prerequisite: Canadian History, Grade 10 Academic or Applied or Locally Developed

Biology, Grade 11**(University Preparation - SBI3U1)**

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

Prerequisite: Science, Grade 10, Academic

Biology, Grade 11**(College Preparation - SBI3C1)**

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 life sciences and related fields.

Prerequisite: Science, Grade 10, Academic or Applied

Chemistry, Grade 11**(University Preparation - SCH3U1)**

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

Prerequisite: Science, Grade 10, Academic

Environmental Science, Grade 11**(University/College Preparation - SVN3M9)**

*** Offered only as a 2 credit package with PLF4C9 during semester 1.**

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

Prerequisite: Science, Grade 10, Applied or Academic

Environmental Science, Grade 11**(Workplace Preparation - SVN3E1)**

This course provides students with the fundamental knowledge of, and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the 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.

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

Physics, Grade 11**(University Preparation - SPH3U1)**

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

Prerequisite: Science, Grade 10, Academic

Living Spaces and Shelter, Grade 11**(Open - HLS301)**

Students taking this housing course will develop a housing portfolio including floor plans, furniture layouts and decorating schemes with available computer technology. This course analyses how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing.

Prerequisite: None**Fashion and Creative Expression, Grade 11****(Open - HNC301)**

This introductory hands-on course is suitable for any student with a personal interest in fashion or a desire to pursue a fashion career and is the recommended prerequisite for the grade 12 course, The Fashion Industry. This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology. *The learning in this program is enhanced by the production of personal items, which may include an additional cost.*

Prerequisite: None**Parenting, Grade 11****(Open - HPC301)**

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

Prerequisite: None**Introduction to Anthropology, Psychology, and Sociology, Grade 11****(Univer/College Prep - HSP3M1)**

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

Prerequisite: None**Introduction to Anthropology, Psychology, and Sociology, Grade 11****(Univer/College Prep - HSP3MF)****{French Immersion}**

The content of this course is the same as that of the Grade 11, Introduction to Anthropology, Psychology, and Sociology (University/College), but the instruction will occur in French.

Prerequisite: French Immersion Program**Communications Technology, Grade 11****(University/College Preparation - TGJ3M1)**

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 or 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.

Projects include Desktop Publishing, Digital Imaging and Web page Design using Corel Draw, Photoshop, Macromedia and Black & White Photography; 3D Animation using 3D Studio Max; Video Production using Adobe Premiere; Stage Lighting; Audio Recording and Mixing.

Prerequisite: None

Communications Technology: Broadcast and Print Production, Grade 11**(Open Preparation - TGJ3O1)****For Single Credit Yearbook Use TGJ3OK**

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as a part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and post secondary education and training pathways and career opportunities in the various communications technology fields. **This Yearbook course can be selected in combination with TGJ4M to produce the school's Yearbook and Video Yearbook.**

Prerequisite: None**Custom Woodworking, Grade 11****(Workplace Preparation - TWJ3E1)**

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 related environmental and societal issues related to the woodworking industry, and explore apprenticeships, post secondary training and career opportunities in the field that may be pursued directly after graduation. *Optional, premium materials will be available for purchase to produce student projects.*

Prerequisite: None**Technological Design and the Environment, Grade 11****(Open Preparation - TDJ3O1)**

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

Prerequisite: None**Technological Design, Grade 11****(University/College Preparation - TDJ3M1)**

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

Prerequisite: None**Transportation Technology: Vehicle Ownership, Grade 11****(Open Preparation - TTJ3O1)**

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

Prerequisite: None**Transportation Technology - Automotive Focus, Grade 11****(College Preparation - TTJ3C1)**

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 related environmental and societal issues related to transportation, and will learn about apprenticeships and college programs leading to careers in the transportation industry.

Prerequisite: None**Transportation Technology - Small Engines, Grade 11****(College Preparation - TTS3C1)**

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 related environmental and societal issues related to transportation, and will learn about apprenticeships and college programs leading to careers in the transportation industry. Students will concentrate on the repair of marine and small engine vehicles.

Prerequisite: None

Computer Engineering, Grade 11**(University/College Preparation -TEJ3M1)******Dual Credit Opportunity***

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 related environmental and societal issues related to the use of computers, and will learn about college and university programs leading to careers in computer engineering. Successful students will earn 2 credits; one secondary school credit and a Fleming College credit (Hardware and Network Fundamentals) delivered at Adam Scott once per week by a Fleming College teacher. Students will also earn CISCO CCNA certifications that can be applied to any college CCNA program. This knowledge could lead to many employment opportunities in the fields of computers, networking, communication electronics and/or consumer electronics. Computer engineering Technology related careers currently hold the top five fastest growing occupations.

Prerequisite: None**Computer Technology, Grade 11****(Workplace Preparation - TEJ3E1)******Dual Credit Opportunity***

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 related 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. Successful students will earn 2 credits; one secondary school credit and a Fleming College credit (Hardware and Network Fundamentals) delivered at Adam Scott once per week by a Fleming College teacher. Students will also earn CISCO CCNA certifications that can be applied to any college CCNA program. This knowledge could lead to many employment opportunities in the fields of computers, networking, communication electronics and/or consumer electronics. Computer engineering Technology related careers currently hold the top five fastest growing occupations.

Prerequisite: None**Multiple Credit Opportunities****Co-operative Education, Grade 11****(WRK502- 2 credits)**

Students may take a double credit in Cooperative Education as outlined on page 16 of this booklet. This includes a classroom component, comprised of pre-placement and integration activities, and a placement component.

Note: Students will be interviewed by a Coop teacher in collaboration with guidance counsellors, classroom teachers, and administrators, to determine applicants' suitability for the program.

Prerequisite: Career Studies, Grade 10, Open**Cooperative Education-Peer Helping****(WRK50P - 1 credit)**

This is a single credit co-op course which focuses on students working in classrooms assisting fellow students as peer tutors. Students will have the opportunity to develop skills in communication, interpersonal relations, leadership, teamwork and conflict resolution. Students will be assigned to classrooms and will work with other students under the direction of an associate teacher.

Note: Students will be interviewed by a Coop teacher in collaboration with guidance counsellors, classroom teachers, and administrators, to determine applicants' suitability for the program.

Pre-placement and integration sessions are an integral part of this program.

Prerequisite: Career Studies, Grade 10, Open**Technology Packages**

The Ministry policy document for Technological Information states: "courses may be developed to emphasize a particular area, but not to the exclusion of other areas within the subject." Students must be given the opportunity to achieve all of the expectations.

However, students may earn **more than one credit** for a course based on a set of course expectations when it is part of a program leading to apprenticeship or certification, or it is part of a school - work transition program. Additional time (and credits) can be allotted in 55 hour increments, up to a maximum of 330 hours (3 credits), in order to provide for practice and refinement of skills. Ministry policy clearly states that, "the number of additional credits and the nature of the assignments to be completed must be established before the start of the course".

Schools are allowed to organize their multiple technology programs that have the same course expectations of the individual courses but a different focus by offering the courses in packages. **The Technology Department at Adam Scott has developed a multiple credit (2 credit) package in Transportation.**

Grade 12 Courses Offered at Adam Scott C.V.I.

The following tables list all of the courses offered in Grade 12 at Adam Scott. Offerings are dependent on sufficient numbers of students selecting a given course and may be combined with another class in the same subject area. Please be advised that the learning in some programs is enhanced by field trips and activities, which may include an additional cost. Wherever possible, we will include this information with the course descriptions. A brief description of each course is included at the end of the table as well as prerequisite charts indicating the necessary prerequisite courses for subjects in each area of study.

It is extremely important that prerequisites are reviewed before choices are made.

<i>The Arts</i>	
Dramatic Arts, University/College Preparation	ADA 4M1
Dramatic Arts, Workplace Preparation	ADA 4E1
Music, University/College Preparation	AMU 4M1
Visual Arts, University/College Preparation	AVI 4M1
<i>Business Studies</i>	
Financial Accounting Principles	BAT 4M1
International Business Fundamentals	BBB 4M1
Information and Communication Technology: Multimedia Solutions, College Prep.	BTX 4C1
Business Leadership: Becoming a Manager, Workplace Preparation	BOG 4E1
<i>Canadian and World Studies</i>	
Canadian and World Issues: A Geographical Analysis, University Preparation	CGW 4U1
Canadian History: Identity and Culture, University Prep	CHI 4U1
World History: The West and the World, University Preparation	CHY 4U1
World History: The West and the World, College preparation	CHY 4C1
Canadian and International Law, University Preparation	CLN 4U1
Classical Civilization, University Preparation	LVV 4U1
<i>Classical and International Languages</i>	
Level IV: International Languages (Spanish), University Preparation	LWS DU1
<i>English</i>	
English, University Preparation	ENG 4U1
English, College Preparation	ENG 4C1
English, Workplace Preparation	ENG 4E1
The Writer's Craft, University Preparation	EWC 4U1
The Writer's Craft. College Preparation	EWC 4C1
Studies in Literature, University Preparation	ETS 4U1
Studies in Literature, College Preparation	ETS 4C1

Ontario Secondary School Literacy Course, Open	OLC 4OL
<i>French As a Second Language</i>	
Core French, University Preparation	FSF 4U1
French Immersion, University Preparation	FIF 4UF
<i>Health and Physical Education</i>	
Healthy Active Living Education, Open	PPL 4O1
Personal and Fitness Activities, Open	PAF 4O1
Personal and Fitness Activities, Open (French Immersion)	PAF 4OF
Exercise Science, University Preparation	PSE 4U1
Recreation and Fitness Leadership, College Preparation <i>- as Double credit package in combination with SVN3M9 use...</i>	PLF 4C1 PLF 4C9
<i>Guidance and Career Education</i>	
Navigating the Workplace, Open (1 credit course + 1 credit co-op) { Pathway Program } - students will be selected for this program based on specific needs	GLN 4OW + GLN 4OX
<i>Mathematics</i>	
Advanced Functions, University Preparation	MHF 4U1
Calculus and Vectors, University Preparation	MCV 4U1
Mathematics of Data Management, University Preparation	MDM 4U1
Foundations for College Mathematics, College Preparation	MAP 4C1
Mathematics for Work and Everyday Life, Workplace Preparation	MEL 4E1
<i>Science</i>	
Biology, University Preparation	SBI 4U1
Biology, University Preparation - Advance Placement	SBI 4UA
Chemistry, University Preparation	SCH 4U1
Chemistry, College Preparation	SCH 4C1
Physics, University Preparation	SPH 4U1
Physics, College Preparation	SPH 4C1
<i>Social Sciences</i>	
Individuals and Families in a Diverse Society, University/College Preparation	HHS 4M1
The Fashion Industry, Open	HNB 4O1
<i>Technological Education</i>	
Communications Technology, University/College Preparation	TGJ 4M1
Custom Woodworking, Workplace Preparation	TWJ 4E1

Technological Design, University/College Preparation	TDJ 4M1
Technological Design, Open	TDJ 4O1
Transportation Technology (Small Engines), College Preparation	TTS 4C1
Transportation Technology (Vehicle Maintenance), Workplace Prep.	TTJ 4E1
Transportation Technology (Double Automotive), College Prep. *Dual Credit	TTJ 4C9
Computer Engineering Technology, University/College Prep.	TEJ 4M1
Computer Technology, Workplace Preparation	TEJ 4E1
<i>Cooperative Education</i>	
Cooperative Education (Single credit related to in-school subject to be combined with double credit for a triple)	WRK 5O1
Cooperative Education (Double credit related to in-school subject)	WRK 5O2
Cooperative Education (Second Double credit related to in-school subject, two credits each semester)	WRK 5OD
Cooperative Education (Four credit (full day) related to in-school subject)	WRK 5O4
Cooperative Education (Militia Coop)	WRK 5OM
Cooperative Education (O.Y.A.P.) Application Due in April of 2011	WRK 5OY
Cooperative Education (Single Credit - Peer Helping)	WRK 5OP

COURSE DESCRIPTIONS FOR GRADE 12

Dramatic Arts, Grade 12

(University/College Preparation - ADA4M1)

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. *This course may be taken by students in grades 11 and 12. The learning in this program is enhanced by field trips and activities such as entrance to a drama festival, which may include an additional cost.*

Prerequisite: Dramatic Arts, Grade 10, Open

Dramatic Arts, Grade 12

(Workplace Preparation - ADA4E1)

This course requires students to create and present a variety of dramatic works relevant to the workplace. Students will develop character through hands on experience and project-based learning to build trust and collaborative skills and develop self confidence. Students will also explore skills related to the study of drama that can be applied in the workplace. *This course may be taken by students in grades 11 and 12. The learning in this program is enhanced by field trips and activities such as entrance to a drama festival, which may include an additional cost.*

Prerequisite: Dramatic Arts, Grade 10, Open

Music, Grade 12

(University/College Preparation - AMU4M1)

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

Prerequisite: Music, Grade 11, University/College Preparation or Open

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

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. *Optional, additional premium Art Kits will be available for purchase to produce student projects.*

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

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

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

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

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

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

Prerequisite: None

Information and Communication Technology: Multimedia Solutions, Grade 12**(College Preparation - BTX4C1)**

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers.

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

Business Leadership: Becoming a Manager, Grade 12**(Workplace Prep. - BOG4E1)**

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

Prerequisite: None

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

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

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

Canadian History: Identity, and Culture, Grade 12**(University Preparation - CHI4U1)**

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

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

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

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions. This course is the companion course of CHW3M1 in that it builds on the classical beliefs and achievements of the ancient world, which shaped modern western thought and civilization.

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

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

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

This course is the companion course of CHW3M1 in that it builds on the classical beliefs and achievements of the ancient world, which shaped modern western thought and civilization.

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

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

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

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

Classical Civilization, Grade 12**(University Preparation - LVV4U1)**

This course allows students to explore the beliefs and achievements of the classical world, which have shaped western thought and civilization. Students will investigate such aspects of classical culture as its mythology, art, literature, and philosophy, as well as elements of Ancient Greek and Latin, through a variety of activities such as dramatizations, audio-visual presentations, and discussions. By reading classical authors in English and examining archeological evidence, students will enhance both their communication skills and their ability to think critically and creatively. This new course will also allow students of CHW3M1 to continue their interest in classical Greek and Roman cultures.

Prerequisite: English, Grade 10 Academic or Applied

Spanish, Level IV - International Language, Grade 12**(University Preparation – LWS DU1)**

This course prepares students for university studies in Spanish. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

Prerequisite: Spanish, Grade 11 - Level 3 International Language

English, Grade 12**(University Preparation - ENG4U1)**

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

Prerequisite: English, Grade 11, University Preparation

English, Grade 12**(College Preparation - ENG4C1)**

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

Prerequisite: English, Grade 11, College Preparation

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

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

Prerequisite: English, Grade 11, Workplace Preparation

(Optional English Courses)**The Writer's Craft, Grade 12****(University Preparation - EWC4U1)**

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

Prerequisite: English, Grade 11, University Preparation

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

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

Prerequisite: English, Grade 11, College Preparation

Studies in Literature, Grade 12**(University Preparation - ETS4U1)**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: English, Grade 11, University Preparation

Studies in Literature, Grade 12**(College Preparation - ETS4C1)**

This course is for students with a special interest in literature. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations and complete an independent study project.

Prerequisite: English, Grade 11, College Preparation

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

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

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful, or are recommended by the principal are eligible to take the course.

Core French, Grade 12**(University Preparation - FSF4U1)**

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

Prerequisite: Core French, Grade 11, University Preparation

French Immersion, Grade 12**(University Preparation - FIF4UF)**

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

Prerequisite: French Immersion, Grade 11, University Preparation

Navigating the Workplace, Grade 12, {Pathways - 2 credit program}**(Open GLN4OW)**

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

Prerequisite: None

Additional Information: This course has been specifically written to meet the needs of students who:

- 1) *fit the profile of the senior students considered at risk in our secondary schools.*
- 2) *would benefit from learning the skills required for success in the workplace and demonstrating achievement of those skills both inside and outside of the classroom.*
- 3) *would benefit from having a related course for a cooperative education program in grade 12.*

*** A list of possible candidates for this program will be developed in consultation with current grade 10 and 11 teachers, and the Student Success Team. Students and parents will then be contacted to discuss specific details and possibilities.**

Healthy Active Living Education, Grade 12**(Open - PPL4O1)**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. In this program students can choose from activities offered at Scott and at community facilities. *The learning in this program is enhanced by field trips and activities, which may include an additional cost.*

Prerequisite: None**Personal and Fitness Activities, Grade 12****(Open - PAF4O1)**

This course emphasizes regular participation in a variety of fitness activities, (e.g., strength training, cardio, endurance and flexibility training, accomplished through a wide range of methods) that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication and social skills. *The learning in this program is enhanced by field trips and activities, which may include an additional cost.*

Prerequisite: None**Personal and Fitness Activities, Grade 12 {French Immersion}****(Open - PAF4OF)**

The content of this course is the same as that of the Grade 12, Personal and Fitness Activities (Open), but the instruction will occur in French. *Students may choose this course in Grade 12 and only if they did not take it as part of their French Immersion program in Grade 11.*

Prerequisite: French Immersion Program**Recreation and Fitness Leadership, College Preparation****(Open - PLF4C1/PLF4C9)**

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills to plan, organize and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leadership and fitness programs. The course expectations will be met using outdoor activities as the delivery mode as outlined on the Outdoor Adventure information sheet.

This course can be taken as a single credit or in combination with SVN3M1 (Environmental Science) - use PLF4C9 as code.

The learning in this program is enhanced by field trips and activities, which may include an additional cost of approximately \$325.00.

Prerequisite: Any Grade 11 or 12 open course in health and physical education.**Exercise Science, Grade 12****(University Preparation - PSE4U1)**

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

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

Advanced Functions, Grade 12**(University Preparation - MHF4U1)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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.

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

Calculus and Vectors, Grade 12**(University Preparation - MCV4U1)**

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

Prerequisite: The Advanced Functions (MHF4U1) must be taken prior to or concurrently with Calculus and Vectors (MCV4U1)

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

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

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

Foundations for College Mathematics, Grade 12**(College Preparation - MAP4C1)**

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

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

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

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

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

Biology, Grade 12**(University Preparation - SBI4U1)**

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 life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Biology, Grade 12 {Advanced Placement}**(University Preparation - SBI4UA)**

This course will cover the expectations for Grade 12 Biology, University Preparation, but will also prepare students to write the advanced placement exam. It is designed to provide enrichment for gifted and high achieving students. Advanced placement exam results may be used by some universities for admission and credit granting. For more information regarding advanced placement courses please go to www.ap.ca. **There is a fee charged to write the AP Exam; this course will only run if there are sufficient numbers.**

Prerequisite: Biology, Grade 11, University Preparation with high achievement

Chemistry, Grade 12**(University Preparation - SCH4U1)**

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

Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry, Grade 12**(College Preparation - SCH4C1)**

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 of data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

Physics, Grade 12**(University Preparation - SPH4U1)**

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

Prerequisite: Physics, Grade 11, University Preparation

Physics, Grade 12**(College Preparation - SPH4C1)**

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

Prerequisite: Science, Grade 10, Academic or Applied

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

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

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

The Fashion Industry, Grade 12**(Open - HNB4O1)**

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry. The grade 11 course, Fashion and Creative Expression, is strongly recommended as a prerequisite. *The learning in this program is enhanced by the production of personal items, which may include an additional cost.*

Prerequisite: None

Communications Technology, Grade 12**(University/College Preparation - TGJ4M1)**

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 or 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.

Students may focus on any specific area(s) of interest such as Desktop Publishing, Digital Imaging and Web page Design using InDesign, Corel Draw, Photoshop, Macromedia and Black & White Photography; 3D Animation using 3D Studio Max; Video Production using Adobe Premiere; Stage Lighting; Audio Recording and Mixing.

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

Custom Woodworking, Grade 12**(Workplace Preparation - TWJ4E1)**

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. *Optional, premium materials will be available for purchase to produce student projects.*

Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation

Technological Design, Grade 12**(University/College Preparation - TDJ4M1)**

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

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

Technological Design, Grade 12**(Open Preparation - TDJ4O1)**

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

Prerequisite: None

Transportation Technology: Vehicle Maintenance, Grade 12**(Workplace Preparation - TTJ4E1)**

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

Prerequisite: None

Transportation Technology - Automotive Focus, Grade 12**(College Preparation - TTJ4C9)**

(Double Auto - 2 credit course) *Dual Credit Opportunity

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.

Students who enroll in this course will have the opportunity to attend Fleming College one half day per week (as part of their double class time slot) to complete a 45 hour welding course. This course will teach the students the basics of welding techniques. Students will have opportunity to learn cutting with torches, basic arc welding principles and basic MIG welding principles. When the students successfully finish this 45 hour portion of the course they will receive an Introduction to Welding credit from Fleming College in addition to the double secondary school credit

Prerequisite: Transportation Technology- Automotive Focus, Grade 11, College Preparation

Transportation Technology - Small Engine Focus, Grade 12**(College Preparation, TTS4C1)**

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. Students will concentrate on the repair of marine and small engine vehicles.

Prerequisite: Transportation Technology, - Small Engine Focus, Grade 11, College Preparation

Computer Engineering Technology, Grade 12**(University/College Preparation - TEJ4M1)**

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computers 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 post secondary pathways leading to careers in computer engineering and related fields.

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

Computer Technology, Grade 12**(Workplace Preparation - TEJ4E1)**

This course enables students to further 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.

Prerequisite: Computer Technology, Grade 11, Workplace Preparation



Multiple Credit Opportunities

Co-operative Education, Grade 12 Students may take a double credit, two doubles, triple (double + single) or quadruple credits in Cooperative Education.

(1 Credit - WRK501)
(2 Credits - WRK502)
(A second double - WRK50D)
(4 credits, full day - WRK504)

Cooperative Education - Peer Helping **(1 credit - WRK50P)**

This is a single credit co-op course which focuses on students working in classrooms assisting fellow students as peer tutors. Students will have the opportunity to develop skills in communication, interpersonal relations, leadership, teamwork and conflict resolution. Students will be assigned to classrooms and will work with other students under the direction of an associate teacher.

OYAP - Ontario Youth Apprenticeship **(3 or 4 Credits - WRK50Y)**

This four credit Cooperative Education program allows students to fast track into the trade of their choice. It involves a combination of Community College trades training and a secondary school Cooperative Education placement. Students are registered as apprentices and attend the college one to three days a week to earn Basic Level 1 of their trade qualification. The remainder of their time is spent at the work placement, earning 3 or 4 secondary school credits while accumulating hours toward their apprenticeship requirements.

Note: OYAP runs during second semester. Interviews will be conducted by a panel from both education and industry to gain entrance into the program. See page 18 for a Tentative List of Available Trades.

Prerequisite: Students must be in Grade 12 and eligible to graduate.

Militia COOP **(4 Credits - WRK50M)**

This is a four credit Coop package offered through the Canadian Forces. It is a very competitive program, involving aptitude, a medical examination, and interview and fitness testing. Students will earn \$35 per day (about \$3000 for the semester) and have opportunity for summer employment. They must commit to 2 weekends of training and service.

Note: The operation of this program is dependent upon government funding. If it runs, it will occur during the afternoons of semester 2.

Prerequisite: Students must be at least 16 years of age at the time of application and must have attained at least 15 credits to date. They cannot be under court order (probation).

Pre-placement and integration sessions are an integral part of this program.

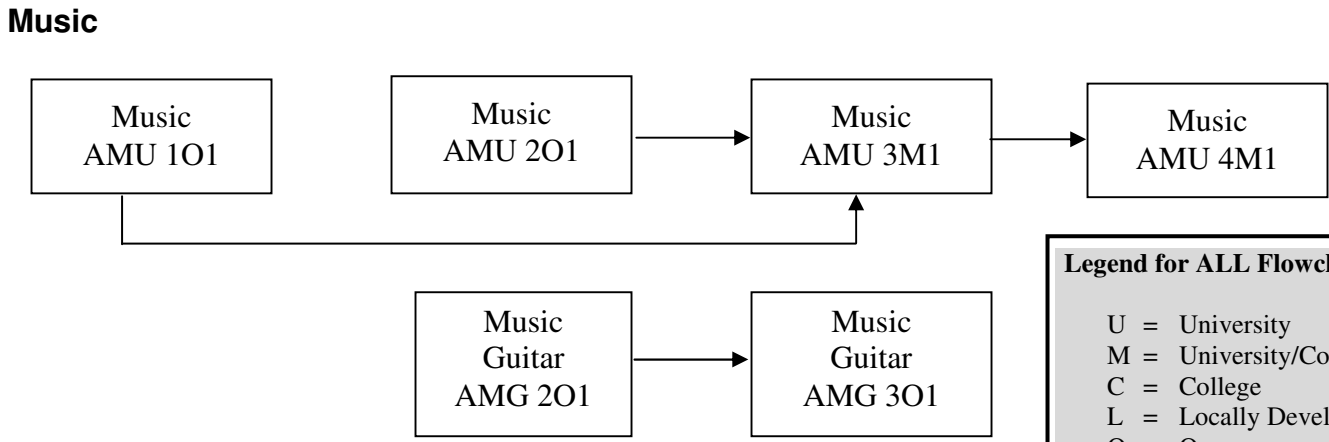
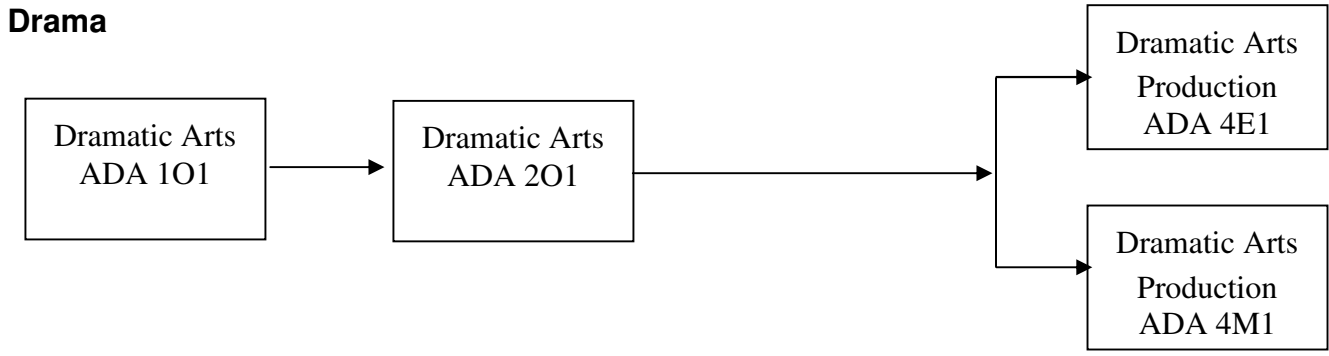
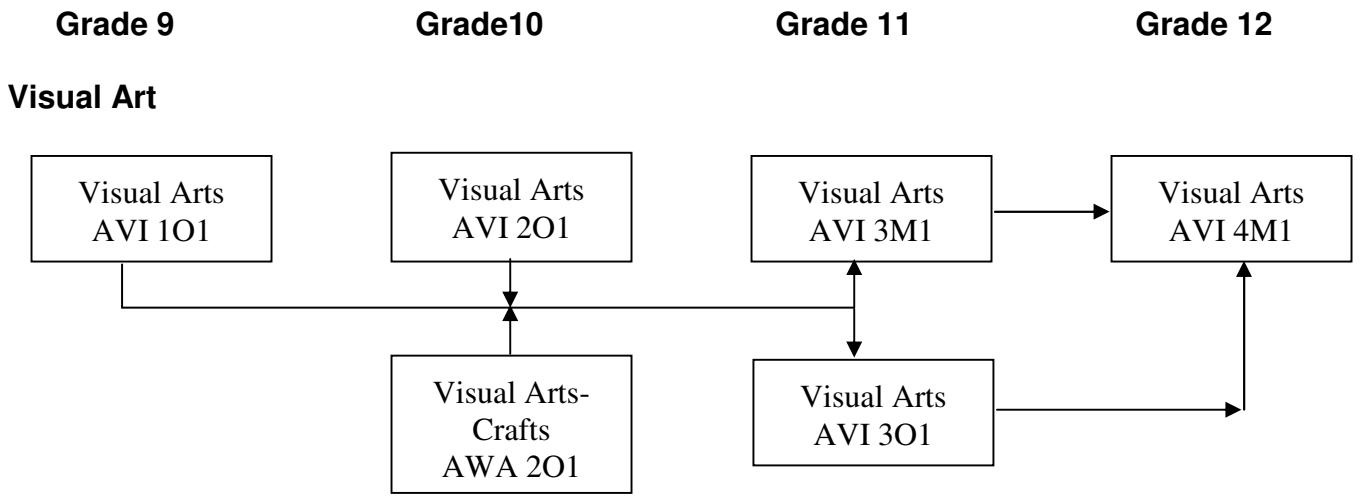
Technology Packages

The Ministry policy document for Technological Information states: “courses may be developed to emphasize a particular area, but not to the exclusion of other areas within the subject.” Students must be given the opportunity to achieve all of the expectations.

However, students may earn **more than one credit** for a course based on a set of course expectations when it is part of a program leading to apprenticeship or certification, or it is part of a school - work transition program. Additional time (and credits) can be allotted in 55 hour increments, up to a maximum of 330 hours (3 credits), in order to provide for practice and refinement of skills. Ministry policy clearly states that, “the number of additional credits and the nature of the assignments to be completed must be established before the start of the course”.

Schools are allowed to organize their multiple technology programs that have the same course expectations of the individual courses but a different focus by offering the courses in packages. **The Technology Department at Adam Scott has developed a multiple credit package, based on the same set of individual courses but a different focus. We offer Technology Packages in Transportation {Auto (Single, Double) and Small Engines (Single), and Communications (Communication Technology (Single) and Yearbook (Single)}.**

ARTS Need 1 Arts, can be group 2



Legend for ALL Flowcharts

- U = University
- M = University/College
- C = College
- L = Locally Developed
- O = Open
- E = Workplace
- * = Prerequisite

BUSINESS & COMPUTER STUDIES Group 2

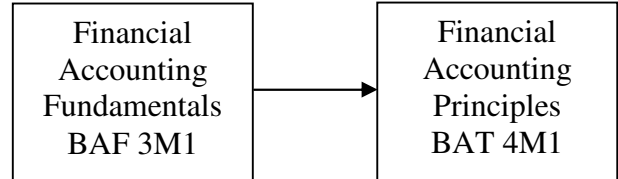
Grade 9

Grade 10

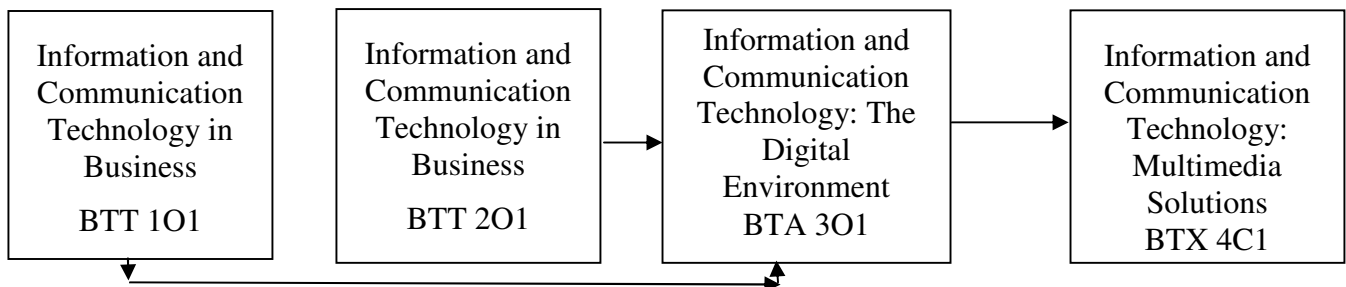
Grade 11

Grade 12

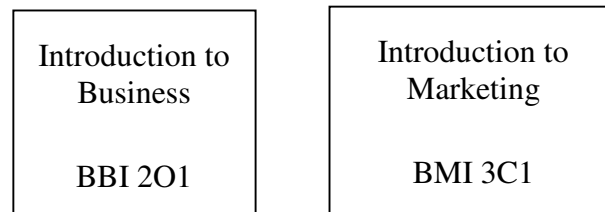
Accounting Program



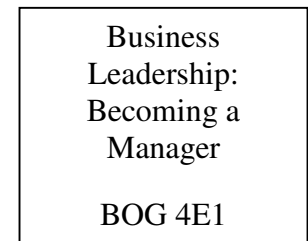
Information Technology Program



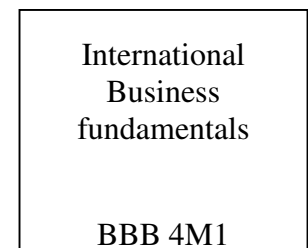
Business and Marketing Program



Business Leadership & Management Program



International Business



CANADIAN AND WORLD STUDIES

Need 1 Geography Credit, 1 History Credit and additional credit group 1

Grade 9

Geography of
Canada
(Academic)
CGC 1D1

Geography of
Canada
(Applied)
CGC 1P1

Geography of
Canada
(French Immer.)
CGC 1DF

Grade 10

Contemporary
Canadian History
(Academic)
CHC 2D1

Contemporary
Canadian History
(Applied)
CHC 2P1

Canadian History
(Locally Developed)
CHC2L1

Contemporary
Canadian History
(French Immer.)
CHC 2DF

Civics
(Open)
CHV 2O1
0.5 credit

Grade 11

Regional
Geography:
Travel & Tourism
CGG 3O1

American History

CHA 3U1

World History to
the Sixteenth
Century
CHW 3M1

World History
Since 1990: Global
and Regional
Perspectives
CHT3O1

Understanding
Canadian Law
CLU 3M1

Grade 12

Canadian and
World Issues: A
Geographic
Analysis
CGW 4U1

World History:
The West and The
World
CHY 4U1

World History:
The West and The
World
CHY 4C1

Canada: History
Identity & Culture
CHI 4U1

Classic
Civilizations
LVV 4U1

Canadian &
International Law
CLN 4U1



CLASSICAL AND INTERNATIONAL LANGUAGES

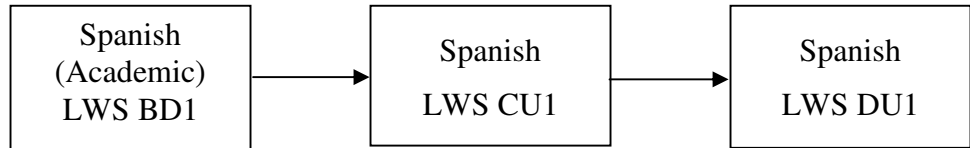
Need 1 Credit in Group 1

Grade 9

Grade 10

Grade 11

Grade 12



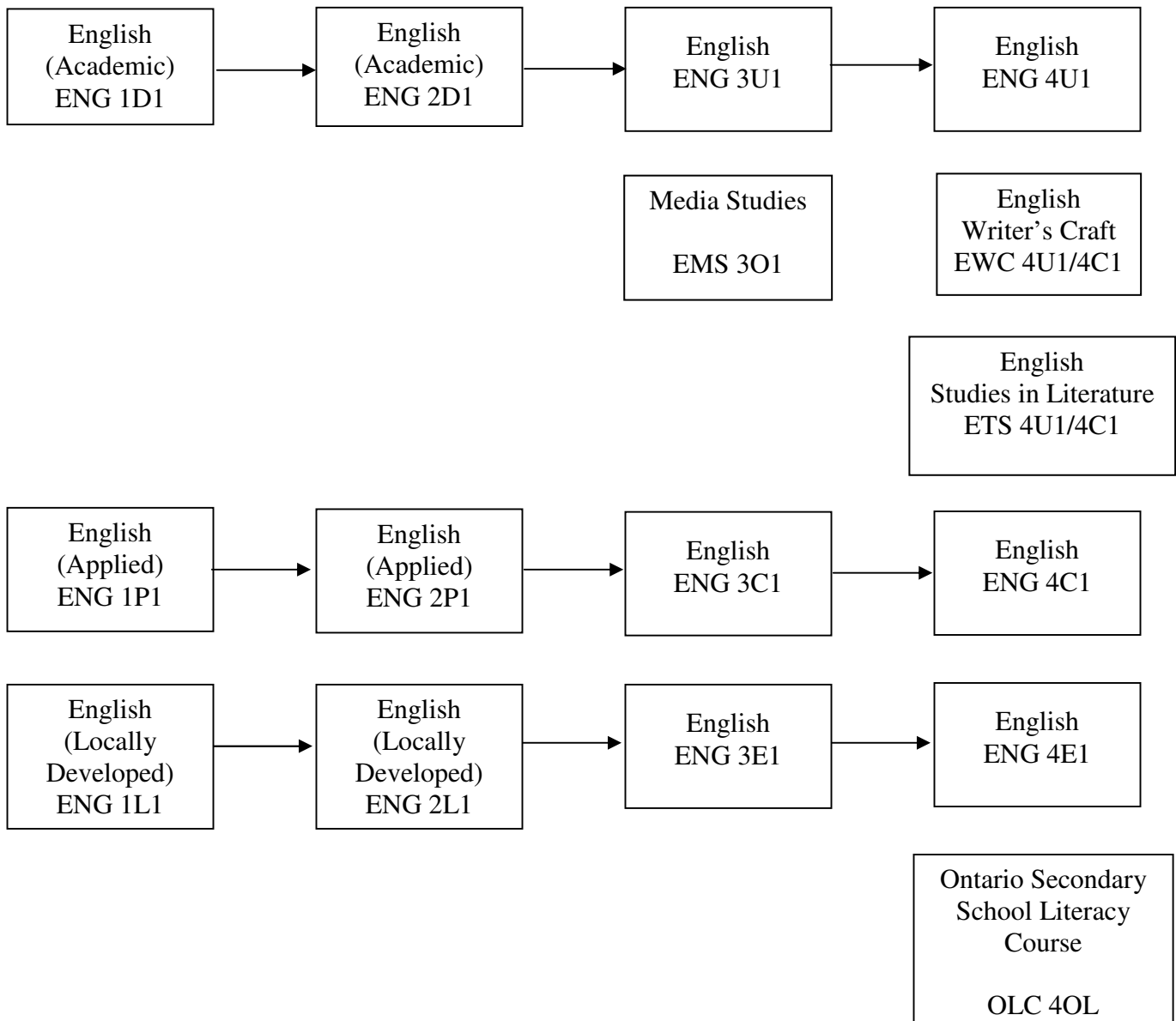
ENGLISH Need 4 English Credits, additional credit group 1

Grade 9

Grade 10

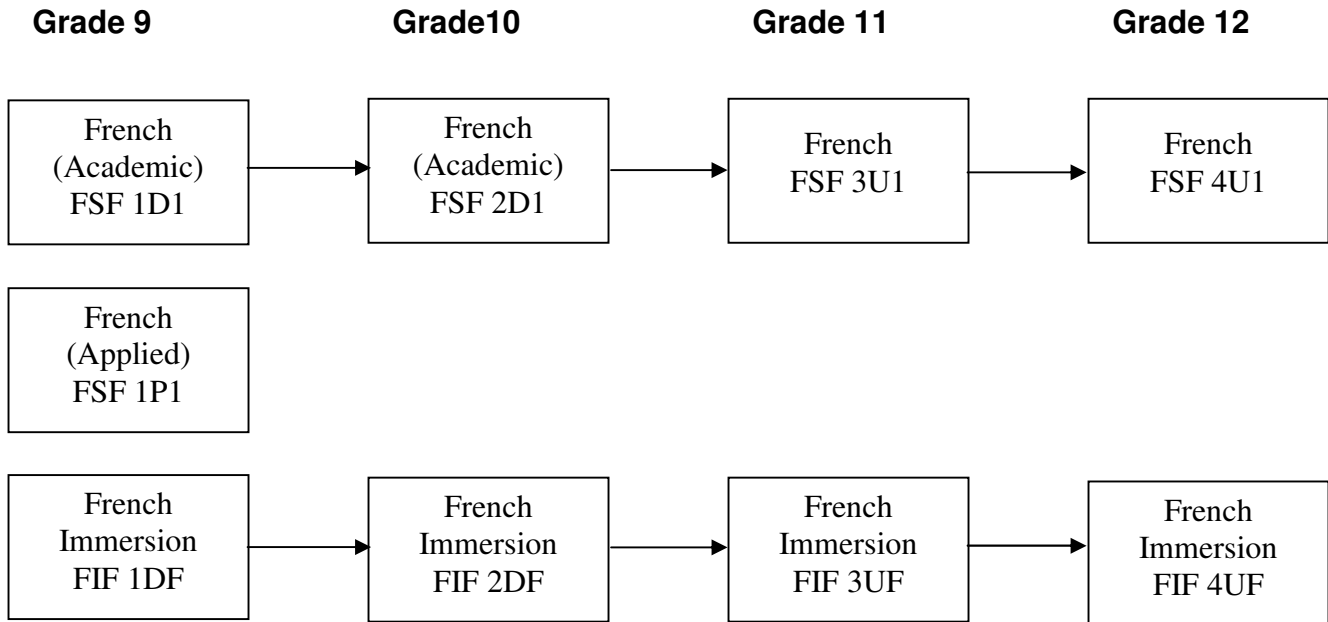
Grade 11

Grade 12



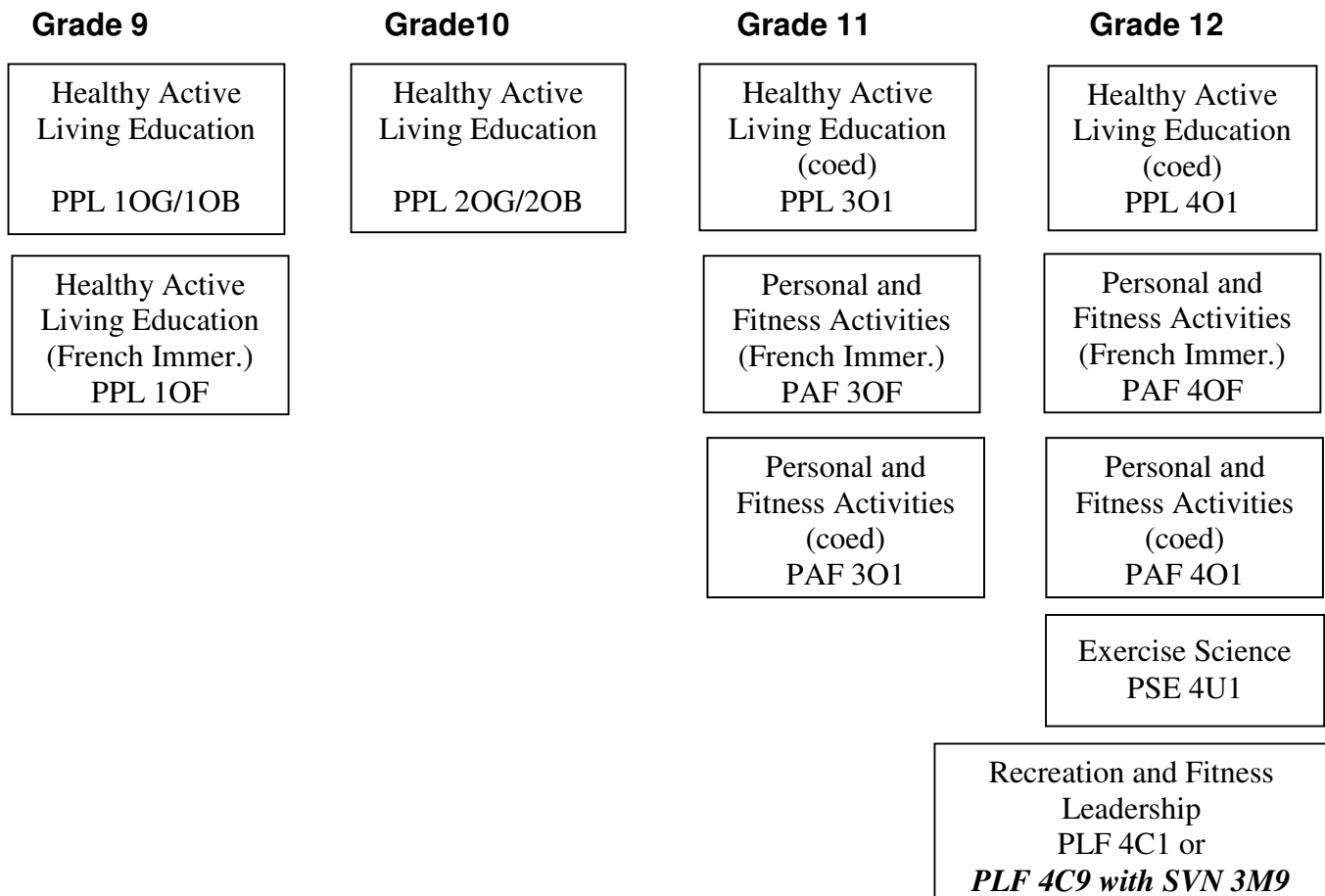
FRENCH

Need 1 French Credit, additional Credit Group 1



HEALTH & PHYSICAL EDUCATION

Need 1 Health & Physical Education Credit, additional credit Group 2



GUIDANCE AND CAREER STUDIES

Need 0.5 Careers Credit, additional Credit Group 1

Grade 9	Grade10	Grade 11	Grade 12
Learning Strategies GLE 101	Civics CHV 201 0.5 credit		
	Discovering the Workplace GLD 20W + GLD 20X		Navigating the Workplace GLN 40W + GLN 40X

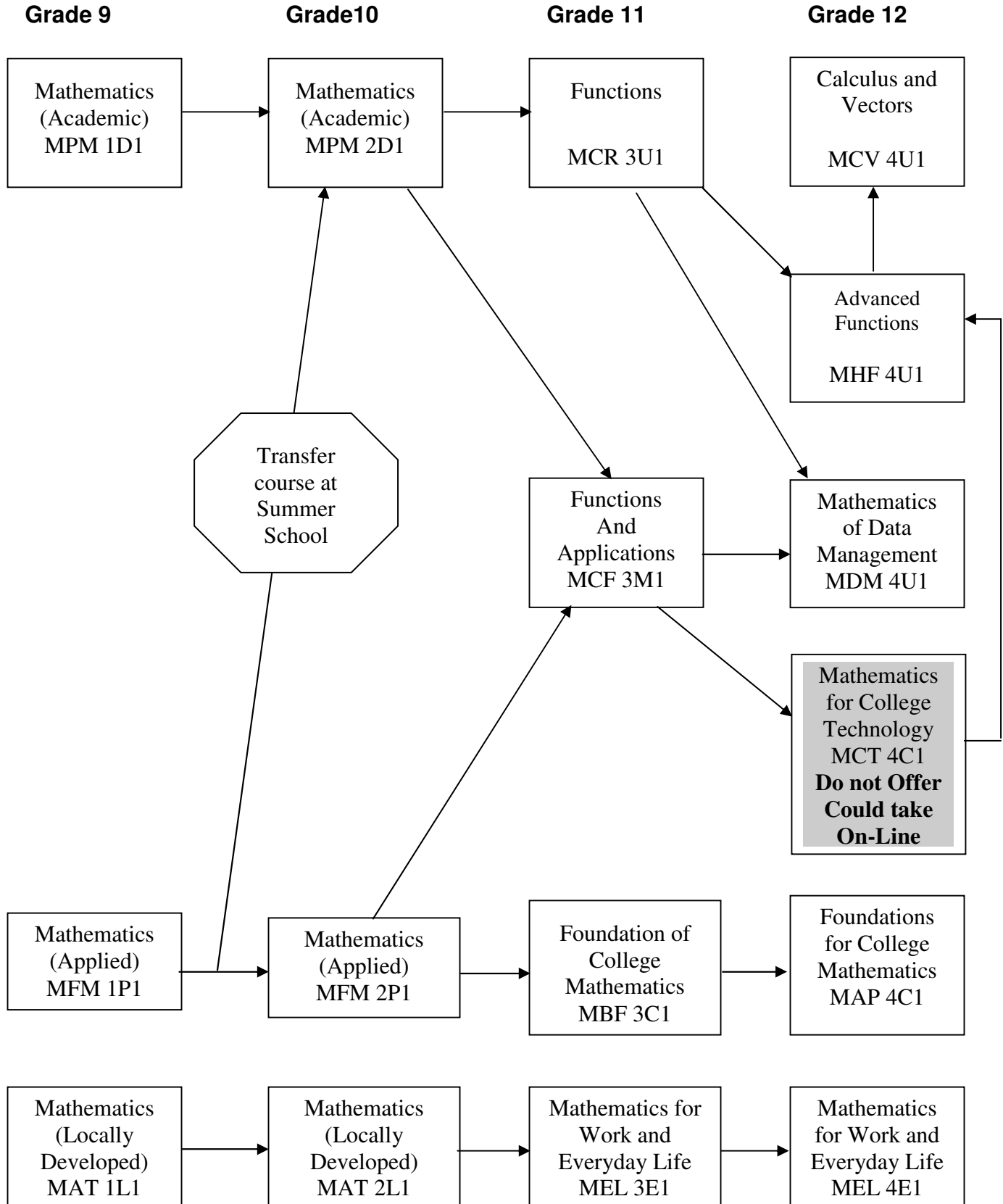
HUMANITIES & SOCIAL SCIENCES

Group 1

Grade 9	Grade10	Grade 11	Grade 12
Individual and Family Living (Open) HIF 101	Food & Nutrition (Open) HFN 201	Parenting HPC 301	Individual & Families HHS 4M1
		Fashion & Creative Exp HNC 301	Fashion Industry HNB 401
		Introduction to Anthro. Psych. & Sociology HSP 3M1	
		Intro. to Anthro. Psych. & Sociology (French Immersion) HSP 3MF	
		Living Spaces and Shelter HLS 301	

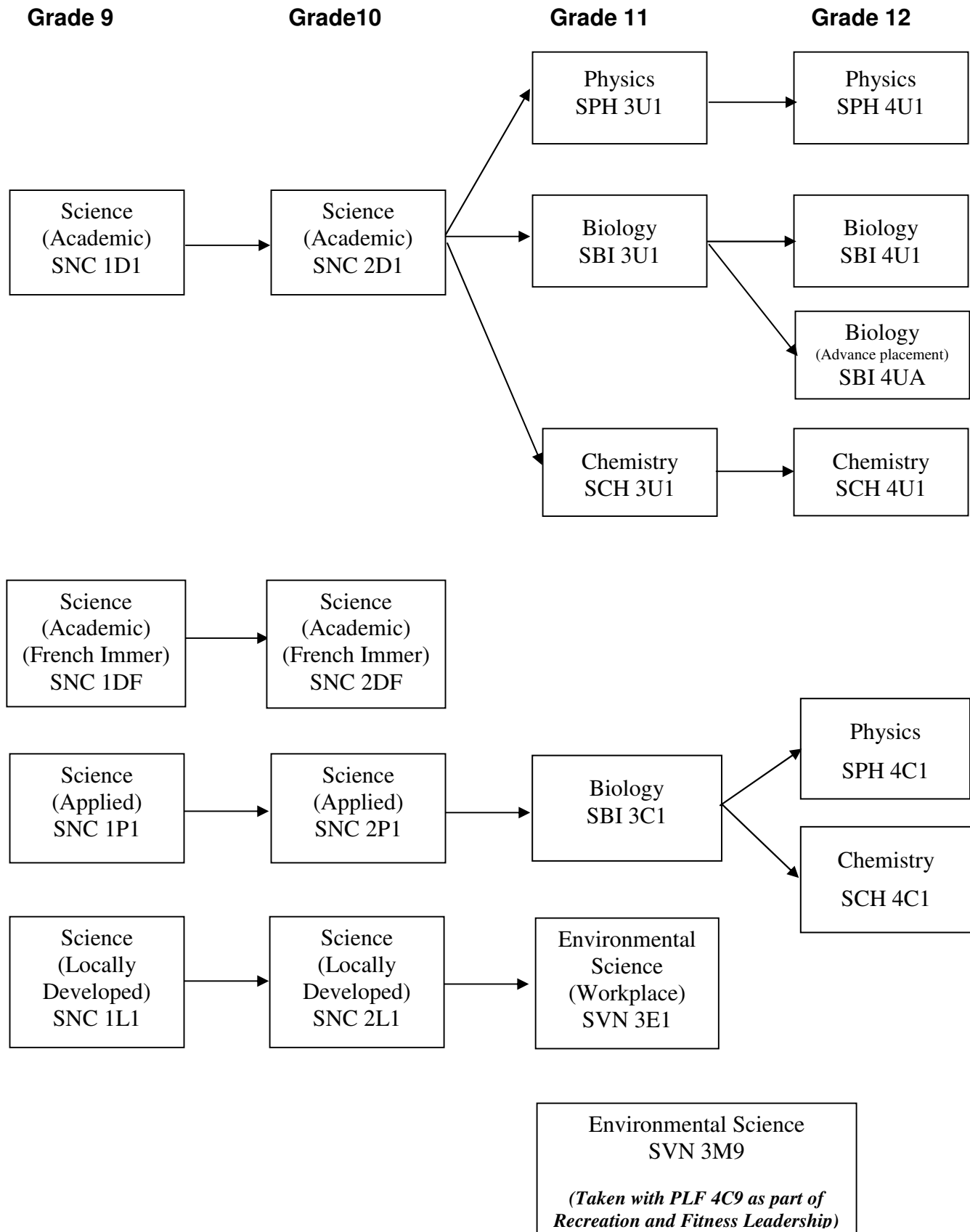
MATHEMATICS

Need 3 Math Credits



SCIENCE

Need 2 Science Credits, additional Credit Group 3



TECHNOLOGY Group 3

Grade 9

Grade 10

Grade 11

Grade 12

Exploring
Technologies
TIJ 101

Communications Technology Program

Communication
Technologies
TGJ 201

Communication
Technologies
TGJ 3M1

Communication
Technologies
TGJ 4M1

Communication
Technologies
(Yearbook)
TGJ 3OK

Computer Engineering Program

Computer
Technologies
TEJ 201

Computer
Engineering
TEJ 3M1

Computer
Engineering
TEJ 4M1

Computer
Technologies
TEJ 3E1

Computer
Technologies
TEJ 4E1

Technological Design Program

Technological
Design
TDJ 3M1 / 3O1

Technological
Design
TDJ 4M1/4O1

Construction Technology

Construction
Technology
TCJ 201

Custom
Woodworking
TWJ 3E1

Custom
Woodworking
TWJ 4E1

Transportation Technology

Transportation
Technology
(Small Engines)
TTJ 209

Transportation
Technology
(Small Engines)
TTS 3O1

Transportation
Technology
(Small Engines)
TTS 4C1

Transportation
Technology
TTJ 3C1

Transportation
Technology
TTJ 4E1

Transportation Technology
(Double Auto)
Dual Credit – Fleming College
TTJ 4C9

GRADE 9 COURSES OFFERED FOR 2012-13

CHOOSE EITHER ACADEMIC, APPLIED, LOCALLY DEVELOPED or ACADEMIC (French Immersion)

English, Academic	ENG 1D1
English, Applied	ENG 1P1
English, Locally Developed	ENG 1L1
Core French, Academic	FSF 1D1
Core French, Applied	FSF 1P1
French Immersion	FIF 1DF
Principles of Mathematics, Academic	MPM 1D1
Foundations of Mathematics, Applied	MFM 1P1
Mathematics, Locally Developed	MAT 1L1
Science, Academic	SNC 1D1
Science, Applied	SNC 1P1
Science, Locally Developed	SNC 1L1
Science, Academic (French Immersion)	SNC 1DF
Geography of Canada, Academic	CGC 1D1
Geography of Canada, Applied	CGC 1P1
Geography of Canada, Academic (French Immersion)	CGC 1DF

OPEN COURSES TAKEN BY ALL GR. 9 STUDENTS

Healthy Active Living Education PPL 1OG (Female) PPL 1OG (Male) PPL 1OF (French Immersion - COED)

CHOOSE ANY 2 OPTIONAL COURSES Courses are offered based on the number of student requests.

Drama	ADA 1O1	Information and Communication Technology	BTT 1O1
Visual Art	AVI 1O1	Individual & Family Living	HIF 1O1
Music	AMU 1O1	Exploring Technologies	TIJ 1O1

GLE1O1 MAY BE RECOMMENDED BY SPECIAL EDUCATION AND STUDENT SUCCESS TEAM

GRADE 10 COURSES OFFERED FOR 2012-13

CHOOSE EITHER ACADEMIC, APPLIED, LOCALLY DEVELOPED or ACADEMIC (French Immersion)

Canadian History, Academic	CHC 2D1
Canadian History, Applied	CHC 2P1
Canadian History, Locally Developed	CHC 2L1
Canadian History, Academic (French Immersion)	CHC 2DF
English, Academic	ENG 2D1
English, Applied	ENG 2P1
English, Locally Developed	ENG 2L1
Principles of Mathematics, Academic	MPM 2D1
Foundations of Mathematics, Applied	MFM 2P1
Mathematics, Locally Developed	MAT 2L1
Science, Academic	SNC 2D1
Science, Applied	SNC 2P1
Science, Locally Developed	SNC 2L1
Science, Academic (French Immersion)	SNC 2DF

COMPULSORY OPEN COURSES TAKEN BY ALL GRADE 10 STUDENTS

Career Studies, Open GLC 2O1 (.5 credit) Civics, Open CHV 2O1 (.5 credit)

CHOOSE ANY 3 OPTIONAL COURSES Courses are offered based on the number of student requests.

Drama, Open	ADA 2O1	French immersion, Academic	FIF 2DF
Music, Open	AMU 2O1	Food And Nutrition, Open	HFN 2O1
Music - Guitar, Open	AMG 2O1	Healthy Active Living, Open (Females)	PPL 2OG
Visual Arts, Open	AVI 2O1	Healthy Active Living, Open (Males)	PPL 2OB
Visual Arts – Crafts, Open	AWA 2O1	Construction Technology, Open	TCJ 2O1
Introduction To Business, Open	BBI 2O1	Communication Technology, Open	TGJ 2O1
Information & Communication Tech., Open	BTT 2O1	Transportation Technology (Small Engines), Open	TTJ 2O9
Spanish, Academic	LWS BD1	Computer Technology	TEJ 2O1
Core French, Academic	FSF 2D1		

GRADE 11 COURSES OFFERED IN 2012-13

Courses are offered based on the number of student requests

		Prerequisite	Compulsory Group
Media Arts, Digital Photography	ASM 3O1	None	2
Music - Instrumental	AMU 3M1	AMU 1O1 or AMU 2O1	2
Music - Guitar	AMG 3O1	AMG 2O1	2
Visual Art	AVI 3M1	AVI 1O1/2O1 or AWA 2O1	2
Financial Accounting Fundamentals	BAF 3M1	None	2
Introduction to Marketing	BMI 3C1	None	2
Info. & Communication Technology	BTA 3O1	None	2
Travel Tourism	CGG 3O1	CGC 1D1 or CGC 1P1	1
American History	CHA 3U1	CHC 2D1 or CHC 2P1	1
World History 16 th Century	CHW 3M1	CHC 2D1 or CHC 2P1	1
Twentieth –Century History	CHT 3O1	CHC 2D1 or CHC 2P1	1
Understand Canadian Law	CLU 3M1	CHC 2D1 or CHC 2P1	1
Spanish	LWS CU1	LWS BD1	1
English	ENG 3C1	ENG 2P1	
English	ENG 3E1	ENG 2P1 or ENG 2L1	
English	ENG 3U1	ENG 2D1	
Media Studies	EMS 3O1	ENG 2P1 or ENG 2D1	1
Core French	FSF 3U1	FSF 2D1	
French Immersion	FIF 3UF	FIF 2DF	
Healthy Active Living Education	PPL 3O1	None	2
Personal & Fitness Activities	PAF 3O1	None	2
Pers. & Fitness Activ. (French Immersion)	PAF 3OF	French Immersion Program	2
Fashion & Creative Exp	HNC 3O1	None	1
Living Spaces and Shelter	HLS 3O1	None	1
Parenting	HPC 3O1	None	1
Intro. Anthro., Psy., Soc.	HSP 3M1	None	1
Intro. Anthro., Psy., Soc (French Immersion)	HSP 3MF	French Immersion Program	1
Foundations for College Math	MBF 3C1	MFM 2P1	
Functions and Applications	MCF 3M1	MPM 2D1 or MFM 2P1	
Functions	MCR 3U1	MPM 2D1	
Math for Work and Everyday Life	MEL 3E1	MAT 2L1	
Current Aboriginal Issues in Canada	NDA 3M1	CHC 2D1 or CHC 2P1	
Aboriginal Beliefs, Values, and Aspirations	NBV 3E1	CHC 2D1 or CHC 2P1 of CHC 2L1	
Biology	SBI 3C1	SNC 2D1 or SNC 2P1	3
Biology	SBI 3U1	SNC 2D1	3
Chemistry	SCH 3U1	SNC 2D1	3
Physics	SPH 3U1	SNC 2D1	3
Environmental Science	SVN 3E1	SNC 1L1 or SNC 1P1 or SNC 2P1	3
Custom Woodworking	TWJ 3E1	None	3
Design	TDJ 3M1/3O1	None	3
Computer Engineering Technology	TEJ 3M1/3E1	None	3
Transportation – (Vehicle Ownership)	TTJ 3C1	None	3
Transportation – Small Engines	TTS 3C1	None	3
Communication Technology	TGJ 3M1	None	3
Communication Technology – (Yearbook)	TGJ 3OK	None	3
Communication Technology – (Broadcast & Print)	TGJ 3O1	None	3
Peer Tutoring	WRK 5OP	GLC 2O1	1, 2 or 3
COOP (2 Credits)	WRK 5O2	GLC 2O1	1, 2 or 3

OSSD Graduation Requirements

18 compulsory credits

4 English
 1 French
 3 Mathematics
 2 Science
 1 Canadian Geography
 1 Canadian History
 1 Arts
 1 Healthy Active Living
 1 Career Studies (.5)
 1 Civics (.5)

In Addition:

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

Group 2: 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education.

Group 3: 1 additional credit in science, or technological education, or cooperative education.

Plus: 12 Elective Credits = 30 credits

GRADE 12 COURSES OFFERED IN 2012-13

		Prerequisite
Drama – Production	ADA 4E1/4M1	ADA 2O1
Music - Instrumental	AMU 4M1	AMU 3M1
Visual Art	AVI 4M1	AVI 3M1
Financial Accounting Principles	BAT 4M1	BAF 3M1
International Business Fundamentals	BBB 4M1	None
Business Leadership: Becoming a Manager	BOG 4E1	None
Information & Comm. Technology: Multimedia	BTX 4C1	BTA 3O1
Canadian & World Issues: A Geographic Analysis	CGW 4U1	*Any university or university/college course in Canadian and world studies, English, or social sciences and humanities*
Canada History: Identity and Culture	CHI 4U1	* (see above prerequisite)
World History: The West and The World	CHY4U1	* (see above prerequisite)
World History - The West and The World	CHY4C1	* CHC 2D1 or CHC 2P1
Canadian & International Law	CLN 4U1	* (see above prerequisite)
Classical Civilization	LVV 4U1	ENG 2D1 or ENG 2P1
English	ENG 4U1	ENG 3U1
English	ENG 4C1	ENG 3C1
English	ENG 4E1	ENG 3E1
The Writer's Craft	EWC 4U1	ENG 3U1
The Writer's Craft	EWC 4C1	ENG 3C1
English Studies in Literature	ETS 4U1	ENG 3U1
English Studies in Literature	ETS 4C1	ENG 3C1
Secondary School Literacy Course	OLC 4O1	Student has been eligible to write the OSSLT twice and have been unsuccessful.
French	FSF 4U1	FSF 3U1
French	FIF 4UF	FIF 3UF
Spanish	LWS DU1	LWS CU1
Healthy Active Living Education	PPL 4O1	None
Personal Fitness and Activities	PAF 4O1	None
Pers. & Fitness Activ. (French Immersion)	PAF 4OF	French Immersion Program
Recreation and Fitness Leadership	PLF 4C1	Any Gr. 11 or 12 open course in Health & Phys. Ed.
- as a double credit package	PLF 4C9 + SVN 3M9	Any Gr. 11 or 12 open course in Health & Phys. Ed.
Exercise Science	PSE 4U1	Any Grade 11 university or university/college course in science or Grade 11 or 12 Physical Education course
Calculus and Vectors	MCV 4U1	MHF 4U1 or concurrently with MHF 4U1
Advanced Functions	MHF 4U1	MCR 3U1 or MCT 4C1
Mathematics of Data Management	MDM 4U1	MCR 3U1 or MCF 3M1
College and Apprenticeship Math	MAP 4C1	MBF 3C1 or MCF 3M1
Mathematics for Work and Everyday Life	MEL 4E1	MEL 3E1
Biology	SBI 4U1	SBI 3U1
Biology – Advanced Placement	SBI 4UA	SBI 3U1 with high achievement
Chemistry	SCH 4U1	SCH 3U1
Chemistry	SCH 4C1	SNC 2D1 or SNC 2P1
Physics	SPH 4U1	SPH 3U1
Physics	SPH 4C1	SNC 2D1 or SNC 2P1
Individ. and Families in Diverse Soc.	HHS 4M1	* (see above prerequisite)
Fashion Industry	HNB 4O1	None
Custom Woodworking	TWJ 4E1	TWJ3E1
Communication Technology	TGJ 4M1	TGJ3M1
Technological Design	TDJ 4M1/4O1	TDJ3M1/None
Transportation – Vehicle Maintenance	TTJ 4E1	None
Transportation – Double Auto	TTJ 4C9	TTJ 3C1
Transportation – Small Engines	TTS 4C1	TTS 3C1
Computer Engineering Technology	TEJ 4M1/4E1	TEJ 3M1/3E1

CO-OPERATIVE EDUCATION AND SPECIAL MULTIPLE CREDIT COURSES OFFERED IN 2012 - 13

Special Application May be Necessary:

See Adam Scott WEBSITE, Guidance, Cooperative Education, Technology, or Physical Education Departments

Regular CO-OP	WRK 50	(1, 2, 3, 4 credits)
Militia CO-OP	WRK 5OM	(4 credits)
Ontario Youth Apprenticeship Program (OYAP)	WRK 5OY	(3 or 4 credits)
Recreation and Fitness Leadership	PLF 4C9/SVN 3M9	(2 credits)
Transportation - Double Auto (Dual Credit with Fleming)	TTJ 4C9	(2 credits)
Elearning courses	ELEARN	(1 credit)



NEED MORE INFORMATION???

Students and parents with questions should contact Adam Scott C.V.I. (743-7373) and make an appointment to see:

- your child's present teachers for recommendations regarding stream placement and/or course details
- a Guidance Counsellor
 - Ms. Linda deJue.....Ext. 132 (Last Names starting **A – J**) - Afternoons
 - Mr. Kelly RobertsExt. 132 (Last Names starting **A - J**) - Mornings
 - Mr. Joe MalloryExt. 159 (Last Names starting **K - Z**)
- the Head of Special Education
 - Mr. Peter McAuleyExt. 144
- the Principal
 - Ms. Melanie FoulkesExt. 143
- or our Secondary Vice Principals
 - Mr. Mike BurkeExt. 138 (Secondary ► **Grades 9 - 12**)
 - Mrs. Sarah RogersExt. 133 (Elementary ► **Grades 7 - 8**)