

**KENNER COLLEGIATE VOCATIONAL INSTITUTE  
 COURSE CALENDAR 2012 - 2013  
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## KENNER COLLEGIATE VOCATIONAL INSTITUTE

**633 Monaghan Road South, Peterborough, Ontario, K9J 5J2**  
**Telephone: 743-2181**  
**Principal: Mrs. Alison Sadowski**  
**Vice-Principals: Mr. Ron Macdonald**  
**Mr. Drew Beaton**  
**Head of Guidance: Mr. Fred Blowes**  
**Head of Special Services: Mr. Gord Lake**  
**International Baccalaureate Coordinator Ms. Ellen Bond**  
**Student Success Teacher: Mr. James McRury**  
**Organizational Structure: Grade 9 - 12**  
**Semestered**  
**Size: 700 students, 60 teachers**  
**School Colors: Blue and Gold**  
**School Team Name: Rams**

### KENNER MISSION STATEMENT

**“The staff and students at Kenner share a common purpose - student growth through learning.” At Kenner we provide an inviting learning environment, where students and staff are willing to work to enhance personal growth and build a better community. In this safe and tolerant atmosphere individuals may dare to dream of excellence in achievement, and fulfillment of their potential for the future, in our ever changing world.**

**Moto:**

**Daring to Dream...Willing to Work...Striving to Succeed.**

#### **Principal’s Message:**

At Kenner Collegiate we offer a wide range of courses to match every student’s learning needs and aspirations.

Our Specialist High Skills Major program includes intense training in Construction, Horticulture, Hospitality and Transportation and gives students an outstanding preparation for college studies or the world of work.

Our exciting and rigorous International Baccalaureate program offers students a level of academic challenge and rigor that prepares these students for university studies.

Next year we have some exciting new course offerings in Photography, Arts and Crafts, (a course in addition to the regular band course which will enable students interested in music to play for the entire year).

At Kenner we do, indeed, offer courses and a program to fit every student’s interest.

As you review your current program and identify your future learning needs, it is important that you select courses that match your interests and abilities, and that you feel you will enjoy.

It is also important that you choose courses in the stream that is appropriate for you (academic/applied/essential). This will maximize your chances of success.

All students are encouraged to participate in extra-curricular activities which truly enhance the high school experience. Over 85 activities are available to Kenner students in the arts, sports and other areas of interest.

Kenner is a safe, friendly and positive learning environment with excellent, dedicated teachers who come together every day with terrific, engaged students.

If you will be a new student in September, 2010, a very warm welcome to our great school, and if you are a returning student, we look forward to seeing you again.

We are all here to assist you and to help make your experience during these special years of high school, the best possible, hopefully leading you to success and happiness in your future lives.

## REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma, a student must:

- earn 18 compulsory credits;
- earn 12 optional credits;
- complete 40 hours of community involvement activities;
- successfully complete the provincial secondary school literacy requirement.

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               |
| • 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education |   |
| • 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education  |   |
| • 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9–12), or cooperative education (A maximum of 2 credits in cooperative education can count as compulsory credit)   |   |

## 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)                      | Optional Credits (total of 7)                              |
|--|--|
| • 2 credits in English                               | • 7 credits selected by the student from available courses |
| • 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    |  |

## 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 businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (example: cooperative education and work experience), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – i.e., 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 teacher advisor and are also available in the Guidance office.

## **THE PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT**

All students who enter Grade 9 in the 2000–2001 school year or in subsequent years must successfully complete the provincial secondary school literacy test (OSSLT) in order to earn a secondary school diploma. The test will be 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)

### **Accommodations.**

The OSSLT will be administered once a year and is written by students in grade 10. 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 OSSLT.

### **The Ontario Secondary School Literacy Course, Grade 12 Open (OLC4O)**

Students who have been eligible to write the Ontario Secondary School Literacy Test at least once, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for Graduation.

## **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 courses from the remaining courses offered by the school 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.

## **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 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.

### **COURSE CODES**

The first three characters of the course codes are those given in 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).

The fifth character indicates the type of course, as follows: C (college preparation), D (academic), E (workplace preparation), L (compulsory locally developed), M (university/ college preparation), O (open), P (applied), U (university preparation), and T (transfer), R (Credit Recovery). Locally developed courses, however, are indicated as follows: 1 (academic), 2 (applied), 3 (open), 4 (compulsory English, math, or science), 5 (workplace preparation), 6 (college preparation).

## **COURSES OFFERED AT KENNER 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 new curriculum for secondary school is organized into several types of courses. The new 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.

### **Credit Recovery**

This credit is offered to selected students who can reasonably be expected to complete the missing work required to obtain their credit. Students may receive up to two credits in a semester through this process while also earning the GLE Learning Strategies Credit.

### **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.

*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, including their teacher-adviser, 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. 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.

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

### **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.

### **Locally Developed Compulsory Credit Courses**

The Ministry of Education has now granted local school board permission to allow students to earn up to six credits towards the Ontario Secondary School Diploma through Locally Developed Compulsory Credit Courses. These courses have been designed to meet the particular needs of the students in their schools. The Kawartha Pine Ridge District School Board has developed Compulsory Credit Courses:

ENG1L1, English, Grade 9, Locally Developed  
MAT1L1, Math, Grade 9, Locally Developed  
SNC 1L1, Science, Grade 9, Locally Developed  
ENG2L1, English, Grade 10, Locally Developed  
MAT2L1, Mathematics, Grade 10, Locally Developed  
CHC2L1, History, Grade 10, Locally Developed  
SNC2L1, Science, Grade 10, Locally Developed

### **Transfer Courses**

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but who decides to enter the university preparation course in Grade 11 may do so by taking a transfer course. Transfer courses will be offered for students who wish to change from one course type to another in the same subject between Grade 10 and Grade 11 or between Grade 11 and Grade 12. A transfer course can be taken as a summer course or as an independent-study or partial-credit course within school hours.

The availability of transfer courses will depend on the number of students requesting the program.

A list of Ministry of Education approved transfer courses is available from the Guidance department.

### **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, a number will wish to consider alternative ways of earning the required credits. The options available to such students include:

- a) Independent Study
- b) Correspondence Courses offered by the Independent Learning Centre (C.I.S.)
- c) Private Study
- d) Continuing Education (including summer school)
- e) Private school
- f) E-Learning Courses

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

## **E- LEARNING - 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 counselor 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 the list of courses available, please see your Guidance Counselor or visit the Board website: <http://www.kprschools.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 Counselor.

## **ASSESSMENT, EVALUATION AND REPORTING GUIDELINES**

Evaluation is a part of the learning process for both students and teachers. At the beginning of a course, the teachers. At the beginning of a course, the teacher will outline the expectations and the methods of evaluation used in the course. Student evaluation in a course is based on a combination of classroom participation, classroom assignments, group work, homework, tests and an examination. The purpose is to assess and evaluate the student's achievement in relation to the expectations of the course. Procedures for evaluating students progress are varied to meet the requirements of different individuals and groups of students, different courses and the various levels of difficulty.

At Kenner there are three reporting periods each semester - a progress report card, a mid-term report card and a final report card.

## **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.
4. All costs related to collecting the required evidence, carrying out the preparatory work for the credit and attending the final assessment for the course, are 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 (i.e., 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;
- 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.

## PROCEDURES FOR COURSE CHANGES

Through the process of educational planning, students are encouraged to choose their courses carefully based on their academic ability and progress to date, as well as their tentative destination. Revisions to course selection may be advisable and should be requested by making a guidance appointment to discuss the changes with a guidance counsellor. Advisability and availability of the requested change will be discussed and course changes will be made only after parent approval has been received (for a student under the age of 18 years). For a course in progress, requests for a course change should be made within the first ten days of the semester. Requests to drop a course will be subject to school policy on dropping courses and the rules of full disclosure may apply. Under the policy of full disclosure which was implemented by the Ministry of Education in September 1999, a senior course which is dropped after five days following the mid-term report will show on the student's transcript as a withdrawn course and a mark at time of withdrawal will be entered. Consult the guidance department for more information.

## THE GUIDANCE AND CAREER EDUCATION PROGRAM

The guidance and career 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, the teacher-advisor program, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counseling.

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

## CO-OPERATIVE EDUCATION PROGRAM

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, comprising 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. Students normally select a two credit half-day Co-operative Education program. In addition to the normal 2 credit program, through consultation with Guidance counsellor and Co-Operative Education teachers choose both three credit and all day Co-Operation programs available to all students. 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.

**TRANSPORTATION TO THE PLACEMENT IS THE RESPONSIBILITY OF THE STUDENT.**

**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 Part 1 of their trade qualifications. The remainder of the week is spent at a work placement with an employer earning two to three high school credits while accumulating hours toward their apprenticeship requirements. This full day program usually takes place during the second semester.

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

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

**Tentative Accelerated Programs for February 2013**

Training Delivery Agent	Program														
	Auto Service Technician	Welding	Industrial Engineering	General Carpentry	General Machining	Plumbing	Electric	First Aid	Logistics	Construction	Construction	Construction	Construction	Construction	Construction
Fleming College					X		X	X							
Durham College	X	X	X	X		X			X	X	X				
Lifelong Learning Center													X		
Loyalist College	X							X	X						
St. Lawrence College					X					X					X
Humber College											X				

CVST - Commercial Vehicle Service Technician  
 CDP - Child Development Practitioner (formerly ECE, Early Childhood Education)

2. A second form of OYAP participation is also available to any Cooperative Education student, with a placement in an 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.

## **SUPPORT SERVICES AT KENNER**

Students who are experiencing academic difficulties can benefit from some of the support services offered at Kenner, such as peer tutoring, and, for students with an IEP, the resources of the Special Education Department. In addition to academic counselling, guidance counsellors also offer personal counselling and may make referrals to the Board social worker or to community agencies. Students with attendance problems may be referred to the Board attendance counsellor. Students who are experiencing academic, social or personal difficulties are encouraged to make an appointment with a guidance counsellor.

### **Special Education Program**

Kenner High School values and supports all students and their chosen pathways. We are committed to providing Special Education services to all students identified through an Identification, Placement and Review Committee (I.P.R.C.) so that they reach their full potential. Kenner High School is pleased to announce an inclusionary model of program delivery for those students wishing a world of work focus through a combination of credit and non-credit bearing opportunities. They will have the opportunity to access credit based courses, and potentially earn credits towards their Ontario Secondary Certificate or Certificate of Accomplishment.

## **REMEDIAL PROGRAMS**

### **Reading Tutor**

This program, a credit course, is offered to students who read two or more years below grade level, as determined by diagnostic tests. The curriculum in this course is secondary to the focus, which is rapid acceleration of student's basic reading and writing skills. The intent is to give students the best opportunity to pass the Ministry Literary Test and to maximize basic skills for future school years and beyond. Thus, the program is individualized for each student and offered on a one to one basis throughout.

**(FOR MORE INFORMATION CONTACT THE ENGLISH OR SPECIAL EDUCATION DEPARTMENT)**

## **SPECIALIZED PROGRAMS AT KENNER**

Kenner offers several specialized programs which may appeal to students' specific interests and provide unique opportunities for learning. For 2012- 2013 the following programs are planned:

### **1. HOSPITALITY SERVICES PROGRAM**

This 5 credit program helps prepare students for careers in hospitality and food service occupations. The skills gained by these students in the fully operational Kenner restaurant are good preparation for entering apprenticeships or college programs in the hospitality industry. **(FOR MORE INFORMATION CONTACT MR. POLEY)**

### **2. SPECIALIST HIGH SKILLS MAJOR (SHSM)**

Specialist High Skills Major programmes offer bundles of courses and certifications that help students explore opportunities for future careers before leaving high school. We currently offer five SHSM programmes that give students a special SHSM seal on their graduation diploma as well as skills that they can take with them to college, university or the world of work. Kenner C.V.I. offers five SHSM programs including, construction, hospitality, horticulture, transportation and health and wellness. The SHSM is a Ministry approved specialized program that allows students to focus their learning on a specific employment sector while meeting the requirements for the Ontario Secondary School Diploma. All programs are run in fully equipped labs that meet the standards of each industry. Students participate in hands-on learning as well experiential learning which may include job shadowing, the Skills Canada competition, reach ahead experiences and possible visits to related industries and/or business training facilities.

## **SHSM - PROGRAM DESCRIPTIONS**

### **CONSTRUCTION SHSM**

This program is designed for the student who is interested in a career in the construction field and for the student who wishes to learn practical building skills. The student will be introduced to a broad range of knowledge with an opportunity to apply transferable skills and problem solving techniques in the carpentry and construction field. The primary focus of this course will be community based projects such as building fences, decks and home repairs.

### **TRANSPORTATION SHSM**

The program focuses on program design, automotive diagnostics, maintenance and repair with an emphasis on the student's ability to problem solve and use tools in a safe and productive manner. They also acquire skills and an in-depth understanding of vehicle design and automotive systems such as engines, cooling, lubrication, fuel, brakes, steering, suspensions, and body components. This course is offered in a fully functioning automotive repair facility that exists in the school.

### **HORTICULTURE & LANDSCAPING SHSM**

This program will cover a range of topics including plant science, landscape design and indoor and outdoor landscaping. Students will be involved in the growing and marketing of a greenhouse crop. Students will study trends in horticulture industry and explore career opportunities in an experiential learning environment.

### **HOSPITALITY & TOURISM SHSM**

This course focuses on advanced food preparation and presentation skills; event and activity planning. Students study the nutritional value of foods, plan menus and recipes, develop management techniques. They also explore careers, the impact of the hospitality and tourism industry on society and the environment, and health and safety standards in the workplace.

### **HEALTH & WELLNESS - FITNESS & LEADERSHIP SHSM**

This program will help students develop a personalized approach to healthy living. They will examine the factors that affect their own health and the health of individuals as members of the community. The program will also focus on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required 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.

### **3. DUAL CREDITS**

Kenner offers a Dual Credit in both Hospitality and Welding at Fleming College. Senior (Grade 12) students registered in either the Hospitality or Transportation Program will receive both a High School Academic Credit and a College Credit in either Hospitality or Welding. Students will be transported to Fleming College once a week to take the course at Fleming College. There is no fee for the program. (For more information contact Mr. Frank Moloney)

**THE INTERNATIONAL BACCALAUREATE  
DIPLOMA PROGRAMME at KCVI**

The International Baccalaureate (IB) is an internationally recognized pre-university course of studies. The IB Programme was first conceived by the International School of Geneva, Switzerland in the early 1960's. From its small beginnings the IB has grown steadily; the internationally-acclaimed program operates in over 1000 schools in over 100 countries. Its comprehensive curriculum has a dual purpose:

1. To provide a curriculum which will challenge the whole student body beyond the traditional realm of the secondary school experience.
2. To prepare bright, motivated students for entrance into internationally-renowned post-secondary institutions throughout the world.

It is clearly an opportunity for excellence in education.

The IB is offered at KCVI in the final two years of secondary school. On completion of the programme our students earn the internationally recognized IB diploma as well as the Ontario Secondary School Diploma. Universities within Ontario, Canada, and internationally, recognize the diploma and provide course credit or advanced placement opportunities, as well as additional access to scholarships and other students benefits.

**The IB Diploma**

All diploma candidates (students) are required to engage in the study of languages, science, mathematics and humanities. This broad programme is a deliberate compromise between the specialization of some academic programmes and the emphasis of breadth preferred by others. Students will learn how to learn, to analyze and to reach informed conclusions about other people, their culture and the scientific forces of the environment.

To earn the IB Diploma, a student must successfully complete one course from each of the six subject groups shown below:

<b>Group 1: Language A</b> - English HL	<b>Group 2: Language B</b> - French SL
<b>Group 3: Individuals and Society</b> - History HL - Geography SL	<b>Group 4: Experimental Sciences</b> - Biology HL                      - Physics SL - Chemistry SL
<b>Group 5: Mathematics</b> - Math SL - Math Studies SL	<b>Group 6: Arts and Electives</b> - a second Group 3 or Group 4 subject - Arts

HL or higher level course consist of 240 hours where as SL or standard level courses are 150 hours. Please refer to the IB Equivalency charts in the appendix for the relationship between OSSD and IB courses. Students must complete at least 3 and no more than 4 of their IB courses at the higher level.

To earn the full IB Diploma, students must also complete the following:

Theory of Knowledge (TOK) - a course that challenges the student to question the conventional basis of knowledge. The student is assisted in the development of critical thinking skills and the presentation of rational arguments.

Extended Essay (EE) - Students are required to undertake original research and write an "extended essay of 3,000 to 4,000 words. This project offers the opportunity to investigate a topic of special interest and acquaints the student with the kinds of independent research and writing skills expected in university. The topic is usually associated with some aspect of the student's own course of study and personal interest.

CAS (Creativity, Action and Service) - CAS is a fundamental and unique part of the diploma curriculum. Though a minimum of 150 hours of balanced extracurricular involvements, students learn to appreciate the importance of life outside the world of academics.

## **Foundation Years**

To prepare students for the challenge of the IB curriculum, potential IB candidates will be introduced to IB course concepts and skills through enrichment activities and prerequisite material in grades 9 and 10. The Foundation years is common to most IB schools and allows students, parents and teachers to determine if the IB Diploma Programme is an appropriate educational choice for the student. Course selections for the students in grades 9 and 10 preparing for the IB programme will be determined on an individual basis in conjunction with our IB Co-ordinator and Guidance Teachers.

The IB Programme at KCVI is open to students who are highly-motivated and enjoy an academic challenge. Any grade 8 or 9 student in the Kawartha Pine Ridge District School Board may apply to be part of this programme.

Notes: 1. There are fees associated with the IB programme at KCVI.  
2. Transportation is provided.  
3. Application form is required.

(FOR MORE INFORMATION CONTACT MS. BOND)

**STATEMENT OF RIGHTS AND RESPONSIBILITIES** *School community members will include Students, Staff and Parents*

**RIGHTS**

Everyone has the right to:

- take part in an environment that is safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse
- be treated with sensitivity, respect and dignity
- be treated as a unique individual

**Student Rights**

Each student has the additional right to:

- receive instruction appropriate to his/her abilities
- learn
- be treated as an individual
- access courses of study
- have a full awareness of how he/she is evaluated

**Teaching Staff Rights**

Every teacher has the additional right to:

- be treated with sensitivity, respect and dignity
- teach

**Parent/Guardian Rights**

Parents/guardians have the additional right to:

- be informed of their son's or daughter's programs and progress in a timely fashion
- access courses of study and course profiles

**RESPONSIBILITIES**

Every school community member has the responsibility to:

- be a partner in the school community and to work co-operatively with each other
- model appropriate behavior and to support the code of behavior
- treat all persons with respect and dignity
- treat all school property and the property of others with respect and care
- dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message
- use problem solving in the resolution of difficulties
- report to the office upon entering the facility as a visitor

**Student Responsibilities**

Each student has the additional responsibility to:

- Exercise self-discipline and accept responsibility for their actions based on age and individual ability
- work diligently, to the best of their ability and do assigned tasks
- follow instructions
- abide by the rules of the school
- attend school regularly, be on time and be prepared for all classes and school activities

**Teaching Staff Responsibilities**

Teaching staff have the additional responsibility to:

- plan and conduct an effective learning program
- develop working partnerships with parent(s)/guardian(s) to ensure effective communication
- discipline fairly and consistently in a manner in keeping with the Administrative Regulation on Discipline and the school code of behavior
- assess, evaluate and report student progress

**Parent/Guardian Responsibilities**

Parents/guardians have the additional responsibility to:

- assist their son or daughter in developing responsible behavior
- communicate relevant information concerning their son's or daughter's individual needs
- provide co-operation between home and school to enhance the educational and social growth of each student
- ensure and facilitate regular attendance and notify the school when their son or daughter is absent
- furthermore, it is anticipated that parents/guardians will take an active role to
- support the school as partners working in the best interest of their son or daughter, and
- support disciplinary measures taken by the staff which comply with the Administrative Regulation on Discipline.

# APPENDIX A: COURSE DESCRIPTIONS AND PREREQUISITES

## ARTS

### DRAMA

#### **ADA2O1, Dramatic Arts, Grade 10, Open**

Prerequisite: None

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.

#### **ADA3M1, Dramatic Arts, Grade 11, University/College Preparation**

Prerequisite: ADA2O1

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

#### **ADA4M1, Dramatic Arts, Grade 12, University/College Preparation**

Prerequisite: ADA3M1

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 analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

### INTEGRATED ARTS

#### **ALC1O1, Integrated Arts, Grade 9, Open**

Prerequisite: None

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

### MUSIC

#### **AMU1O1, Music, Grade 9, Open**

Prerequisite: None

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.

#### **AMU2O1, Music, Grade 10, Open**

Prerequisite: None

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

#### **AMG2O1, Music, Introduction to Guitar, Grade 10**

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. **ADDITIONAL INFORMATION:** This is an introductory guitar course appropriate for all students in all grades.

**AMG301, Music, Guitar, Grade 11**

Prerequisite: AMG201

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.

**AMU3M1, Music, Grade 11, University/College Preparation**

Prerequisite: AMU1O1 / AMU2O1

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 analyzing 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.

**AMU4M1, Music, Grade 12, University/College Preparation**

Prerequisite: AMU3M1

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 music 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.

**DANCE****ATC2O1, Dance, Grade 10, Open**

Prerequisite: None

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

**ATC3O1, Dance, Grade 11, Open**

Prerequisite: ATC2O1

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

**ATC3M1, Dance, Grade 11, University/College**

Prerequisite: ATC2O1

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

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

Prerequisite: ATC3O1

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

## **VISUAL ARTS**

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

Prerequisite: None

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.

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

Prerequisite: None

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

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

Prerequisite AVI101 or AVI201

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 focussed on a particular art form (e.g. photography, video, computer graphics, information design).

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

Prerequisite: AVI3M1

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 reconstruct 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.

### **AWA201, Visual Arts, Crafts General, Grade 10**

This course emphasizes hands-on creativity and learning through practice. Students are introduced to a variety of new materials, approaches and applications, which contribute to the Applied and Crafted Arts. Mediums may include the following: paper arts, textile arts, ceramics, mosaics, batik, assemblage, carving, silkscreen/t-shirt design, pinhole camera, theatre props, murals, calligraphy, digital imaging, etc.

### **AWA301, Visual Arts, Crafts General, Grade 11**

This course emphasizes hands-on creativity and learning through practice. Students are introduced to a variety of new materials, approaches and applications, which contribute to the Applied and Crafted Arts. Mediums may include the following: paper arts, textile arts, ceramics, mosaics, batik, assemblage, carving, silkscreen/t-shirt design, pinhole camera, theatre props, murals, calligraphy, digital imaging, etc.

## **BUSINESS**

### **BTT101, Information and Communication Technology in Business, Grade 9, Open**

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

**BAF3M1, Financial Accounting Fundamentals, Grade 11, University/College Preparation** Prerequisite: None  
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.

**BDP3O1, Entrepreneurship: The Enterprising Person, Open**  
This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of enterprising work environments, and the challenges and rewards to becoming an enterprising person. They will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

## **GUIDANCE AND CAREER EDUCATION**

**GLC2O5, Career Studies, Grade 10, Open (.5 Credit)** Prerequisite: None  
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**GPP3O1, Leadership and Peer Support, Grade 11, Open - Peer Tutors** Prerequisite: GLC2O5  
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles - for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

## **CANADIAN AND WORLD STUDIES**

**CGC1D1, Geography of Canada, Grade 9, Academic**  
This course draws on a variety of frameworks, such as the ecozone framework, and principles of physical, human, and economic geography, to explore Canada's distinct and evolving character. Students will investigate the interconnections among the land forms, climate, soils, plants, animals, and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world.

**CGC1P1, Geography of Canada, Grade 9, Applied**  
This course draws upon students' everyday experiences and uses a variety of frameworks, including the ecozone framework, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's land forms, climates, soils, plants, animals, and human activities in order to understand Canada's character and diversity.

**CGG3O1, Regional Geography: Travel and Tourism, Grade 11, Open** Prerequisite: CGC1D1 or CGC1P1  
This course focuses on travel and tourism as the vehicle for studying 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.

**CGW4U1, Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation,** Prerequisite: see NOTE 1 below  
This course draws on geographic concepts, skills, methods, and technologies to analyze significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence; geopolitical conflict; regional disparities in the ability to meet basic human needs; and protection of the planet's life-support systems.

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**CHV2O5, Civics, Grade 10, Open (0.5 Credit)**

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

**CHC2D1, Canadian History in the Twentieth Century, Grade 10, Academic**

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy, and technology. Students will analyze the elements that constitute Canadian identity, learn the stories of both individuals and communities, and study the evolution of political and social structures. Students will learn about differing interpretations of the past, and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis, and effectively communicate the results of their inquiries.

**CHC2P1, Canadian History in the Twentieth Century, Grade 10, Applied**

This course traces Canadian history from Wilfrid Laurier's pronouncement that the twentieth century belongs to Canada to the United Nations' recognition of Canada as one of the best countries in which to live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities, and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well, they will be given opportunities to formulate appropriate questions, develop informed opinions, and present information in a variety of ways.

**CHC2L1, History, Grade 10, Locally Developed Compulsory Credit Course**

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 the 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 practice using 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 with peers.

**CHW3M1, World History to the Sixteenth Century, Grade 11, University/College Preparation** Prerequisite: CHC2D1 or CHC2P1

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They will examine the influence of selected individuals and groups, as well as of particular innovations, and will develop skills of historical inquiry, organization, analysis, and communication.

**CHY4U1, World History: The West and the World, Grade 12, University Preparation** Prerequisite: see NOTE 1 below

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. The skills and knowledge developed in this course will enable the student to understand and appreciate both the character of historical change and the historical roots of contemporary issues.

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**CLU3M1, Understanding Canadian Law, Grade 11, University/ College Preparation** Prerequisite: CHC2D1 or CHC2P1

This course explores legal issues that directly affect students' lives. Students will acquire a practical knowledge of Canada's legal system and learn how to analyze legal issues. They will also be given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways and settings, including legal research projects, mock trials, and debates.

**CLU3E1, Understanding Canadian Law, Grade 11, Workplace Preparation**

This course explores elements of Canadian law that are relevant to students as they prepare to enter the labor force. Students will learn to develop informed opinions on legal issues and to express and defend their opinions in a variety of ways. Practical experience and active learning strategies will be emphasized.

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

Prerequisite: see NOTE 1 below

This course explores elements of Canadian law and the role of law in social, political, and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyze legal issues, conduct independent research, and communicate the results of their inquiries in a variety of ways.

**NOTE 1:** Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## **ENGLISH**

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

Prerequisite: None

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 analyze 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.

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

Prerequisite: None

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.

### **ENG1L1, English, Grade 9, Locally Developed Compulsory Credit Course**

Prerequisite: None

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 2L 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.

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

Prerequisite: ENG1D1 or ENG1P1

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 analyze literacy 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.

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

Prerequisite: ENG1D1 or ENG1P1

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary 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.

### **ENG2L1, English, Grade 10, Locally Developed Compulsory Credit Course**

Prerequisite: A Grade 9 English Credit

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

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

Prerequisite: ENG2D1

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

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

Prerequisite: ENG2P1

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.

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

Prerequisite: ENG2L1 &amp; ENG2P1

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.

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

Prerequisite: ENG3U1

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

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

Prerequisite: ENG3C1

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

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

Prerequisite: ENG3E1

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

**EMS3O1, Media Studies, Grade 11, Open**

Prerequisite: ENG2P1 or ENG2D1

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 analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing. The “hands on” course will trace the advent of print media through the study of popular culture, to the history of music and the emergence of the film industry.

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

**EWC4U1, The writer’s Craft, Grade 12, University Preparation**

Prerequisite: ENG3U1

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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 careers. In addition to investigating opportunities for publication and writing careers, the independent study features a hands-on publication of selected student works.

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

**EWC4C1, The Writer’s Craft, Grade 12, College Preparation**

Prerequisite: ENG3C1

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

## **FRENCH**

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

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

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

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

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

Prerequisite: FSF1D1 or FSF1P1

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of franco phone 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.

## **HEALTH AND PHYSICAL EDUCATION (G - Girl's / B- Boy's)**

### **PPL1OG / PPL1OB /, Healthy Active Living Education, Grade 9, Open**

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

### **PAF2OB/2OG, PAF3OB/3OG Personal & Fitness Activities**

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

### **PPL2OG / PPL2OB, Healthy Active Living Education, Grade 10, Open**

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

### **PPL3OG / PPL3OB, Healthy Active Living Education, Grade 11, Open**

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

### **PAD4O1, Outdoor Activities, Open**

This course focuses on the development of skills for participation in a variety of outdoor recreational activities, including self-reliance, teamwork and planning. Students will acquire knowledge and skills related to the environment in which the activities take place in order to minimize the impact of those activities on the environment. They will also learn how to develop their own personal well-being through activities in which they can engage for the rest of their lives, as well as developing skills to ensure their own and other's safety in those activities. This course will prepare students for college programs in outdoor recreation and leisure, as well as for programs in environmental studies. This course will focus on outdoor education activities and will include outdoor pursuits.

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

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

### **PLF4C1, Recreation and Fitness Leadership, Grade 12, College Preparation**

Prerequisite: Any Grade 11 or 12 open course in Health and Physical Education.

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required 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, leisure, and fitness leadership.

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

Prerequisite: Any Grade 11 University or university/college

preparation course in science, or any Grade 11 or 12 open course in health and physical education. 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.

## MATHEMATICS

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

This course enables students to develop mathematical ideas and methods through the exploration of applications, the effective use of technology, and extended experiences with hands-on activities. Students will investigate relationships of straight lines in analytic geometry, solve problems involving the measurement of 3-dimensional objects and 2-dimensional figures, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

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

This course enables students to develop generalizations of mathematical ideas and methods through the exploration of applications, the effective use of technology, and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement, and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding.

### **MAT1L1, Mathematics, Grade 9, Locally Developed Compulsory Credit Course**

Prerequisite: None

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

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

Prerequisite: MPM1D1 or MFM1P1

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

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

Prerequisite: MPM1D1 or MFM1P1

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

### **MAT2L1, Mathematics, Grade 10, Locally Developed Compulsory Credit Course**

Prerequisite: A Grade 9 Math credit

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

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

Prerequisite: MPM2D1

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

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

Prerequisite: MPM2D1 or MFM2P1

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 modeling real world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

Prerequisite: MFM2P1

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

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

Prerequisite: MFM1P1/MPM1D1 or MAT2L

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.

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

Prerequisite: MHF4U1

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

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

Prerequisite: MCR3U1

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

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

Prerequisite: MCR3U1 or MCF3M1

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

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

Prerequisite: MBF3C1 or MCR3U1 or MCF3M1

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

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

Prerequisite: MCF3M1

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

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

Prerequisite: MEL3E1

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

## **SCIENCE**

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

Prerequisite: None

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

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

Prerequisite: None

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.

### **SNC1L1, Science, Grade 9, Essentials**

Prerequisite: None

This course prepares students for Grade 10 Locally-developed Science (SNC2L) and/or Grade 11 Workplace Science (SNC3E). This course reinforces and strengthens science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society and the environment. Students explore a range of topics including Science in Daily Life, Properties of Common Materials, Staying Alive: Life Sustaining Processes, and Electrical Circuits.

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

Prerequisite: Science, Grade 9 Academic or Applied

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

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

Prerequisite: Science, Grade 9, Academic or Applied

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

### **SNC2L1, Science, Grade 10, Essentials**

This Grade 10 course reinforces and strengthens science-related knowledge and skills, including scientific inquiry, critical thinking and the environmental impact of science and technology. To prepare students for success in everyday life, the workplace and in the Science Grade 11 Workplace Preparation Course (SNC3E), students explore a range of topics including Science in the Media, Interactions of Common Materials, Living Together: Interdependence of Organisms, and Using Electrical Energy.

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

Prerequisite: Science, Grade 10 Academic

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.

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

Prerequisite: Science, Grade 10, Academic or Applied

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

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

Prerequisite: Biology, Grade 11, University Preparation

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

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

Prerequisite: Science, Grade 10, Academic

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.

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

Prerequisite: Chemistry, Grade 11, University Preparation

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

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

Prerequisite: Science, Grade 11, Academic or Applied

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

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

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

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

Prerequisite: Science, Grade 10, Academic

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

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

Prerequisite: Physics, Grade 11, University Preparation

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

**SOCIAL SCIENCES AND HUMANITIES****HIF1O1, Individual and Family Living, Grade 9, Open**

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

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

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

**HPW3C1, Living and Working With Children, Grade 11, College Preparation**

This course focuses on the well-being of children in families and community settings. Students will study child behavior and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behavior in response to others.

**HPC3O1, Parenting, Grade 11, Open**

Prerequisite: None

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

**HLS3O1, Living Spaces and Shelter, Grade 11, Open**

Prerequisite: None

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.

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

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines. Learn about the human brain, verbal and non-verbal communication, perception, memory, learning groups, human societies, cults, conformity, personality and interpersonal dynamic relationships.

**HZB3O1, Philosophy: The Big Questions, Grade 11, Open**

Prerequisite: None

This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy. This class is designed for students who want to engage in discussion about the wisdom to be found in popular culture.

**HSB4M1, Challenge and Change in Society, Grade 12, University/College Preparation**

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

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

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

Prerequisite: Any

university, university/college, or college preparation course in Social Sciences and Humanities, English or Canadian and World Studies. This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behavior, 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.

**TECHNOLOGICAL STUDIES****TIJ1O1, Exploring Technologies, Grade 9, Open**

Prerequisite: None

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

## **CONSTRUCTION TECHNOLOGY**

### **TCJ2O1, Construction Technology, Grade 10, Open**

Prerequisite: None

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

### **TCJ3C1, Construction Technology, Grade 11, College**

Prerequisite: None

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

### **TCJ4C1, Construction Technology, Grade 12, College Preparation**

Prerequisite: TCJ3C1

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

### **TCJ3C2, Construction Technology, Grade 11, College (2 credits)**

Prerequisite: None

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. The emphases of this course will be on community based projects where students will develop an insight into problem solving techniques and entrepreneurial aspects of the construction world.

### **TCJ4C2, Construction Technology,, Grade 12, College Preparation (2 credits)**

Prerequisite: TCJ3C2

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

### **THF2O1, Green Industries, Grade 10, Open (Floristry)**

Prerequisite: None

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and post-secondary education and training pathways and career opportunities in the various industry sectors. The emphasis of this course is introduction to the Flower Industry.

### **THF3E1, Green Industries, Grade 11, Workplace Preparation (Floristry)**

Prerequisite: None

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

**THL3E1, Green Industries, Grade 11, Workplace Preparation (Landscaping)**

Prerequisite: None

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

**THF4E1, Green Industries, Grade 12, Workplace Preparation (Floristry)**

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

The emphasis of this course is to prepare the student for work in the flower industry through community events.

**Prerequisite:** Green Industries, Grade 11, Workplace Preparation

**THL4E1, Green Industries, Grade 12, Workplace Preparation (Landscaping)**

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

**Prerequisite:** Green Industries, Grade 11, Workplace Preparation

**TCJ2O7, Construction Technology - Landscaping, Grade 10, Open**

This course requires students to design, build, and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology. Students will acquire skills and knowledge about the indoor and outdoor landscape industry including plants, flowers, computer landscaping, hydroponics, pruning etc.

**HEALTH AND PERSONAL SERVICES****TXJ2O1, Hairstyling and Aesthetics, Grade 10, Open**

Prerequisite: None

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, giving manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and post-secondary pathways leading to careers in the field of hairstyling and aesthetics.

**Prerequisite:** None

**TXH3E2, Hairstyling and Aesthetics, Grade 11, Workplace Preparation (2 credits)**

Prerequisite: None

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

**Prerequisite:** None

**TXH4E2, Hairstyling and Aesthetics, Grade 12, Workplace Preparation (2 credit)**

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

**Prerequisite:** Hairstyling and Aesthetics, Grade 11, Workplace Preparation

## **HOSPITALITY AND TOURISM**

### **TFJ2O1, Hospitality and Tourism Technology, Grade 10 Open**

Prerequisite: None

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and post-secondary pathways leading to careers in the tourism industry. Students will also be provided with opportunity to gain real work experience in a commercial kitchen.

### **TFC3E2, Hospitality and Tourism, Grade 11, Workplace Preparation (Cooking - 2.5 credit)**

Prerequisite: None

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. Students will also be provided with opportunity to receive industry certifications; smart serve, etc.

### **TFC4E2, Hospitality and Tourism, Grade 12, Workplace Preparation (Cooking - 2.5 credit)**

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. Students will be given opportunity to start honing their time management and supervisory skills, through positions of responsibility in the kitchen, ie. Sous chef, Catering manager, etc.

**Prerequisite:** Hospitality and Tourism, Grade 11, Workplace Preparation

## **COMMUNICATION TECHNOLOGY**

### **TGP3M1/4M1, Communication Technology, Grade 12, University/College Preparation (Photography)**

Prerequisite: TGJ3M1

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 areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and societal issues related to communication technology and will investigate career opportunities and challenges in a rapidly changing technological environment. The main emphasis of this course will be on digital photography.

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

## **TRANSPORTATION**

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

This course requires students to build projects and to learn service procedures related to different modes of transportation. Students will learn about support systems for transporting people and products, measurement systems and methods; the analysis, design, and construction of a system to convert and make practical use of energy; the function of major vehicle system components, the impact of transportation systems on the environment, communication skills; and transportation-related careers.

### **TTS2O1, Transportation Technology, Grade 10, Open (Small Engines)**

Prerequisite: None

This course introduces students to the service and maintenance of vehicles, aircraft, and/or water craft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, electrical/battery service, and proper 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. The major emphasis of this course will be focussed within a small engine repair shop.

### **TTJ3C1 Transportation Technology, Grade 11, College**

Prerequisite: None

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

**TTJ3C2, Transportation Technology, Grade 11, College Preparation (2 credit)**

Prerequisite: None

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or water craft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. The major emphasis of this course will be focused within a fully operational automotive repair facility environment.

**TTS3C1, Transportation Technology, Grade 11, College Preparation (Small Engines)**

Prerequisite: None

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or water craft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. The major emphasis of this course will be focussed within a fully operational automotive repair facility environment.

**TTS4C1, Transportation Technology, Grade 12, College Preparation (Small Engines)**

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 water craft; 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. The major emphasis of this course will be focussed within a small engine repair shop.

**Prerequisite:** Transportation Technology, College Preparation, Grade 11

**TTJ4C2, Transportation Technology, Grade 12, College Preparation (2 credit)**

Prerequisite: TTJ3C2

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 water craft; 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. The major emphasis of this course will be focussed within a fully operational automotive repair facility environment.

**COMPUTER AND INFORMATION SCIENCE AND COMPUTER ENGINEERING****ICS2O1, Introduction to Computer Studies, Grade 10, Open**

Prerequisite: None

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