

SYDENHAM HIGH SCHOOL

**Course Calendar
2024-2025**





Sydenham High School

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Principal	Molly Slate
Vice-Principal	Kristin Stevens
Vice-Principal	Lonny Gibson

CURRENT DEPARTMENT HEADS

Physical Education/Arts	Bryan English
Global Studies	Duncan McGregor
English	Julie McGinn
Mathematics	Shane Cook
Science	Erica Kresin
Technological Studies	Brian Moelker
Student Services	Michelle Fraser



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Section One: School Organization

Semesters

Sydenham High School is a semestered school. In each semester, students take up to four credit courses from September to January and up to 4 credit courses from February – June. There are final summative evaluations / exams in January and June. For specific dates, please refer to the Limestone District School Board calendar. Each course in each semester is 110 hours in length.

Reporting Periods

There are two formal reporting periods per semester. Midterm reports are distributed in November and April, final reports in February and June. Early reports are distributed in October and March to students as required. For specific dates for reporting student achievement at Sydenham High School, please refer to the School Handbook.

Definition of a Credit

A credit is granted as a means of recognizing the successful completion of a course for which a minimum of 110 hours is scheduled. A credit is granted to a student by the Principal of a secondary school on behalf the Minister of Education.

Types of Courses

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavor, as well as the opportunity to specialize in areas that are related to their particular postsecondary goals or pathways.

Grade 9

- See page 7 for information about Grade 9 courses for the 2024-2025 school year. More information may be available on the Limestone District School Board website.

Grade 10

- Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- Applied courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- Foundations courses develop students' knowledge and skills through the focus on essential skills in Math, English and Science. Foundation courses provide flexibility to explore practical application of concepts through hands-on learning.
- 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.

Grades 11 and 12

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- Open courses are also available in Grades 11 and 12. Open courses contain expectations that are appropriate for all students and are not linked to any specific post-secondary destination.
- 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.
- 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 admissions to certain apprenticeship or other training programs.

Common Course Codes

The common course code consists of the following components, designated by the Ministry of Education. Each course code has five coded characters; a sixth is reserved for board use. For example, the Grade 10 Academic Mathematics course is MPM2D.

Course Code	Course Title	Subject Code	Grade	Type/Stream
MPM2D	Mathematics	MPM	2	D

Grade Codes	Type/Stream Codes	
“1” - Grade 9	“W/D” – Destreamed (Grade 9 only)	“U” – University (Grade 11/12 only)
“2” - Grade 10	“D” – Academic (Grade 10 only)	“M” – University/College (Grade 11/12 only)
“3” - Grade 11	“P” – Applied (Grade 10 only)	“C” – College (Grade 11/12 only)
“4” - Grade 12	“O” – Open	“E” – Workplace (Grade 11/12 only)
	“L” – Foundations	

Course Selection

Your choice will depend on your strengths, your interests, and the way you learn best. Remember that you can choose different course types in different subjects – or the same type in all subjects. Your parents, teachers, guidance counsellor, and principal can provide you with more information, strategies for making decisions, and an opportunity to discuss your ideas about the choices you have to make.

Course Changes

Students wishing to change a course must see a guidance counsellor.

Course Availability

The availability of any course is dependent upon the number of students requesting it, the teacher, time, and facilities available. This decision will be made by the school administration. The school and the Board reserve the right to adjust the master timetable as required by staffing and budgeting guidelines.

Credit Attainment and Provincial Standard

Credits are granted with a minimum Level 1, in all courses. Provincial standard, however, is set at Level 3. This means if a student achieves a minimum of Level 3, he or she is prepared to take the next course at the same stream [academic, applied, college, university/college, university, workplace]. If a student achieves a grade of less than Level 3, he or she may experience difficulty in a subsequent course due to not having achieved certain expectations from the previous course. If this is the case, a student may consider upgrading. Please contact your school’s Student Services department for more information.

Ontario Student Record (OSR): Recording & Reporting Procedures

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at the school. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important for the educational programming of the student. Students and their parents/guardians (if the student is under 18) may request to examine the contents of the OSR. Appointments are required, please contact Student Services. The Education Act and Freedom of Information legislation protect the Ontario Student Record.

Ontario Student Transcript (OST): Recording & Reporting Procedures

The Ontario Student Transcript is an official and consistent record of a student’s achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

Full Disclosure for Grades 11 and 12

Ministry of Education policy states that all grade 11 and 12 courses attempted by a student must be recorded on the Ontario Student Transcript (OST). Any grade 11 or 12 course, whether completed successfully or unsuccessfully, or from which a student has withdrawn, will appear on the student’s OST. Courses dropped appear with a “w”, and do not count toward the student’s average. Full Disclosure takes effect five (5) instructional days following the issuance of the midterm provincial report card. Students taking Dual Credits should consult their guidance counsellor regarding full disclosure dates associated with college.

Section Two - School Information

Pathways

Apprenticeship Pathway

The Ontario Youth Apprenticeship Program (OYAP) is a joint agreement between LDSB and the Ministry of Training, Colleges and Universities. Through OYAP, a student has the opportunity to apprentice in a skilled trade while completing their high school diploma. OYAP often begins with a co-operative education placement where students gain valuable work experience. Should a student wish to pursue registration in a skilled trade, they can apply for further co-operative education experience or the Phase One in-school portion of formal apprenticeship training at college or in selected schools offering an MTCU approved Oversight.

Students are asked to contact their guidance counsellor or the Ontario Youth Apprenticeship coordinator for further information. More information about OYAP can be found in the Expanded Opportunities section of this course calendar.

What is it?

OYAP is a hands-on training program for students who aspire to work in a skilled trade. Apprenticeship training allows students to earn an Ontario Secondary School Diploma [OSSD] while acquiring the necessary sector-specific skills while working with a qualified tradesperson. Some OYAP training takes place in the classroom however, the majority of the training occurs in the workplace. At present, a projected shortage of skilled labourers provides exciting opportunities within this pathway. Financial assistance in the form of government grants and loans are available for students wishing to pursue an apprenticeship.

College Pathway

Students are encouraged to thoroughly research and carefully plan their college program. Information for Ontario colleges is available at www.ontariocolleges.ca. The Ontario School Counsellors' Association, <http://osca.ca>, also has a number of resources related to making a post secondary plan.

Consult with your guidance counsellor, attend liaison visits at your school, peruse college view books and review all program prerequisites for the programs of your choice. Transfer agreements from college to university are in place for many programs. Many colleges are now offering programs which lead to a University Degree. Up-to-date information is available in college calendars or at www.ontransfer.ca.

University Pathway

Students are encouraged to thoroughly plan and research their university program. Universities have specific admission criteria and prerequisite courses. Generally, six grade 12 U/M level courses are required. Admission requirements for similar programs may vary significantly from university to university.

Students should consult their guidance counsellor for more information. University admission criteria can be found at <https://www.ontariouniversitiesinfo.ca/>. Students should attend the university liaison visits at their school, read university view books and carefully review all admission criteria.

Workplace Pathway

Students who desire to seek employment and begin earning wages immediately following the completion of their OSSD may consider the Workplace Pathway. The Workplace Pathway equips students with the essential knowledge and employability skills required for direct entry to the world of work. Students should carefully plan their secondary program to ensure full participation in the many unique opportunities to learn about the world of work and explore potential careers. For more information visit <http://www.edu.gov.on.ca/morestudentsuccess/index.html>

Workplace courses may be offered as stand-alone credits in a core subject discipline (such as math, science and English) or they may be offered as part of Expanded Opportunities such as SHSM, Focus Programs and Co-operative Education. More information can be found in the Expanded Opportunities section of this course calendar.

Assessment & Evaluation - Our Key Beliefs

The secondary policy and procedures of the Limestone District School Board are based on a set of key beliefs that have been developed collaboratively by teachers and administrators over the past several years. The belief statements are shown below, and form the basis of learning experiences for all of our students.

Assessment for Learning

- Effective assessment and evaluation methods act to support and improve student learning.
- Sharing learning goals and success criteria with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
- Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
- Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
- Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
- Differentiated instruction and assessment allow all learners to experience success.
- When teachers use diagnostic assessment and formative assessment data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.

Assessment of Learning

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
- Attendance, punctuality, and learning skills and work habits are key success factors for students. Students and parents value their importance when they receive reliable and ongoing information about them.
- Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the achievement chart.
- Students are able to continue to experience success when they achieve the provincial standard (level 3) or higher. Their chances of reaching this standard are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.
- Students value collaboration when they receive a mark that is based on their individual level of performance within a group.
- Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

Assessment as Learning

- Students will experience greater levels of success beyond school when they become independent learners.
- Students become independent learners when they are proficient at reflecting on their learning, and are able to develop an understanding of their current level of achievement and their next steps for improvement.
- Teachers support independent student learners by providing instruction and opportunity for students to reflect on their learning.

The Limestone District School Board Assessment & Evaluation Policy can be found in the Student Agenda.

For more information and an electronic copy of *Secondary Evaluation and Reporting Procedures and a Parent & Guardian's Guide to Assessment & Evaluation*, please visit <https://www.limestone.on.ca/families>

Course Outlines

Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. Curriculum documents which describe course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

Honour Roll

Students in Grade 9 must take at least 8 courses in order to be eligible for honour roll and must achieve an average of 80% (an aggregate of 640 points) in their top 8 courses.

Students in Grade 10 must take at least 8 courses in order to be eligible for honour roll and must achieve an average of 80% (an aggregate of 640 points) in their top 8 courses. For both the Careers and Civics courses, being 0.5 credit courses, the student's final grade in each will be divided in half and added to the aggregate.

Students in Grade 11 must take at least 7 courses in order to be eligible for honour roll and must achieve an average of 80% (an aggregate of 560 points) in their top 7 courses.

Students in Grade 12 must take at least 6 courses in order to be eligible for honour roll and must achieve an average of 80% (an aggregate of 480 points) in their top 6 courses.

Honour Roll is calculated using credits achieved between September 2024 to August 2025.

Honours with Distinction

Students in Grade 9 must take at least 8 courses in order to be eligible for honour roll and must achieve an average of 90% (an aggregate of 720 points) in their top 8 courses.

Students in Grade 10 must take at least 8 courses in order to be eligible for honour roll and must achieve an average of 90% (an aggregate of 720 points) in their top 8 courses. For both the Careers and Civics courses, being 0.5 credit courses, the student's final grade in each will be divided in half and added to the aggregate.

Students in Grade 11 must take at least 7 courses in order to be eligible for honour roll and must achieve an average of 90% (an aggregate of 630 points) in their top 7 courses.

Students in Grade 12 must take at least 6 courses in order to be eligible for honour roll and must achieve an average of 90% (an aggregate of 540 points) in their top 6 courses.

Honours with Distinction are calculated using credits achieved between September 2024 to August 2025.

Ontario Scholar

A student may be designated an Ontario Scholar if the student satisfies both of the following requirements:

- The student obtains an aggregate of at least 480 marks in any combination of ministry-approved Grade 12 courses that provide a total of six credits. Where a student obtains more than six credits in any combination of Grade 12 university preparation courses, Grade 12 university/college preparation courses, Grade 12 college preparation courses, Grade 12 workplace preparation courses, Grade 12 open courses, dual credit courses, and cooperative education courses, the highest marks will be used. Grade 12 courses taken at any time during their secondary school enrollment are eligible for Ontario Scholar calculations.
- The student has been recommended by the school principal for the Ontario Secondary School Diploma (OSSD) in either the current school year or the previous school year.

Section Three: Program Planning and Course Selection

Requirements for Ontario Secondary School Diploma (OSSD) - For students entering Grade 9 in September 2024

19 Compulsory Credits

4 English (1 credit per grade) *	<p>*The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement. English as a second language (ESL) and English literacy development (ELD) Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English. The fourth credit must be a Grade 12 compulsory English course.</p> <p>** The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.</p> <p>***In groups 1, 2, and 3, a maximum of two credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language. A maximum of two credits in cooperative education can count as compulsory credits, selected from any of the above three groups.</p>
3 Mathematics (1 credit in Grade 11 or 12)	
2 Science	
1 Canadian History	
1 Canadian Geography	
1 Arts**	
1 Healthy & Physical Education	
1 French as a Second Language	
1 Technological Education Credit (Grade 9 or 10)	
0.5 Career Studies	
0.5 Civics	
<p>1 credit in Group 1: English (including the OSSLC) or French as a second language, Native language, First Nations, Metis, and Inuit studies, a classical or international language, social science and the humanities, Canadian and world studies, guidance and career education, cooperative education, American Sign Language as a second language, English (including the Ontario Secondary Literacy Course) or French as a second language ***</p>	
<p>1 credit in Group 2: Health and Physical Education, the Arts, Business Studies, French as a second language, Cooperative Education, American Sign Language as a second language ***</p>	
<p>1 credit in Group 3: Science (Grade 11 or 12), Technological Education, French as a second language, Computer Studies, Cooperative Education, American Sign Language as a second language ***</p>	

11 Optional Credits (at least 2 online learning credits)

Optional credits may include up to four credits earned through approved dual credit programs. Beginning with students that entered Grade 9 in the 2020-21 school year or later, students must earn at least two online learning credits to get their Ontario Secondary School Diploma. The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year or later. Opting out: Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's school board. Exemption from the online learning graduation requirements may be requested by: the parent or guardian of the secondary school student, students who are 18 years of age or older, or students who are 16 or 17 years of age and have withdrawn from parental control.

40 Hours of Community Involvement

Students can start accumulating their community involvement hours in the summer before entering Grade 9.

Provincial Literacy Requirement - Ontario Secondary School Literacy Test (OSSLT)

Students who do not successfully complete the OSSLT have other opportunities to meet the literacy graduation requirement. Students can contact their school principal to find out about these options.

Requirements for Ontario Secondary School Diploma (OSSD) - For students entering Grade 10-12 in September 2024

18 Compulsory Credits

4 English (1 credit per grade) *	<p>*The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement. English as a second language (ESL) and English literacy development (ELD) Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English. The fourth credit must be a Grade 12 compulsory English course.</p> <p>** The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.</p> <p>***In groups 1, 2, and 3, a maximum of two credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language. A maximum of two credits in cooperative education can count as compulsory credits, selected from any of the above three groups.</p>
3 Mathematics (1 credit in Grade 11 or 12)	
2 Science	
1 Canadian History	
1 Canadian Geography	
1 Arts**	
1 Healthy & Physical Education	
1 French as a Second Language	
0.5 Career Studies	
0.5 Civics	
<p>1 credit in Group 1: English (including the OSSLC) or French as a second language, Native language, First Nations, Metis, and Inuit studies, a classical or international language, social science and the humanities, Canadian and world studies, guidance and career education, cooperative education, American Sign Language as a second language, English (including the Ontario Secondary Literacy Course) or French as a second language ***</p>	
<p>1 credit in Group 2: Health and Physical Education, the Arts, Business Studies, French as a second language, Cooperative Education, American Sign Language as a second language ***</p>	
<p>1 credit in Group 3: Science (Grade 11 or 12), Technological Education, French as a second language, Computer Studies, Cooperative Education, American Sign Language as a second language ***</p>	

12 Optional Credits (at least 2 online learning credits)

<p>Optional credits may include up to four credits earned through approved dual credit programs. Beginning with students that entered Grade 9 in the 2020-21 school year or later, students must earn at least two online learning credits to get their Ontario Secondary School Diploma.</p> <p>The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year or later.</p> <p>Opting out: Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's school board. Exemption from the online learning graduation requirements may be requested by: the parent or guardian of the secondary school student, students who are 18 years of age or older, or students who are 16 or 17 years of age and have withdrawn from parental control.</p>

40 Hours of Community Involvement

Students can start accumulating their community involvement hours in the summer before entering Grade 9.
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Provincial Literacy Requirement - Ontario Secondary School Literacy Test (OSSLT)

Students who do not successfully complete the OSSLT have other opportunities to meet the literacy graduation requirement. Students can contact their school principal to find out about these options.
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Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning their diploma provided, they have earned a minimum of 14 credits distributed as follows:

- 2 English
- 1 Canadian Geography or Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts, Technology or Computer Studies
- 7 Additional optional credits

Requirements for the Certificate of Accomplishment (COA)

Students who leave school before fulfilling the requirements for either the OSSD or the OSSC may be granted a Certificate of Accomplishment which will recognize achievement for those students who plan to find employment or take future training after leaving school. There is no literacy test requirement with either the OSSC or Certificate of Accomplishment.

34 Credit Threshold

Beginning September 2013, the Ministry of Education has implemented a 34 credit threshold for school board funding for students who are in their 5th year or beyond in high school. It is important to note that this is not a "cap" and that students may continue to enroll in credits beyond 34 in number. At this point, this change in Ministry policy does not translate into any limitations for students enrolling in courses or costs for students or their families.

E-Learning

The Ministry of Education has issued a new online learning graduation requirement, effective February 1, 2022 which requires students to complete two online courses prior to Graduation. Students in Grade 10 during the 2021-2022 school year are the first group of students required to complete this new e-learning graduation requirement. Most students will take online courses during their grade 11 and/or grade 12 year, but some may elect to complete the online learning requirement during Summer School.

Community Involvement

Students must complete 40 hours of community involvement outside of the student's normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years. Students may accrue hours after the end of grade 8, during the summer before grade 9. For more information, please contact Student Services.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including grade 9. Remedial assistance is made available for students who are not successful. Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. For additional information, please contact Student Services.

The Ontario Secondary School Literacy Course (OSSLC)

Students who have been unsuccessful at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy requirement 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 credits. To meet individual students' needs, principals may replace up to three of these credits (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Transcript. Please contact Student Services for more information.

Student Transfers

New students wishing to register at Sydenham High School need to make an appointment with a Vice-Principal. Students should bring a current transcript with them to their appointment. If you wish to transfer to Sydenham High School and want to participate in athletics, please contact the school's Athletic Director. You will need to complete transfer forms which will be assessed by KASSAA to determine eligibility.

De-streaming – Grade 8/9 Transitions

The Ministry of Education is committed to moving forward with changes to the education system to ensure equity of access and outcomes for all students. This change is in response to the historic over-representation in applied courses of Indigenous, Black, and other racialized students, students who live in low-income households, and those with disabilities and other special education needs. The Grade 9 courses in will provide opportunities for students to make decisions about their future, while keeping their options open. Students new to Grade 9 will take courses that will include English, Math, Science, Geography, French, Health and Physical Education plus two elective courses (Art courses, Technology courses, Business courses, etc.). Grade 9 is a continuation of learning from Grade 8, and will allow students to transition into high school before making a decision about their preferred pathway (apprenticeship, college, workplace or university) for the future.


Further details and FAQ's can be found here: Grade 9 Destreaming - Board Website

https://www.limestone.on.ca/students/education_career_life_planning/grade_8_9_transition/grade_9_de-streaming

myBlueprint – Course Selection Process

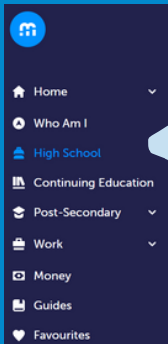
Getting Started

- Go to: <https://ldsb.elearningontario.ca>
- Click on the myBlueprint Icon



Course Selection

- Click **High School**
- Click on **+Course** to select from courses offered at your school



Grade 9 Current Year	Grade 10 Next Year	Grade 11 Plan Ahead	Grade 12 Plan Ahead	+	Graduation Indicator						
English	English	English	English		<div style="text-align: center;"> <p>0/30 REQUIRED CREDITS</p> <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">0</td> <td style="border: 1px solid #ccc; padding: 2px;">0</td> <td style="border: 1px solid #ccc; padding: 2px;">0</td> </tr> <tr> <td style="font-size: 8px;">Planned</td> <td style="font-size: 8px;">Earned</td> <td style="font-size: 8px;">Total</td> </tr> </table> <p style="font-size: 8px; margin-top: 5px;">View Progress</p> </div>	0	0	0	Planned	Earned	Total
0	0	0									
Planned	Earned	Total									
Mathematics	Mathematics	Mathematics	Course								
Science	Science	Course	Course								
Geography	History	Course	Course								
French	Civics	Course	Course								

Click Review Course Selections

If available, you can use the “Add Comments” section to explain any issues to your guidance counsellor (i.e. taking the prerequisite in night school, or summer school)

Click Submit Course Selections

Click Print Sign-off Sheet

If it doesn't show after you've click the Print Sign-Off Sheet button, check the pop-up blocker settings for your web browser.

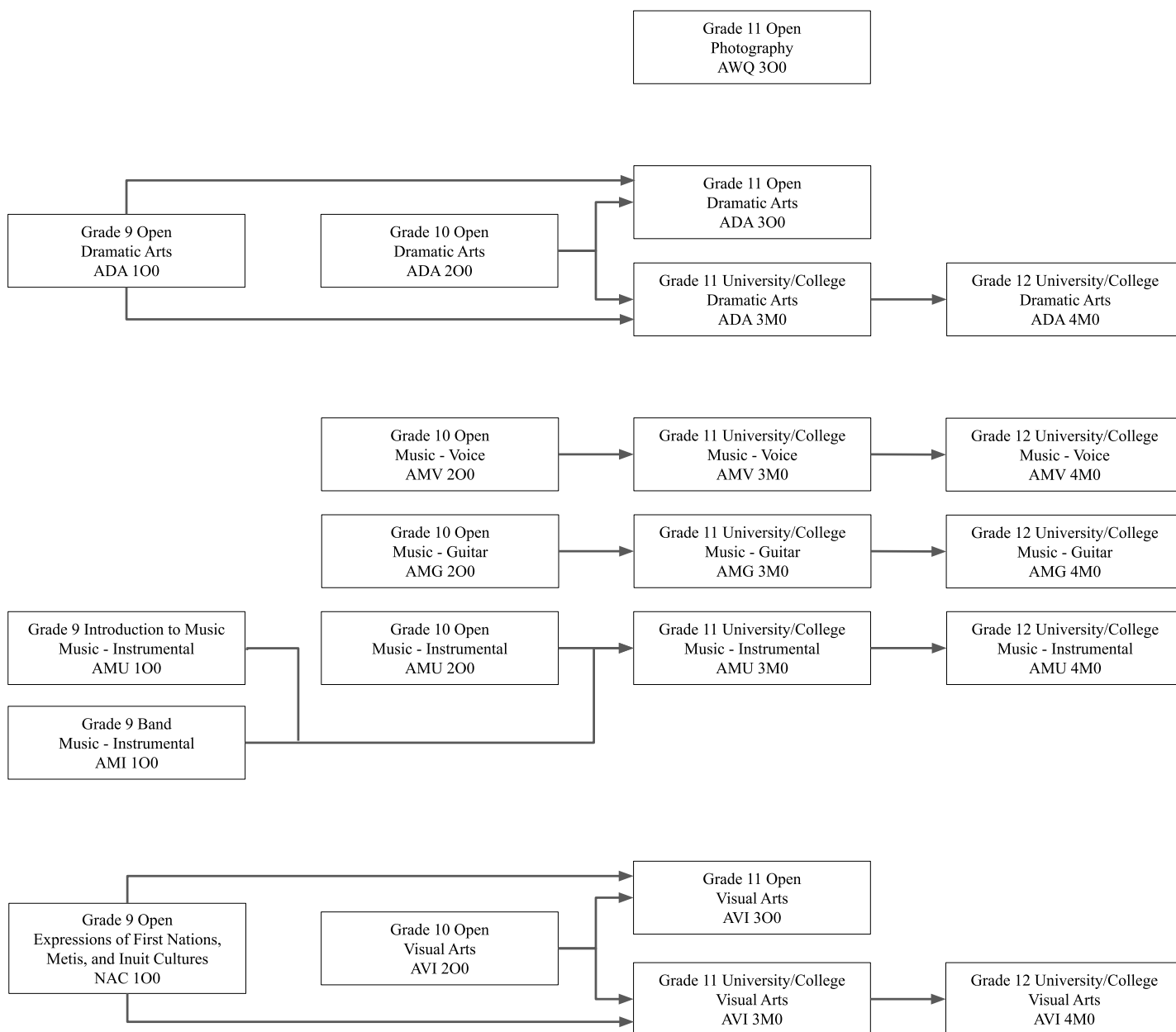
Link to Account

**Submit to
Counsellor
or Teacher**

Please note that you will not be able to modify your course selections once submitted (unless your guidance counsellor re-allows submission)!

Course Offerings

ARTS



DRAMA

Dramatic Arts, Grade 9, Open

ADA 100

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

Dramatic Arts, Grade 10, Open

ADA 200

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.

Dramatic Arts, Grade 11, Open

ADA 300

Prerequisite: None

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

Dramatic Arts, Grade 11, University/College Preparation

ADA 3M0

Prerequisite: ADA100 or ADA200

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

Dramatic Arts, Grade 12, University/College Preparation

ADA 4M0

Prerequisite: ADA3M0

This course requires students to experiment with forms and conventions in dramatic literature, and to create, script, and present original and adapted works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

MUSIC - GUITAR

Music, Guitar, Grade 10, Open

AMG 200

Prerequisite: None

This course emphasizes performance of guitar at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. This course may be run in conjunction with Vocal music. There will be collaborative song writing activities between both groups.

At Sydenham High School, students will enroll in either the guitar or the vocal music course, however, there will be opportunities for students to grow their skills on both instruments (if they would like). No previous guitar or vocal experience is required to take this course, although previous experience in music is an asset. Guitarists and vocalists will work together throughout the course playing different genres of music, as well as, engaging in the songwriting process. Students will also study music theory and cultural and historical connections to music.

Music - Guitar, Grade 11, College/University Preparation

AMG 3M0

Prerequisite: AMG200

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course may be run in conjunction with Vocal music. There will be collaborative song writing activities between both groups.

At Sydenham High School, students will enroll in either the guitar or the vocal music course, however, there will be opportunities for students to grow their skills on both instruments (if they would like). No previous guitar or vocal experience is required to take this course, although previous experience in music is an asset. Guitarists and vocalists will work together throughout the course playing different genres of music, as well as, engaging in the songwriting process. Students will also study music theory and cultural and historical connections to music.

Music - Guitar, Grade 12, College/University Preparation

AMG 4M0

Prerequisite: AMG3M0

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course may be run in conjunction with Vocal music. There will be collaborative song writing activities between both groups.

At Sydenham High School, students will enroll in either the guitar or the vocal music course, however, there will be opportunities for students to grow their skills on both instruments (if they would like). No previous guitar or vocal experience is required to take this course, although previous experience in music is an asset. Guitarists and vocalists will work together throughout the course playing different genres of music, as well as, engaging in the songwriting process. Students will also study music theory and cultural and historical connections to music.

MUSIC – INSTRUMENTAL

Music, Instrumental, Grade 9, Introduction to Music

AMU 100

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. This course is for students who are interested in exploring music. In this course, we will sample different instruments: ukulele, guitar, bucket drums, and concert band instruments (flute, clarinet, trumpet, and saxophone). Students will divide their time between instruments making this a good course for students who are unsure what instrument they would like to play. We will also listen to different musical artists and styles and consider how music can be personally significant. Finally, students will study the basics of music theory (including how to read notes and rhythms). No music experience required.

Music, Instrumental, Grade 9, Grade 9 Band

AMI 100

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. This course focuses on concert band instruments: flute, clarinet, saxophone, trumpet, trombone, tuba, and percussion. The bulk of this class is spent playing band instruments, although we also study music theory (reading notes and rhythms) and cultural and historical connections to music. Because students spend the entire time playing one instrument, they have the best opportunity to progress their skills. No music experience required.

Music, Instrumental, Grade 10, Open

AMU 200

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.

This course focuses on concert band instruments: flute, clarinet, saxophone, trumpet, trombone, tuba, and percussion. The bulk of this class is spent playing band instruments, although we also study music theory and cultural and historical connections to music. Students should come to this class with some experience in music (even if it is not a concert band instrument). Students will choose one instrument and grow their skill on this instrument over the term. If you are passionate about playing music and growing your musical skills, this is the course for you!

Music, Instrumental, Grade 11, University/College Preparation

AMU 3M0

Prerequisite: AMU100 or AMU200

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

This course focuses on concert band instruments: flute, clarinet, saxophone, trumpet, trombone, tuba, and percussion. The bulk of this class is spent playing band instruments, although we also study music theory and cultural and historical connections to music. Students should come to this class with some experience in music (even if it is not a concert band instrument). Students will choose one instrument and grow their skill on this instrument over the term. M-level credits count toward college and university admission. If you are planning to pursue music at the University or College level, you are strongly encouraged to take this course. If you are passionate about playing music and growing your musical skills, this is the course for you!

Music, Instrumental, Grade 12, University/College Preparation

AMU 4M0

Prerequisite: AMU3M0

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

This course focuses on concert band instruments: flute, clarinet, saxophone, trumpet, trombone, tuba, and percussion. The bulk of this class is spent playing band instruments, although we also study music theory and cultural and historical connections to music. Students should come to this class with some experience in music (even if it is not a concert band instrument). Students will choose one instrument and grow their skill on this instrument over the term. M-level credits count toward college and university admission. If you are planning to pursue music at the University or College level, you are strongly encouraged to take this course. If you are passionate about playing music and growing your musical skills, this is the course for you!

MUSIC – VOCAL

Music, Vocal, Grade 10, Open

AMV 200

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. This course may be run in conjunction with Guitar. There will be collaborative song writing activities between both groups.

At Sydenham High School, students will enroll in either the guitar or the vocal music course, however, there will be opportunities for students to grow their skills on both instruments (if they would like). No previous guitar or vocal experience is required to take this course, although previous experience in music is an asset. Guitarists and vocalists will work together throughout the course playing different genres of music, as well as, engaging in the songwriting process. Students will also study music theory and cultural and historical connections to music.

Music, Vocal, Grade 11, University/College Preparation

AMV 3M0

Prerequisite: AMV 200

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

At Sydenham High School, students will enroll in either the guitar or the vocal music course, however, there will be opportunities for students to grow their skills on both instruments (if they would like). No previous guitar or vocal experience is required to take this course, although previous experience in music is an asset. Guitarists and vocalists will work together throughout the course playing different genres of music, as well as, engaging in the songwriting process. Students will also study music theory and cultural and historical connections to music.

Music, Vocal, Grade 12, University/College Preparation

AMV 4M0

Prerequisite: AMV 3M0

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. This course may be run in conjunction with Guitar. There will be collaborative song writing activities between both groups.

At Sydenham High School, students will enroll in either the guitar or the vocal music course, however, there will be opportunities for students to grow their skills on both instruments (if they would like). No previous guitar or vocal experience is required to take this course, although previous experience in music is an asset. Guitarists and vocalists will work together throughout the course playing different genres of music, as well as, engaging in the songwriting process. Students will also study music theory and cultural and historical connections to music.

VISUAL ARTS

Expressions of First Nations, Metis, and Inuit Cultures (Visual Arts) Grade 9, Open

NAC 100

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

Visual Arts, Grade 10, Open

AVI 200

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.

Visual Arts, Grade 11, Open

AVI 300

Prerequisite: None

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

Visual Arts, Grade 11, University/College Preparation

AVI 3M0

Prerequisite: AVI100 or AVI200

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

Visual Arts, Grade 12, University/College Preparation

AVI 4M0

Prerequisite: AVI3M0

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

PHOTOGRAPHY

Photography, Grade 11, Open

AWQ 300

Prerequisite: None

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgments. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media. Students will learn about the 35mm camera and its components; composing scenes, developing negatives and prints for black and white film.

BUSINESS

Grade 9 Open
Building the Entrepreneurial Mindset
BEM 100

Grade 11 Open
Entrepreneurship - The Person
BDP 300

Grade 12 University/College
Business Leadership
BOH 4M0

Grade 11 College
Entrepreneurship - The Venture
BDI 3C0

Building the Entrepreneurial Mindset, Grade 9, Open

BEM 100

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

Entrepreneurship: The Enterprising Person, Grade 11, Open

BDP 300

Prerequisite: None

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 their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

Entrepreneurship: The Venture, Grade 11, College Preparation

BDI 3C0

Prerequisite: None

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

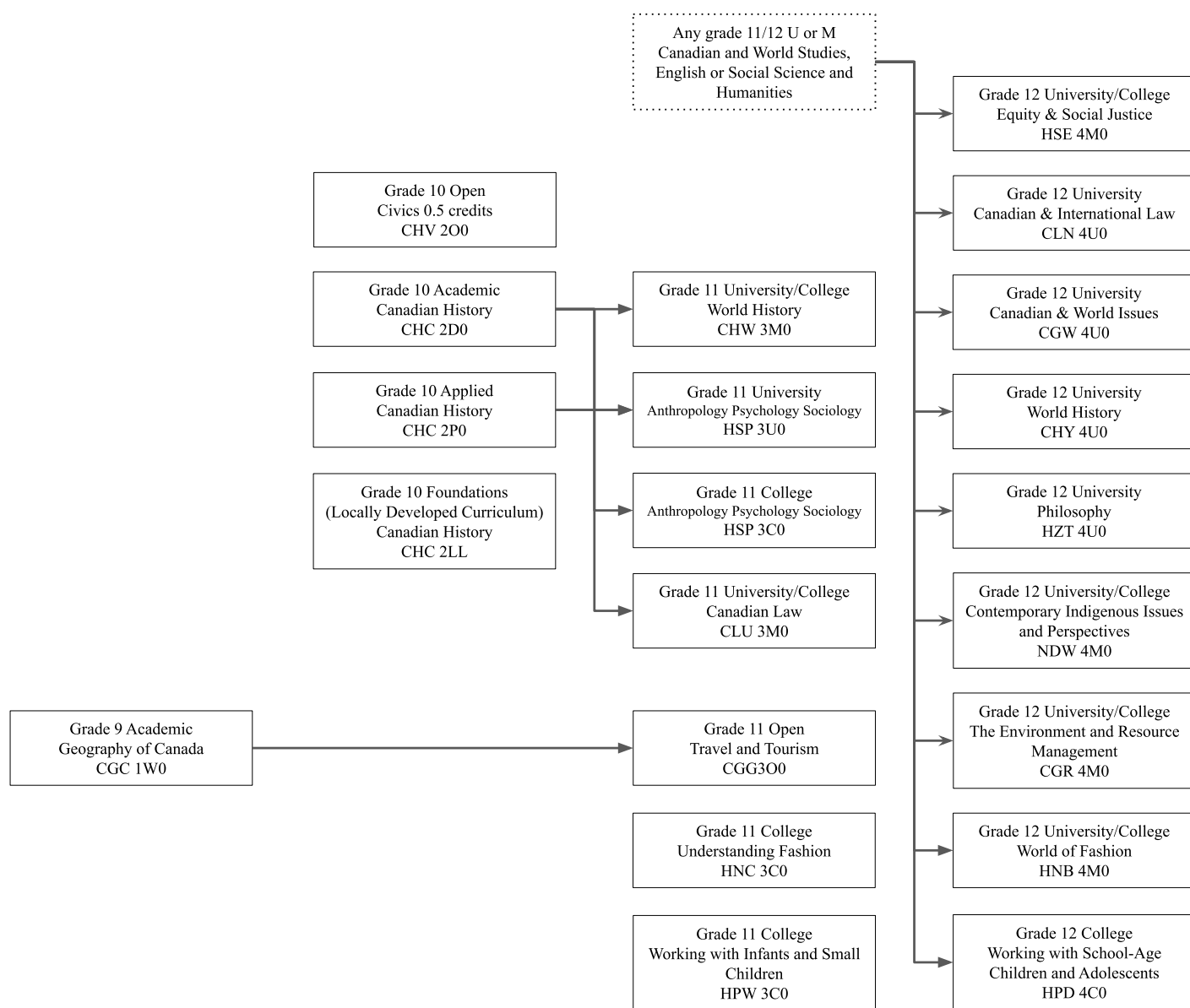
Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

BOH 4M0

Prerequisite: None

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

CANADIAN AND WORLD STUDIES SOCIAL SCIENCES AND HUMANITIES



Issues in Canadian Geography, Grade 9, Academic

CGC 1W0

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada’s natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geo-spatial technologies throughout their investigations.

Canadian History since World War I, Grade 10, Academic

CHC 2D0

Prerequisite: None

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

Canadian History since World War I, Grade 10, Applied

CHC 2P0

Prerequisite: None

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

Canadian History since World War I, Grade 10, Foundations (Locally Developed Curriculum)

CHC 2LL

Prerequisite: None

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

Civics and Citizenship, Grade 10, Open (.5 credit combines with Career Studies)

CHV 200

Prerequisite: None

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

Travel and Tourism: A Geographic Perspective, Grade 11, Open

CGG 300

Prerequisite: CGC1D0

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

World History to the end of the Fifteenth Century, Grade 11, University/College Preparation

CHW 3M0

Prerequisite: CHC2D0 or CHC2P0

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Understanding Canadian Law, Grade 11, University/College Preparation

CLU 3M0

Prerequisite: CHC2D0 or CHC2P0

This course explores Canadian law with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal thinking process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

Understanding Fashion, Grade 11 College Preparation

HNC 3C0

Prerequisite: None

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation **HSP 3C0**

Prerequisite: None

This course introduces the theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientist. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within three disciplines.

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation **HSP 3U0**

Prerequisite: ENG2D0 or CHC2D0

This course introduces the theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientist. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within three disciplines.

Working with Infants and Small Children, Grade 11, College Preparation **HPW 3C0**

Prerequisite: None

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

World Issues: A Geographical Analysis, Grade 12, University Preparation **CGW 4U0**

Prerequisite: Any U or M course in Canadian and World Studies, English or Social Sciences and Humanities.

This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

World History since the Fifteenth Century, Grade 12, University Preparation **CHY 4U0**

Prerequisite: Any university college preparation course in Canadian & World Studies, English, or Social Sciences & Humanities

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

Canadian and International Law, Grade 12, University Preparation **CLN 4U0**

Prerequisite: Any U or M course in Canadian & World Studies or English

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

Equity and Social Justice: From Theory to Practice, Grade 12, University and College **HSE 4M0**

Prerequisite: Any U, M, or C course in Social Sciences & Humanities, English, or Canadian & World Studies.

This course enables students to develop an understanding of the theoretical, social and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

The World of Fashion, Grade 12, University/College Preparation**HNB 4M0****Prerequisite: Any U, M, or C course in Social Sciences & Humanities, English, or Canadian & World Studies.**

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12, University/College Preparation**NDW 4M0****Prerequisite: Any U, M, or C course in First Nations, Métis, and Inuit studies, Canadian & World Studies, or Social Sciences & Humanities**

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

Philosophy: Questions and Theories, Grade 12, University Preparation**HZT 4U0****Prerequisite: Any U, M, or C course in Social Sciences & Humanities, English, or Canadian & World Studies.**

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

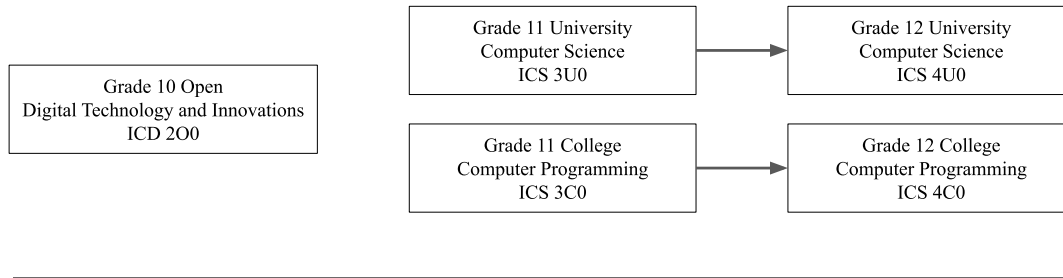
Working with School-Age Children and Adolescents, Grade 12, College Preparation**HPD 4C0****Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.**

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

The Environment and Resource Management, Grade 12, University/College Preparation**CGR 4M0****Prerequisite: Any U, M, or C course in Social Sciences & Humanities, English, or Canadian & World Studies.**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

COMPUTERS



Digital Technology and Innovations in the Changing World, Grade 10, Open

ICD 200

Prerequisite: None

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

Introduction to Computer Science, Grade 11, University Preparation

ICS 300

Prerequisite: None

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

Introduction to Computer Programming, Grade 11, College Preparation

ICS 3C0

Prerequisite: None

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

Computer and Information Science, Grade 12, University

ICS 4U0

Prerequisite: ICS3U0

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Computer Programming, Grade 12, College Preparation

ICS 4C0

Prerequisite: ICS3C0

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

COOPERATIVE EDUCATION

Cooperative Education Linked to a Related Course, one credit value

COOP 1V

Prerequisite: None

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. This course will run in MS teams/online. Teacher will meet with students in-person when needed.

Cooperative Education Linked to a Related Course, two credit value

COOP 2V

Prerequisite: None

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. This course will run in MS teams/online. Teacher will meet with students in-person when needed.

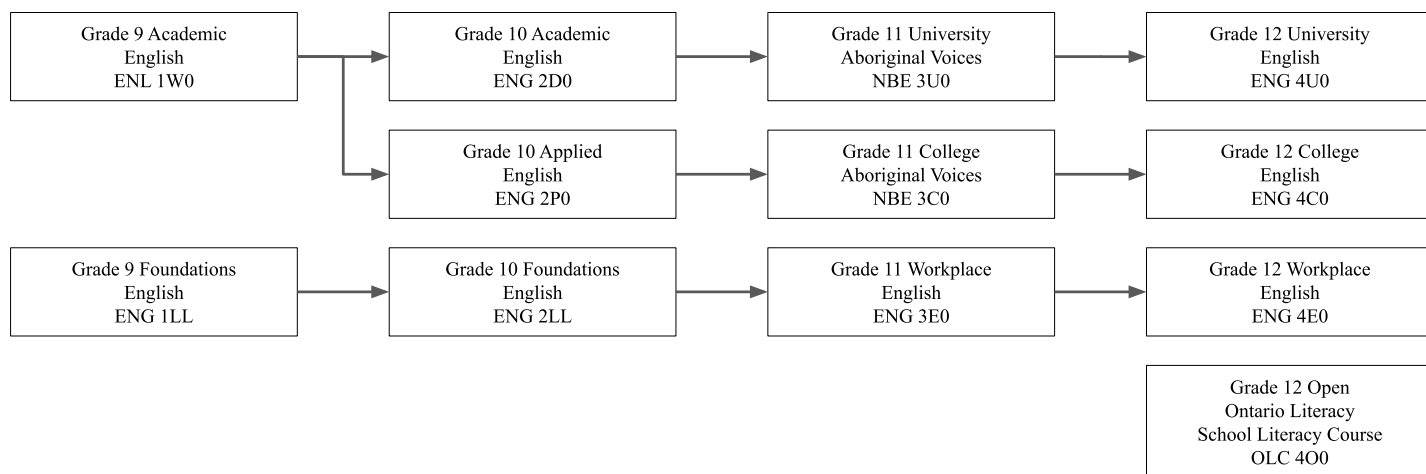
Cooperative Education Linked to a Related Course, four credit value

COOP 3V/4V

Prerequisite: None

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. This course will run in MS teams/online. Teacher will meet with students in-person when needed.

English



English, Grade 9

ENL 1W0

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

English, Grade 9, Foundations

ENG 1LL

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

English, Grade 10, Academic

ENG 2D0

Prerequisite: ENL1W0

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

English, Grade 10, Applied

ENG 2P0

Prerequisite: ENL1W0

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

English, Grade 10, Foundations (Locally Developed Curriculum)

ENG 2LL

Prerequisite: Any 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 Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts.

English, Grade 11, University Preparation – Contemporary Aboriginal Voices

NBE 3U0

Prerequisite: ENG2D0

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic through the study of works in English by Aboriginal writers. Students will analyse challenging literary texts and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will explore 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.

English, Grade 11 College Preparation- Contemporary Aboriginal Voices

NBE 3C0

Prerequisite: ENG2P or ENG2D

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

English, Grade 11, Workplace Preparation

ENG 3E0

Prerequisite: Any grade 10 English credit.

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.

English, Grade 12, University Preparation

ENG 4U0

Prerequisite: ENG3U0 or NBE3U

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

English, Grade 12, College Preparation

ENG 4C0

Prerequisite: ENG3C0 or NBE3C or ENG3U

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

English, Grade 12, Workplace Preparation

ENG 4E0

Prerequisite: Any grade 11 English credit.

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

English, Grade 12, Open- Ontario Secondary School Literacy Course

OLC 400

Prerequisite: Those students who have been unsuccessful on their OSSLT attempt.

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

GUIDANCE AND CAREER EDUCATION

Grade 10 Open
Career Studies
GLC 200

Grade 11 Open
Leadership and Peer Support
GPP 30V

Grade 12 University
Learning and Literacy
IDC 4UV

Career Studies, Grade 10, Open

GLC 200

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 postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. This course will run in MS teams/online. Teacher will meet with students in-person when needed.

Leadership and Peer Support, Grade 11, Open

GPP 30V

Prerequisite: GLC200

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. This course will run in MS teams/online. Teacher will meet with students in-person when needed.

Learning and Literacy, Grade 12, University Preparation

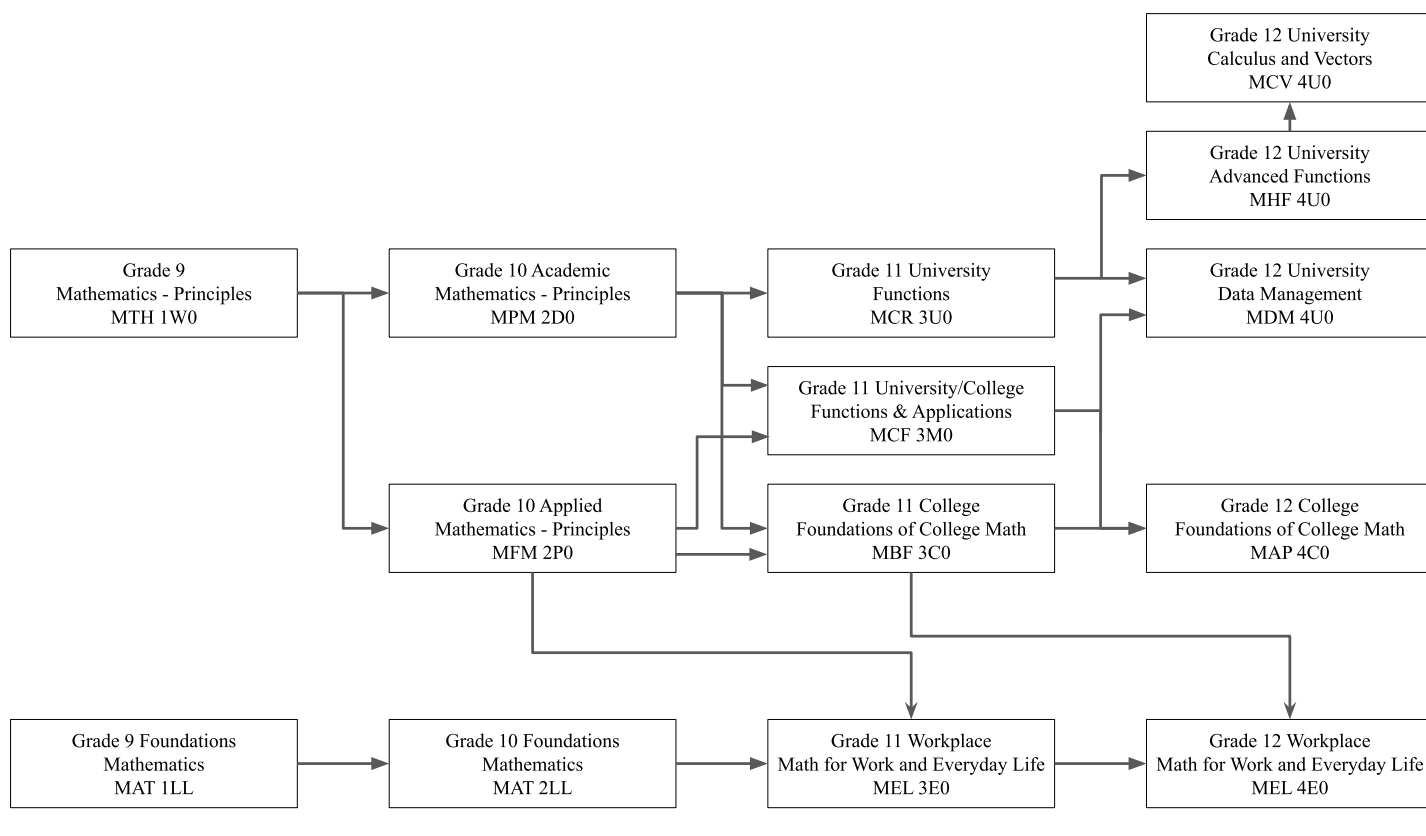
IDC 4UV

Curriculum from: Business, Guidance, Social Science

Prerequisite: ENG3U0

This course provides an introduction to the learning and teaching of reading and writing skills. Students will learn the causes of illiteracy, the ways in which people acquire reading and writing skills, including their own and others' learning styles, techniques and materials for the successful teaching of reading and writing, the skills of tutoring poor readers and writers in other subjects, how to design and deliver an effective lesson, how to motivate and encourage students, how to effectively handle behaviour problems, how to maintain effective records of student improvement. Students will tutor grade 9 students enrolled in ENG1L0 and work closely with the teacher to improve the literacy levels of students in this course. Students planning to pursue university and college programs in education will find this course of particular interest. This course will run in MS teams/online. Teacher will meet with students in-person when needed.

MATHEMATICS



Mathematics, Grade 9

MTH 1W0

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Mathematics, Grade 9, Foundations (Locally Developed Curriculum)

MAT 1LL

This course emphasized further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 locally developed course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional 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 and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Principles of Mathematics, Grade 10, Academic

MPM 2D0

Prerequisite: MTH 1W0

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

Foundations of Mathematics, Grade 10, Applied

MFM 2P0

Prerequisite: MTH 1W0

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

Mathematics, Grade 10, Foundations (Locally Developed Curriculum)

MAT 2LL

Prerequisite: Any grade 9 math course.

This course emphasized the extension of mathematical knowledge and skills to prepare students for success in the 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.

Foundations for College Mathematics, Grade 11, College Preparation

MBF 3CO

Prerequisite: MFM2P0

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. NOTE: If you are planning on taking MCT4C in grade 12, you must take MCF3M, which is the prerequisite.

Functions and Applications, Grade 11, University/College Preparation

MCF 3MO

Prerequisite: MPM2D0 or MFM2P0

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

Functions, Grade 11, University Preparation

MCR 3UO

Prerequisite: MPM2D0

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

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

MEL 3EO

Prerequisite: MPM1D0 or MFM1P0 or any grade 10 math course.

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.

Foundations for College Mathematics, Grade 12, College Preparation

MAP 4CO

Prerequisite: MBF3CO

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

Mathematics of Data Management, Grade 12 University Preparation

MDM 4UO

Prerequisite: MCF3MO or MCR3UO

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.

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

MEL 4E0

Prerequisite: MEL3E0 or MBF3C0

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.

Advanced Functions, Grade 12, University Preparation

MHF 4U0

Prerequisite: MCR3U0 –offered only semester 1

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. Can be taken concurrently with or can precede Calculus and Vectors.

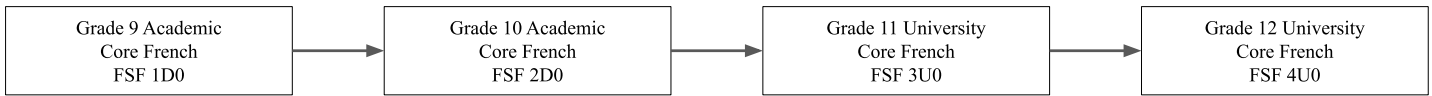
Calculus and Vectors, Grade 12, University Preparation

MCV 4U0

Prerequisite: MHF4U0 –offered only semester 2

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

FRENCH



Core French, Grade 9, Academic

FSF 1D0

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learner.

Core French, Grade 10, Academic

FSF 2D0

Prerequisite: FSF1D0

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

Core French, Grade 11, University Preparation

FSF 3U0

Prerequisite: FSF2D0

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

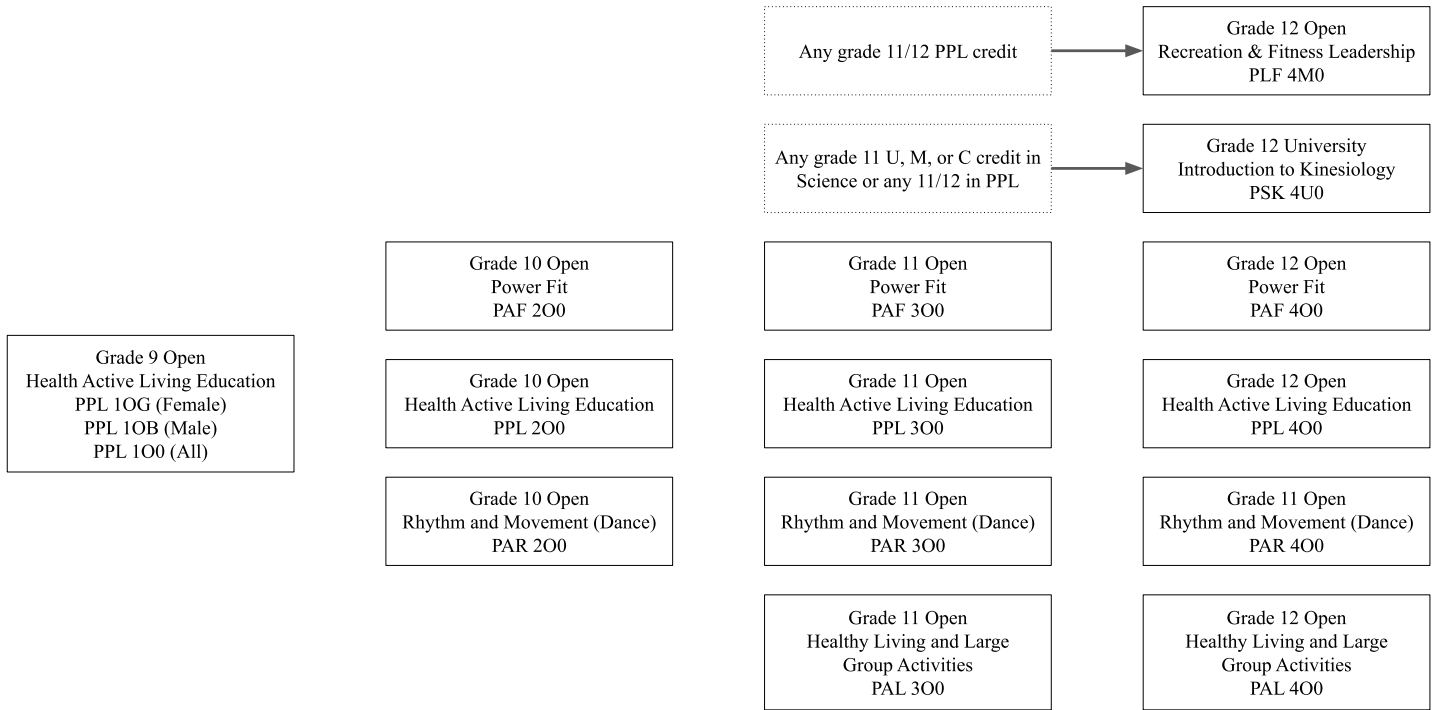
Core French, Grade 12, University Preparation

FSF 4U0

Prerequisite: FSF3U0

This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long learning.

HEALTH AND PHYSICAL EDUCATION



Healthy Active Living Education, Grade 9, Open

Female - PPL 10G
Male - PPL 10B
All - PPL100

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.

Healthy Active Living Education, Grade 10, Open

PPL 200

This course emphasizes regular participation in a wide variety of enjoyable physical activities that promote lifelong healthy active living. Students will apply movement principles and sport/game strategies to refine skills, actively participate in sports and games to enhance their personal competence and personal fitness. They will investigate and examine issues related to healthy sexuality, healthy eating, substance use and abuse, and will participate in activities designed to apply informed decision-making, conflict resolution and social skills in making personal choices.

Power Fit, Grade 10, Open

PAF 200

This course is designed for students who have a particular interest in fitness, health, and nutrition and is ideal for the student who wants to set and work towards personal fitness goals. Students are encouraged to develop personal competence in a wide variety of strength and fitness-related movement skills. The Health portion of the course includes 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. Emphasis will be on strength training and decision-making with reference to personal goals.

Introduction to Rhythm and Movement – Dance, Grade 10 Open

PAR 200

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. A focus on basic technique across various modes of dance (e.g. Ballet, jazz, modern, hip-hop, ballroom) will allow students to develop body awareness, movement skills, personal wellness and decision-making skills.

Power Fit , Grade 11, Open**PAF 300**

This course focuses on the development of a healthy lifestyle and participation in a variety of physical activities including his performance training. Students will be encouraged to develop 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 healthy relationships, reproductive health, mental health and personal safety. Emphasis will be on strength training, nutrition and personal wellness.

Rhythm and Movement – Dance, Grade 11, Open**PAR 300**

This course focuses on the development of a healthy lifestyle through the participation in body movement. Through a variety of different modes of dancing, e.g. ballet, jazz, hip hop, modern, and line dance. Students will be encouraged to develop personal competence, decision-making as well as having the opportunity to study the components of personal wellness and decision-making in order to enhance their interpersonal relationships, self confidence and self-esteem.

Healthy Active Living Education, Grade 11, Open**PPL 300**

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, 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.

Healthy Living and Large-Group Activities, Grade 11, Open**PAL 300**

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, 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.

Power Fit, Grade 12, Open**PAF 400**

This course is an extension of the Grade 11 course.

Power fit and focuses on further development of healthy active lifestyles with emphasis on participation in physical activity that has the potential to engage students interests throughout their lives. The course will continue to allow students to develop his/her physique and knowledge of fitness training methods through free and machine assisted resistance training. As well a major component of the course will be placed on leadership development where the students will complete a “personal trainer” placement with selected groups of individuals as specified by the instructor.

Rhythm and Movement – Dance, Grade 12, Open**PAR 400**

This course is an extension of the Grade 11 course.

This course focuses on the development of a healthy lifestyle through the participation in body movement. Through a variety of different modes of dancing, e.g. ballet, jazz, hip hop, modern, and line dance. Students will be encouraged to develop personal competence, decision-making as well as having the opportunity to study the components of personal wellness and decision-making in order to enhance their interpersonal relationships, self confidence and self-esteem.

Healthy Active Living Education, Grade 12, Open**PPL 400**

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.

Healthy Living and Large-Group Activities, Grade 12, Open**PAL 400**

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.

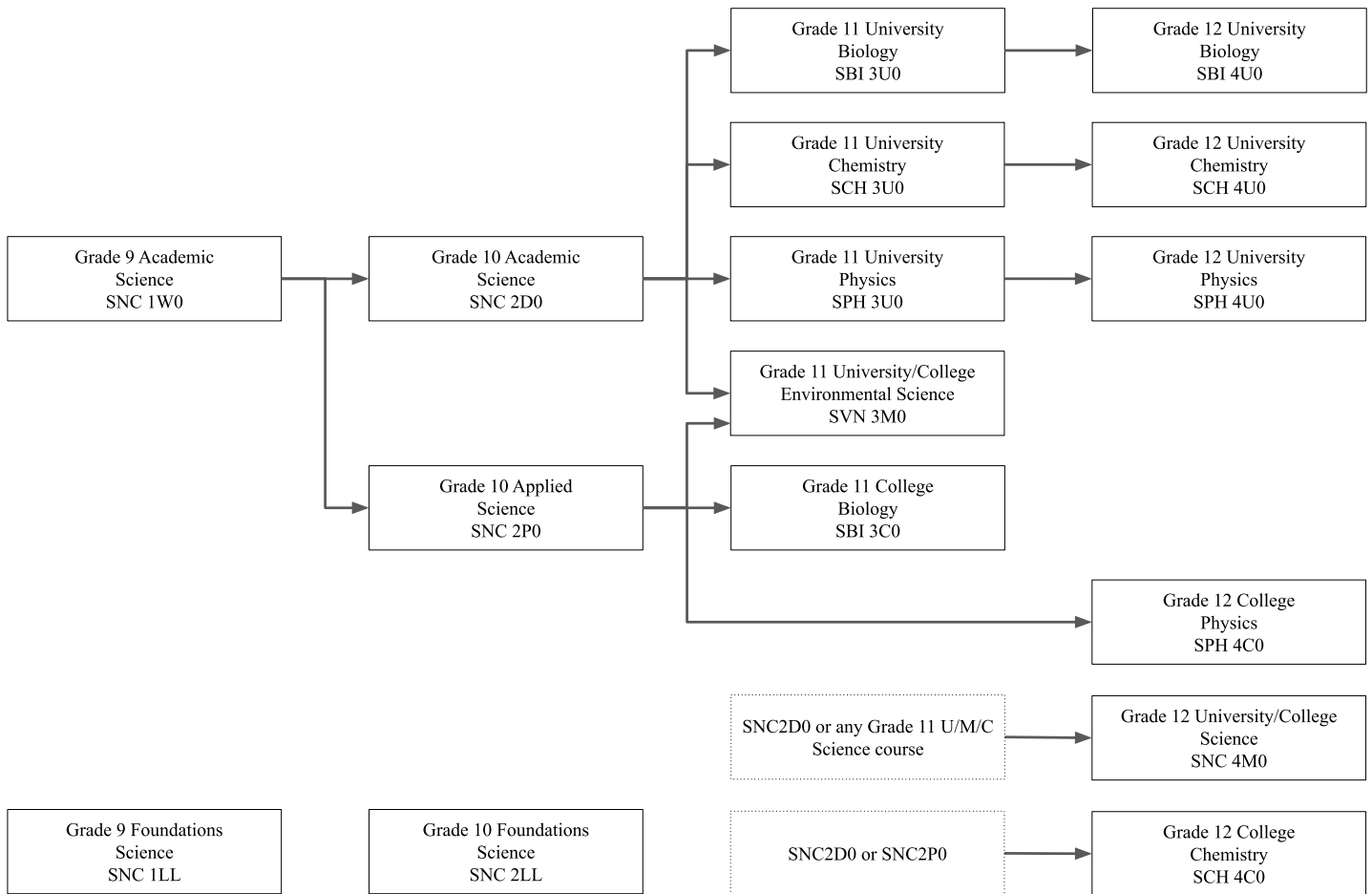
Introduction to Kinesiology, Grade 12, University Preparation**PSK 4U0****Prerequisite: Any Year 3 or U/C course in science, or any Year 3 / 4 open course in Healthy Active Living**

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 sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Recreation and Fitness Leadership, Grade 12, College Preparation**PLF 4M0****Prerequisite: Any year 3 / 4 open course in Healthy Active Living**

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

SCIENCE



Science, Grade 9

SNC 1W0

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Science, Grade 9, Foundations (Locally Developed Curriculum)

SNC 1LL

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

Science, Grade 10, Academic

SNC 2D0

Prerequisite: SNC1W0

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

Science, Grade 10, Applied**SNC 2P0****Prerequisite: SNC 1W0**

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.

Science, Grade 10, Foundations (locally developed curriculum)**SNC 2LL****Prerequisite: None**

This course emphasized reinforcing and strengthening 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, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Biology, Grade 11, College Preparation**SBI 3C0****Prerequisite: SNC2D0 or SNC2P0**

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

Biology, Grade 11, University Preparation**SBI 3U0****Prerequisite: SNC2D0**

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

Chemistry, Grade 11, University Preparation**SCH 3U0****Prerequisite: SNC2D0**

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

Physics, Grade 11, University Preparation**SPH 3U0****Prerequisite: SNC2D0**

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

Environmental Science, Grade 11, University/College Preparation**SVN 3M0****Prerequisite: SNC2D0 or SNC2P0**

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

Biology, Grade 12, University Preparation**SBI 4U0****Prerequisite: SBI3U0**

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

Chemistry, Grade 12, College Preparation**SCH 4C0****Prerequisite: SNC2D0, SNC2P0**

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

Chemistry, Grade 12, University Preparation**SCH 4U0****Prerequisite: SCH3U0**

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

Physics, Grade 12, College Preparation**SPH 4C0****Prerequisite: SNC2D0, SNC2P0**

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

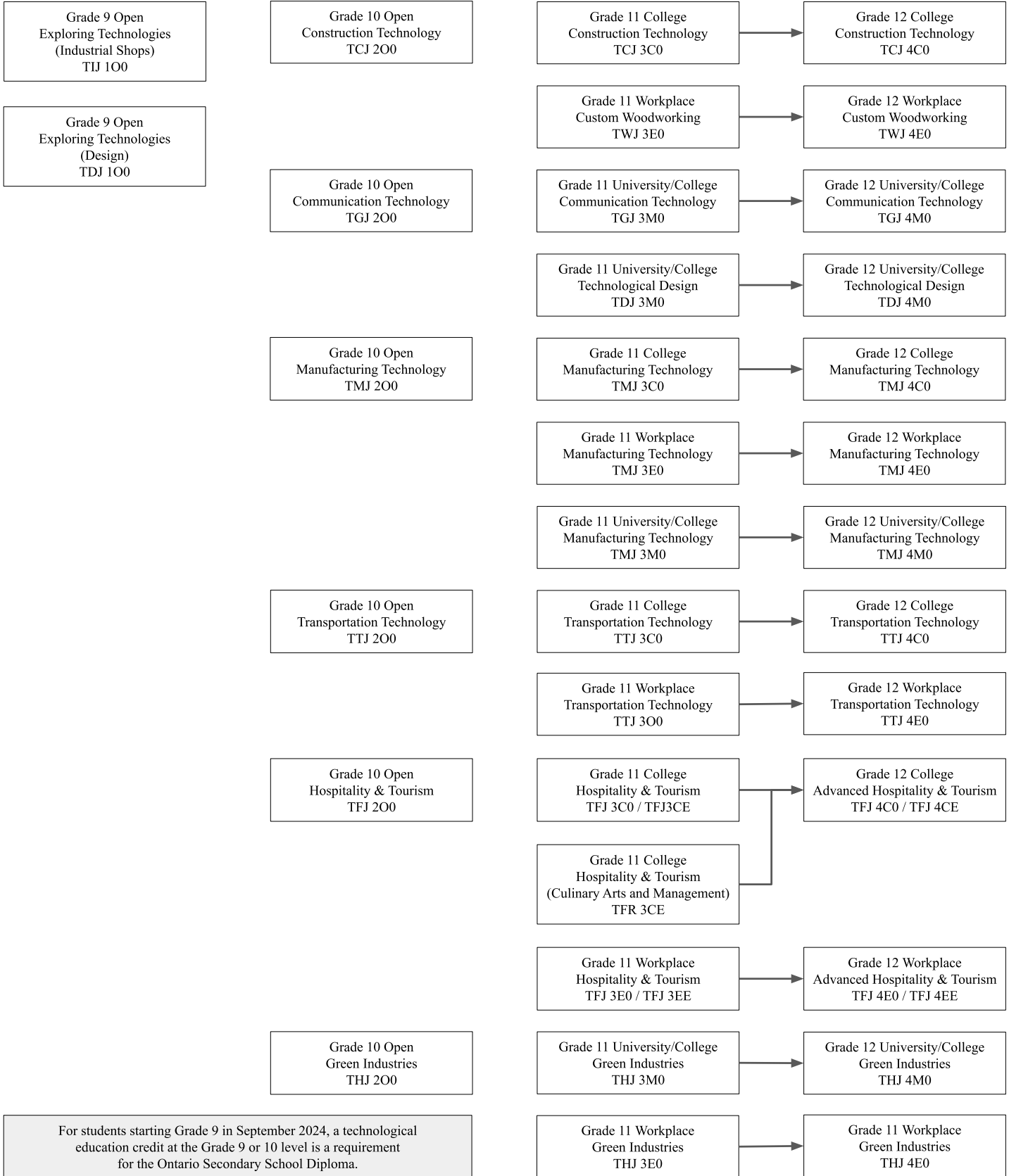
Physics, Grade 12, University Preparation**SPH 4U0****Prerequisite: SPH3U0**

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

Science, Grade 12, University/College Preparation**SNC 4M0****Prerequisite: SNC2D0 or any Grade 11 U/M/C Science Course**

This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and helps refine student's scientific investigation skills.

TECHNOLOGICAL STUDIES



Technology and the Skilled Trades, Grade 9, Open

TAS 100

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Construction Technology

Construction Technology, Grade 10, Open

TCJ 200

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 postsecondary pathways leading to careers in the industry.

Construction Engineering Technology, Grade 11, College Preparation

TCJ 3C0

Prerequisite: None

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

Custom Woodworking, Grade 11, Workplace Preparation

TWJ 3E0

Prerequisite: None

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

Construction Engineering Technology, Grade 12, College Preparation

TCJ4C0

Prerequisite: TCJ3C0

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

Custom Woodworking, Grade 12, Workplace Preparation

TWJ4E0

Prerequisite: TWJ3E0

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

Communications Technology

Communications Technology, Grade 10, Open

TGJ 200

Prerequisite: None

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

Communications Technology, Grade 11, University/College Preparation

TGJ 3M0

Prerequisite: None

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

Communications Technology, Grade 12, University/College Preparation

TGJ 4M0

Prerequisite: TGJ 3M0

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

Technological Design

Technological Design, Grade 9, Open

TDJ 100

This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Technological Design, Grade 10, Open

TDJ 200

Prerequisite: None

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

Technological Design, Grade 11 University/College Preparation

TDJ 3M0

Prerequisite: None

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

Technological Design, Grade 12 University/College Preparation

TDJ 4M0

Prerequisite: None

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

Manufacturing Technology

Manufacturing Technology, Grade 10, Open

TMJ 200

Prerequisite: None

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

Manufacturing Engineering Technology, Grade 11, College Preparation

TMJ 3C0

Prerequisite: None

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

Manufacturing Technology, Grade 11, Workplace Preparation

TMJ 3E0

Prerequisite: None

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

Manufacturing Technology, Grade 11, College/University Preparation

TMJ 3M0

Prerequisite: None

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

Engineering Technology, Grade 12, College Preparation

TMJ4C0

Prerequisite: TMJ3C0

This course focuses on advanced manufacturing and engineering and provides students with an opportunity to develop specialized knowledge and skills used in sophisticated production processes. Students will solve problems, make the decisions necessary to develop a product for manufacture, and examine production methods, quality control systems, and environmental and societal impacts. Students will be able to design and build their own project.

Manufacturing Technology, Grade 12, Workplace Preparation

TMJ4E0

Prerequisite: TMJ3E0

This course focuses on drafting and design, machining, welding, computer-assisted machining, motor control, hydraulic control, pneumatic control, and computer control. Students will use sophisticated design and manufacturing systems to design and fabricate tooling.

Engineering Technology, Grade 12, College/University Preparation

TMJ4M0

Prerequisite: TMJ3M0

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

Transportation Technology

Transportation Technology, Grade 10, Open

TTJ 200

Prerequisite: None

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

Transportation Technology, Grade 11, College Preparation

TTJ 3C0

Prerequisite: None

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

Transportation Technology, Vehicle Ownership, Grade 11, Workplace Preparation

TTJ 300

Prerequisite: None

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

Transportation Technology, Grade 12, College Preparation

TTJ4C0

Prerequisite: TTJ3C0

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

Transportation Technology, Vehicle Maintenance, Grade 12, Workplace Preparation

TTJ4E0

Prerequisite: None

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

Hospitality and Tourism

Hospitality and Tourism, Grade 10, Open

TFJ 200

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 postsecondary pathways leading to careers in the tourism industry.

Hospitality and Tourism, Grade 11, Workplace Preparation

TFJ 3E0

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.

Hospitality and Tourism, Grade 11, Workplace Preparation

TFJ 3EE

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.

This course will run at lunch from 12:30 - 1:45 p.m. in the cafeteria. Students will be either preparing in the back or serving out front. Not all students are required to serve out front.

Hospitality and Tourism, Grade 11, College Preparation

TFJ 3CO

Prerequisite: None

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

Hospitality and Tourism, Grade 11, College Preparation

TFJ 3CE

Prerequisite: None

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. This course will run at lunch from 12:30 - 1:45 p.m. in the cafeteria. Students will be either preparing in the back or serving out front. Not all students are required to serve out front.

Hospitality and Tourism, Culinary Arts and Management, Grade 11, College Preparation

TFR 3CO

Prerequisite: None

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. This course has an emphasis on Culinary Arts and Management. The students will serve lunch, run the cash and take inventory daily in the cafeteria.

Hospitality and Tourism, Grade 12, College Preparation

TFJ 4CE

Prerequisite: TFJ3CO or TFJ3CE or TFR3CO

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. This course will run at lunch from 12:30 - 1:45 p.m. in the cafeteria. Students will be either preparing in the back or serving out front. Not all students are required to serve out front.

Week A: If this course is scheduled in slot D/week A, students will come at 12:30 - 1:45 p.m. to cook for and run the school cafeteria.

Week B: During week B, it will run in slot C only. Student will be preparing food for the cafeteria lunch time program.

Hospitality and Tourism, Grade 12, College Preparation

TFJ 4CO

Prerequisite: TFJ3CO or TFJ3CE or TFR3CO

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

Hospitality and Tourism, Grade 12, Workplace Preparation

TFJ 4E0

Prerequisite: TFJ3E0 or TFJ3EE

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.

Hospitality and Tourism, Grade 12, Workplace Preparation

TFJ 4EE

Prerequisite: TFJ3E0 or TFJ3EE

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. This course will run at lunch from 12:30 - 1:45 p.m. in the cafeteria. Students will be either preparing in the back or serving out front. Not all students are required to serve out front.

Green Industries

Green Industries, Grade 10 Open

THJ 200

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 postsecondary education and training pathways and career opportunities in the various industry sectors.

Green Industries, Grade 11 Workplace Preparation

THJ 3E0

Prerequisite: None

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

Green Industries, Grade 11 College/University

THJ 3M0

Prerequisite: None

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

Green Industries, Grade 12, Workplace Preparation

THJ4E0

Prerequisite: TMJ 3E0

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.

Green Industries, Grade 12, College/University

THJ4M0

Prerequisite: TMJ 3M0

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and 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. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

School to Community

School to Community Services (SCS) is committed to the principle that all students can learn in a supportive environment within an inclusive school community. Students receiving SCS are a diverse group of learners with developmental disabilities who may require support in the areas of communication, socialization, daily living skills, motor skills, and behaviour. Students follow a course of study intended to prepare them for their post-secondary pursuits, which commonly include post-secondary education, apprenticeship programs, employment in the workplace, and independent community living.

Orientation to secondary school begins for students during their last year of elementary school through a personalized transition process. The secondary school program stresses inclusion in academics, school life, and the community. Students receiving SCS access credit courses through the school's Course Selection Process. Inclusion in credit courses can occur as per the strengths, needs, and goals outlined in the student's IEP. Students receiving SCS may be included in courses either for credit or for experiential/skills development. The course's expectations can be modified as needed.

Programming within the SCS program is comprised of alternative courses of study (K courses). The * asterisk in the course description refers to grade level which varies ("A" for Grade 9, "B" for Grade 10, and so forth).

The following alternative "K" courses are offered within SCS programs at all secondary schools within the LDSB:

KFL*NM, Personal Life Skills

This course includes any combination of the alternative expectations or curriculum expectations from the Ontario Curriculum. Students participate in the resource period to improve general skills in communication, mathematics, social, vocational, self-help or motor areas. This resource period is also used for students who require assistance in completing work for their credit courses. Students may participate in several resource periods throughout their secondary school years.

KEN*NM, Language and Communication Development

This course involves the development of skills need for communication and general language use. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Listening and Comprehension, Non-Verbal Communication, Social Language, General Language Functions, Conversations Skills and/or Functional Language.

KMM*NM, Numeracy and Numbers

This course involves the development of mathematic skills required for daily living. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Calendar Skills, Time, Numeracy, Measurement, Money and/or Personal Finances

KHD*NM, Social Skills Development

This course involves the development of the individual in his/her relationships with and response to others. The IEP becomes the definition of the course and may include components from the following program areas: Awareness of Self and Others, Self Control/Conflict Resolution/Anger Management, Decision Making and/or Problem Solving.

KGW*NM, Exploring the World of Work

This course involves the development of skills related to employment. The IEP becomes the definition of the course and may include components from the following program areas: Job Searching Skills, Specific Work Skills, Work Etiquette, and/or Documentation Requirements.

KPP*NM, Self Help and Self Care

This course involves the development of skills required for independent living. The IEP becomes the definition of the course and may include components from the following program areas: General Self Help/Life Skills, Community Awareness, Home Making Skills, Health and Safety and/or Advocacy Skills.

KPF*NM, Personal Health and Fitness

This course involves the development of physical fitness and good health skills. This component may also involve the development of movement and coordination (gross motor) and/or the development of the small muscles (fine motor). The IEP becomes the definition of the course and may include component from the following program areas: Pre-ambulatory Skills, Basic Movement Skills, Basic Gross Motor Skills, Wheelchair Training and/or Fitness Skills.

Section Four: Student Support and Resources

The Student Success Team – Reaching Every Student

The Limestone District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills, attitudes and experiences they need for successful outcomes that will ensure smooth transitions to the postsecondary destinations of their choice.

Sydenham High School offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success.

Early success in high school is essential. Statistics in Ontario show very clearly that successful completion of courses during grades 9 and 10 is a significant factor in students remaining engaged in school.

Successful completion of secondary education in Ontario is important and a valuable step towards postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to apprenticeship programs, college, community living, university and/or the workplace.

There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's Program Pathway is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parent/guardians, teachers and guidance counsellors. Factors that must be considered in planning include:

- Most recent levels of achievement
- Preferred learning style
- Strengths, interests and abilities
- Immediate educational needs

Appropriate course selection and a proactive plan for success are important. All Limestone DSB schools have a strong focus on Student Success. Classroom teachers, Student Success Teachers, Guidance Counsellors, Learning Support Teachers, Adolescent Care Workers and Administrators form strong School Success Teams dedicated to successful outcomes for all students. For students making the transition from grade 8 to 9, there are significant supports in place in addition to orientation activities while ensuring a smooth transition to high school [caring adult, mentoring, individualized timetable & pathways information]. For all students there are expanded opportunities designed to ensure successful completion of high school – Focus Programs, Alternative Programs, Cooperative Education and Work Experiences, Certification Training, Dual Credits, E-Learning and the Specialist High Skills Major. This course calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. It is our goal that every student will be successful.

Credit Completion (Credit Rescue & Credit Recovery)

All schools have an interventions process in place. The Student Success Team will assist those students requiring additional support in achieving their credits and, in exceptional circumstances, a student may have the option of completing the credit through Credit Recovery.

Guidance

The Guidance and Career Education Program is a vital and integral part of Sydenham High School. The main purpose of the Guidance Program, as outlined in Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999, is to help students acquire the skills, knowledge and attitudes necessary to:

- Know and appreciate themselves;
- Relate effectively to others;
- Develop appropriate educational plans;
- Explore career alternatives.

Teacher Counsellors in Student Services encourage students and parents to participate in the programs, workshops, lessons and individual sessions intended to assist in a successful journey through high school and into post-secondary life. There are many resources to help students with their planning. Post-secondary calendars, workplace information sessions, the Ontario Youth Apprenticeship Program as well as online career programs such as My Blueprint. For more information, please contact Student Services.

Special Education Policies & Programs

The Limestone District School Board's philosophy of special education programs and services is derived from a mission statement developed collaboratively by the Special Education Advisory Committee (SEAC) and Educational Services. This philosophy is based upon the school being the center of an inclusive community. Students are active participants who can and should be taught to advocate for their own needs so that they have the opportunity to achieve their maximum potential.

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Increasing level of pupil need results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement.

Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) includes representatives from community parent groups, the Board of Education, the trustee group and others who have an interest in special education. The SEAC mandate is to advise the Board on matters related to the education of exceptional students.

Special Education Plan

The Limestone Board's plan is reviewed annually and amended as needed to meet the needs of exceptional students. For more information about the plan or to obtain a copy of it, please visit the Educational Services site at www.limestone.on.ca. Copies of the booklet, *Understanding the IPRC Process: A Parent Guide*, are available through the school office.

A full description of Special Education programs and services may be found on the board's web page at www.limestone.on.ca

Accommodations and Modifications

Accommodation refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required enabling a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade or course.

Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the principal will determine whether a credit can be granted

Learning Program Support (LPS)

Special Education support is available in all secondary schools through Learning Program Support (LPS). LPS teachers provide assistance to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process. LPS facilitates the development, monitoring, and updating of each student's Individual Education Plan (IEP) in close collaboration with classroom teachers. In addition, LPS also supports students who have not been identified with a learning exceptionality through the IPRC process but still benefit from receiving specialized learning supports. LPS teachers work closely with classroom teachers, school administration, the school's Success Team, parents, Educational Assistants, Educational Services, and community agencies to support students' educational programming and planning.

Additional supports are not limited to but include the following:

- Working with classroom teachers to deliver supports for students within the regular classroom;
- Ongoing monitoring of students' progress;
- Providing students with a scheduled support period during the school day;
- Delivering Learning Strategies courses;
- Supporting students' program accommodations (e.g. providing an alternative setting and/or extra time for classroom assignments, summative evaluations, and culminating activities; facilitating assistive technology support, etc.)
- Providing support to classroom teachers with program modifications;
- Facilitating home/school communication;
- Counselling and referral to community and/or board services.

Tutoring

Tutoring assistance is available in many different forms. Many classes have peer tutors working within the class to provide extra support and some peer tutors, where possible, are able to provide extra assistance outside of class time. For more information, contact Student Services.

The Library Commons

The Library Commons is an integral support for students who are working on classroom assignments or who are looking for an engaging book to read. The library is managed by a full-time teacher librarian who selects a wide range of fiction and non-fiction works for both students and teachers. The librarian is available to students for assistance with book selection, essay writing or research help. The library provides computers with Internet access and printer capabilities. In addition, an on-line database service is available to all Limestone students. Databases can be accessed through the school network or home internet connections. Home access codes for databases are available from the school librarian. School library computers are available for research, word processing, and other school related activities. Students accessing the Internet at school are required to have signed an "Acceptable Computer Use Agreement".

English Language Learners (ELL)

English Language Learners [ELL] are students whose first language is a language other than English and who may require focused educational supports to assist them in attaining proficiency in English. For more information about accommodations to support English Language Learners, please contact Student Services. Academic, career counselling and referrals to community agencies to assist students as they settle into a new educational environment is also available through Student Services.

The Adolescent Care Worker (ACW)

The Adolescent Care Worker (ACW) supports students with social and emotional concerns that may interfere with academic success. Adolescent Care Workers act as student advocates and mentors, as well as provide support through individual and small group programs and counselling. Adolescent Care Workers facilitate referrals to community resources and work with agencies and school personnel to bring about positive outcomes for youth by acting as a liaison between school, community agencies and family.

Indigenous Support Counsellor

The Limestone District School Board has a student support counsellor to support self-identified First Nation Metis and Inuit students. The support counsellor is accessed through school administrators. If you require such support, please contact a guidance counsellor, an administrator, an adolescent care worker, or a student success teacher.

Community Resources

Sydenham High School works with the following community organizations:

- Kairos
- Maltby
- LDSB Education Services
- FERC (Frontenac Employment Resource Centre)
- Health Unit
- FACSFLA (Children's Aid Society)

Section Five: Expanded Opportunities

What are Expanded Opportunities?

The Ontario curriculum is offering more ways to succeed in high school. These Expanded Opportunities are designed to meet individual learning styles, goals and interests in order to better prepare students for graduation and beyond.

The Limestone District School Board offers the following Expanded Opportunities for students pursuing apprenticeship, college, university or the workplace:

- Cooperative Education
- Dual Credits.
- E-Learning
- Ontario Youth Apprenticeship Program (OYAP)
- Specialist High Skills Majors (SHSM)

Co-operative Education

What is it?

Co-operative education programs promote skill development, self-awareness and career preparation. Knowledge and skills acquired through the in-school component are integrated through practical application in a community-based placement. Co-operative education credits may be used to fulfill compulsory credit requirements for Groups 1, 2, or 3. Please refer to Section Two: Requirements for the OSSD for specific details.

Who is it for?

Primarily for students in grades 11 and 12. Students may be required to complete an interview process prior to entering the co-operative education program. Students are strongly encouraged to complete the majority of their compulsory credits prior to application. For more information, please contact Student Services or Coop Teacher.

How it helps?

Students have the opportunity to:

- Experience hands-on learning
- Test-drive career options
- Develop a broad range of essential skills and attitudes required in the workplace
- See the relevance of their classroom learning and its connection to the workplace
- Gain valuable work experience to help build a resume for post-secondary programs & future employment.

Dual Credits

What are they?

Students participate in apprenticeship training and college courses, which allow them to earn credits that count towards their high school diploma and / or their college diploma or their Phase One for Apprenticeship.

Who are they for?

Students who need learning opportunities outside of high school and who would benefit from a college experience. For more information on how to qualify for dual credit programs, please contact Student Services.

How it helps

Students have the opportunity to:

- Earn high school or college credits while studying at a local college
- Gain experience that will help them with their post-secondary education or apprenticeship
- Experience increased self-confidence & motivation
- Get a head start on post-secondary learning & training for future careers.

Ontario Youth Apprenticeship Program (OYAP)

What is it?

OYAP is a hands-on training program for students who aspire to work in a skilled trade. Apprenticeship training allows students to earn an Ontario Secondary School Diploma [OSSD] while acquiring the necessary sector-specific skills while working with a qualified tradesperson. Some OYAP training takes place in the classroom however, the majority of the training occurs in the workplace. At present, a projected shortage of skilled labourers provides exciting opportunities within this pathway. Financial assistance in the form of government grants and loans are available for students wishing to pursue an apprenticeship.

Who is it for?

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program. For more information, please contact Student Services or the LDSB Ontario Youth Apprenticeship Coordinator.

How it helps...

Students have the opportunity to:

- Acquire sector specific and specialized training
- Participate in hands-on and experiential learning
- Earn high school credits as well as receive apprenticeship hours
- Receive government loans for trade tools
- Gain valuable contacts within the trades industry for future employment

Specialist High Skills Major (SHSM)

What is it?

Completion of a Specialist High Skills Major (SHSM) recognizes a student has achieved the necessary credits, skills, knowledge and sector certifications associated with a specific industry or lifelong passion. Arts & Culture, Construction, Energy, Forestry, Health & Wellness, Hospitality & Tourism and Manufacturing are currently offered in Limestone. The following components comprise all Specialist High Skills Majors: a bundle of 8-10 credits including 4 credits [two grade 11 credits and two grade 12 credits] in the subject major along with contextualized learning activities and a two credit co-op for experiential learning, 6-7 sector recognized certifications, completion of Reach-Ahead activities. For more information on SHSM, please see Student Services.

Who is it for?

Students who want to customize their high school experience to suit their interests and talents while preparing them for a successful post-secondary transition to apprenticeship, college, university or the world of work. For more information, please contact Student Services.

How it helps...

Students have the opportunity to:

- Explore an interest or passion through focused SHSM courses
- Gain essential on the job skills through the cooperative education component
- Earn valuable industry certification, including First Aid and CPR.
- Demonstrate commitment & proficiency in an industry sector
- Make more informed career decisions
- Provide exemplary evidence of achievement to post-secondary institutions and employers

Sectors offered at Sydenham High School...

See full sector descriptions on page 50.

- Arts and Culture
- Hospitality and Tourism
- Manufacturing
- Transportation

SHSM Sector Descriptions

Arts and Culture

SHS Innovative Arts is an Arts and Culture Specialist High Skills Major program that aims to foster the creative growth of students in arts-based subjects while integrating entrepreneurship into their learning journey. The program is designed to help students develop critical skills for the 21st century, including critical and creative thinking, communication, collaboration, confidence, and connection. Through this program, students will discover how to harness the power of arts-based skill sets across various professional domains. Innovative arts students gain funding and special access to hand-on opportunities to develop and work with professionals in visual art, photography, music, and drama. This unique fusion of arts and entrepreneurship is intended to prepare students not only for academic success but also for thriving in innovative and professional environments.

Hospitality and Tourism

At Sydenham, we offer the Hospitality & Tourism SHSM in a unique combination of classroom and cafeteria experience in our own Eagles Nest Cafe. Students acquire and demonstrate skills in the safe operation of industrial equipment, food handling, safety sanitation, menu creation, food sales, cash handling and growing produce with hydroponic growing towers. Students create daily specials for the Eagles Nest Cafe, a student-run cafeteria that provides the school's only food service. The program also offers in-house (Food Share Program) and community catering services, offering another opportunity for students to learn professional skills and work habits. The students who enroll in the program receive certifications in a wide range of professional development and industry standards. Students can work alongside the Green Industries and Communications Technology classes for other school-wide initiatives.

Manufacturing

Students in the program will prepare themselves by learning skills in our industry-standard shop. They will use milling machines, lathes, and CNC machines to complete designing, planning, and building projects. Our sector partners give students insight and experience for future careers in the manufacturing industry. Students can earn CWB welding tickets in our shop using multiple welding processes. Students will receive several experiential opportunities, including a mentoring program and sector-specific training sessions. This course will provide students that qualify with the opportunity to pursue the Tool and Die Maker, Machinist, and Millwright trades. Students can participate in college dual credits and OYAP paired with cooperative education (Co-op).

Transportation

The Transportation Technology SHSM program will cover a full spectrum of existing and new transportation and motive power technologies. The program will introduce students to various transportation technologies, such as marine, small engines, and automotive, that can lead to post-secondary and employment destinations in renewable technologies, automotive, recreational vehicle, and agricultural equipment sectors. Students will be able to develop knowledge and skills in safety, engine systems, electrical/electronics, hydraulics, pneumatics, hybrids, computer diagnostics, and other career-related experiences while using industry-standard equipment. Students will connect to sector partners through dual credit, OYAP, and cooperative education. Students earn sector-related certifications such as ATV and boating courses, forklift training, WHMIS, First Aid, CPR, and working at heights. Students can participate in Skills Ontario in various competitions and will visit sites such as the Operating Engineers Training Institute of Ontario (OETIO).



E-Learning courses are another way that the LDSB is providing educational options to help meet the varied needs of our students. Delivered through our Minds Online Virtual Learning Environment, e-Learning courses provide students with access to a wider selection of course offerings and increased learning flexibility.

In addition to LDSB hosted courses, the Limestone District School Board is a member of the Ontario e-Learning Consortium (OeLC), providing our students with access to a wide variety of e-Learning courses offered through secondary schools from across Ontario.

The Ministry of Education has issued a new online learning graduation requirement, effective February 1, 2022 which requires students to complete two online courses prior to Graduation. Students in Grade 10 during the 2021-2022 school year are the first group of students required to complete the new e-learning graduation requirement. LDSB students will complete their e-learning course requirement in their grade 11 and/or 12 year unless students select to complete the requirement during summer session.

Students will use myBlueprint to select the LDSB online courses (VLDSBO) they are interested in from the selection below. If you are interested in additional opportunities through the Ontario eLearning Consortium (OeLC) please indicate this by selecting OeLC Consortium placeholder (VELRNC) and your guidance counsellor will connect with you about available options when course offerings are provided for the 2024-2025 school year.

WHAT YOU NEED TO KNOW

What is the Ontario eLearning Consortium (OeLC)?

The OeLC is comprised of a collective of Ontario School Boards, each offering a selection of course options. There are no course fees and students can be scheduled in both their home school and the OeLC.

<https://prism.elearningstudents.ca/>

Can credits earned during COVID-19 count?

Students can count **one** secondary school credit that was earned during the province wide school closures (April 2021 to June 2021) towards the two online learning credits that they need to graduate.

Can my student “opt out” of the mandatory Online Learning Requirement?

Parent/Guardians who determine they want to opt their student out of the mandatory online learning credits, will have the option to complete the opt out form during the students' graduating year. The opt out form can be accessed [here](#) or from school guidance counsellor.

For more information:

Visit www.limestone.on.ca or contact your guidance counsellor.



LDSB E-Learning Course Offerings* 2024-2025 School Year

* SUFFICIENT ENROLLMENT IS REQUIRED FOR ANY COURSE OFFERINGS TO RUN

BAF3M	Financial Accounting	MBF3C	Foundations of College Mathematics
ENG4C	English College Preparation	MDM4U	Mathematics of Data Management
ENG4U	English University Preparation	NBE3C	English Understanding Contemporary First Nations, Metis, and Inuit Voices, College Preparation
HSB4U	Challenge & Change in Society	NBE3U	English Understanding Contemporary First Nations, Metis, and Inuit Voices, University Preparation
ICS3C/U	Introduction to Computer Science	OLC4O	Ontario Secondary School Literacy Course
ICS4C/U	Computer Science		

Section Six: Alternative Ways of Achieving Credits

Summer School

Summer school applications and course offerings will be available through Student Services in early May. For more detailed information please contact your School's Student Services or visit LDSB's Summer Session (Secondary) website.

Gould Lake Summer Programs

The Gould Lake Outdoor Centre provides environmental and experiential education programs for elementary and secondary students in the Limestone District School Board. During the school year, classes participate in outdoor programs ranging from pond studies to canoeing and from winter cookouts to team building. In the summer, Gould Lake provides curriculum-based credit programs for students delivered through canoe, hiking and kayak trips.

Further details can be found on their website: <http://gouldlake.limestone.on.ca/>

Prior Learning Assessment & Recognition (PLAR)

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. Please see your Guidance Counsellor for more information.

Royal Conservatory Music Credits

A student who has successfully completed the requirements of one of the following may count a maximum of one non-Grade 12 university/college preparation credit towards the OSSD in addition to any other non-Grade 12 university/college preparation music credit earned in school:

- Grade V111 Practical and Grade 11 Rudiments of the Royal Conservatory of Music, Toronto.
- Grade V111 Practical and Grade 1V Theory of Conservatory Canada, London
- Collegial 1 Practical and Collegial 1 Theory of any conservatory of the province of Quebec.
- Grade V11 Practical and Grade V Theory of the Trinity College of Music, London, England.
- Grade V11 Practical and Grade V1 Theory of the Royal Schools of Music, London, England

A student who has successfully completed the requirements of one of the following may count a maximum of one Grade 12 university/college preparation credit towards the OSSD in addition to any other Grade 12 university/college preparation music credit earned in school:

- Grade 1X Practical and Grade 111 Harmony of the Royal Conservatory of Music, Toronto.
- Grade 1X Practical and Grade V Theory of Conservatory Canada, London
- Collegial 11 Practical and Collegial 11 Theory of any conservatory of the province of Quebec.
- Grade V111 Practical and Grade V1 Theory of the Trinity College of Music, London, England.
- Grade V111 Practical and Grade V111 Theory of the Royal Schools of Music, London, England

Teacher Assisted Self Study (TASS)

Teacher Assisted Self Study (TASS) allows grad 12 students to earn Ontario Secondary School credit using Independent Learning Resource materials. TASS programs are offered at Limestone Education Centre in Kingston and Gateway in Napance. For more information on how to qualify for TASS, please contact Student Services. Students must have the approval of their Guidance Counsellor and Principal prior to registration.

Alternative Learning Centres

The Alternative Learning Centres offer a variety of non-traditional settings providing both innovative teaching and flexible learning methods for students who require an alternate means of achieving secondary credits. The Alternative Learning Centres are also serve mature students who need to re-engage in their secondary education on route to the workplace or post-secondary destination.

Grade 9

Course	Code
Dramatic Arts	ADA100
Music, Instrumental, Introduction to Music	AMU100
Music, Instrumental, Grade 9 Band	AMI100
Expressions Indigenous Cultures (Visual Art)	NAC100
Entrepreneurship	BEM100
Issues in Canadian Geography	CGC1W0
English	ENL1W0
	ENG1LL
Mathematics	MTH1W0
	MAT1LL
Core French	FSF1D0
Healthy Active Living Education	PPL10G/B/0
Science	SNC1W0
	SNC1LL
Technology and the Skilled Trades	TAS100
Technological Design	TDJ100

Grade 10

Course	Code
Dramatic Arts	ADA200
Music, Guitar	AMG200
Music, Instrumental	AMU200
Music, Vocal	AMV200
Visual Arts	AVI200
Canadian History since World War I	CHC2D0
	CHC2P0
	CHC2LL
Civics and Citizenship	CHV200
Digital Technology and Innovation	ICD200
English	ENG2D0
	ENG2P0
	ENG2LL
Career Studies	GLC200
Principles of Mathematics	MPM2D0
Foundations of Mathematics	MF2D0
Mathematics	MAT2LL
Core French	FSF2D0
Healthy Active Living Education	PPL200
Power Fit	PAF200
Intro to Rhythm and Movement – Dance	PAR200
Science	SNC2D0
	SNC2P0
	SNC2LL
Construction Technology	TCJ200
Communications Technology	TGJ200
Technological Design	TDJ200
Manufacturing Technology	TMJ200
Transportation Technology	TTJ200
Hospitality and Tourism Technology	TFJ200
Green Industries	THJ200

Coop

Cooperative Education	1 Credit	2 Credit	4 Credit
	COOP1V	COOP2V	COOP3V/4V

Grade 11

Course	Code
Dramatic Arts	ADA300
	ADA3M0
Music, Guitar	AMG3M0
Music, Instrumental	AMU3M0
Music, Vocal	AMV3M0
Visual Arts	AVI300
	AVI3M0
Photography	AWQ300
Entrepreneurship: The Enterprising Person	BDP300
Entrepreneurship: The Venture	BDI3C0
Travel and Tourism	CGG300
World History to end of 15th Century	CHW3M0
Understanding Canadian Law	CLU3M0
Understanding Fashion	HNC3C0
Working with Infants and Little Children	HPW3C0
Intro to Anthro, Psych, and Soc	HSP3UC
Intro to Anthro, Psych, and Soc	HSP3U0
Introduction to Computer Science	ICS3U0
Introduction to Computer Programming	ICS3C0
English	NBE3U0
	NBE3C0
	ENG3E0
Leadership and Peer Support	GPP30V
Foundations for College Mathematics	MBF3C0
Functions and Applications	MCF3M0
Functions	MCR3U0
Mathematics for Work and Everyday Life	MEL3E0
Core French	FSF3U0
Healthy Active Living Education	PPL300
Power Fit	PAF300
Intro to Rhythm and Movement – Dance	PAR300
Healthy Living and Large-Group Activities	PAL300
Biology	SBI3U0
	SBI3C0
Chemistry	SCH3U0
Physics	SPH3U0
Environmental Science	SVN3M0
Custom Woodworking	TWJ3E0
Construction Engineering Technology	TCJ3C0
Communications Technology	TGJ3M0
Technological Design	TDJ3M0
Manufacturing Technology	TMJ3C0
	TMJ3E0
	TMJ3M0
Transportation Technology	TTJ3C0
	TTJ300
Hospitality and Tourism Technology	TFJ3E0 / TFJ3EE
	TFJ3C0 / TFJ3CE
	TFR3C0
Green Industries	THJ3E0
	THJ3M0

Grade 12

Course	Code
Dramatic Arts	ADA4M0
Music, Guitar	AMG4M0
Music, Instrumental	AMU4M0
Music, Vocal	AMV4M0
Visual Arts	AVI4M0
Business Leadership	BOH4M0
The Environment & Resource Management	CGR4M0
World Issues: A Geographical Analysis	CGW4U0
World History since the 15th Century	CHY4U0
Canadian and International Law	CLN4U0
Equity and Social Justice	HSE4M0
The World of Fashion	HNB4M0
Philosophy: Questions and Theories	HZT4U0
Working with School-Age Children	HPD4C0
Indigenous Issues and Perspectives	NDW4M0
Computer and Information Science	ICS4U0
Computer Programming	ICS4C0
English	ENG4U0
	ENG4C0
	ENG4E
	OLC400
Learning and Literacy	IDC4U0
Foundations for College Mathematics	MAP4C0
Mathematics of Data Management	MDM4U0
Mathematics for Work and Everyday Life	MEL4E0
Advanced Functions	MHF4U0
Calculus and Vectors	MCV4U0
Core French	FSF4U0
Healthy Active Living Education	PPL400
Power Fit	PAF400
Healthy Living and Large-Group Activities	PAL400
Intro to Rhythm and Movement – Dance	PAR400
Introduction to Kinesiology	PSK4U0
Recreation and Fitness Leadership	PLF4M0
Biology	SBI4U0
	SCH4U0
Chemistry	SCH4C0
	SPH4U0
Physics	SPH4C0
	SNC4M0
Science	SNC4M0
Construction Engineering Technology	TCJ4C0
Woodworking	TWJ4E0
Communications Technology	TGJ4M0
Technological Design	TDJ4M0
Manufacturing Technology	TMJ4C0
	TMJ4M0
	TMJ4E0
Transportation Technology	TTJ4C0
	TTJ4E0
Hospitality and Tourism Technology	TFJ4C0/TFJ4CE
	TFJ4E0/TFJ4EE
Green Industries	THJ4M0
	THJ4E0



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