



GLENGARRY DISTRICT HIGH SCHOOL

Student Course
Calendar 2018 - 2019



For more details:
www.ucdsb.on.ca/school/gda/
or use the code to find us on facebook!



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MESSAGE FROM SCHOOL ADMINISTRATION

This course calendar is prepared each year by the GDHS leadership team. Careful and thoughtful planning by the team leaders produces a school program which provides a wide variety of learning opportunities for our students so that we achieve the goals established in our mission statement.

I strongly encourage students and parents to carefully review the information contained in this calendar before deciding on specific courses. A well designed education plan which focuses on a clear direction, yet provides for some flexibility, will assist students in achieving their educational goals. Students are counselled to select courses based on ability, results of past performance, interest and realistic goals. A successful plan is achieved in stages. Each stage forms part of the total plan.

The GDHS staff will assist students and parents in the course selection process. Guidance counsellors will help students to identify the options available to them in order to meet their goals. Subject teachers can provide specific information about courses so that students can make appropriate choices based on their ability and interest in the subject area.

The school's program is based upon the number of students who select specific courses. There are times when a course will not be offered due to insufficient enrolment. As a result, some courses may be offered in alternating years. Students are encouraged to develop a "backup" or alternate plan in case a specific course is not available at a specific time due to a cancellation or course conflict. For students wishing to graduate in less than five years, it is recommended that they take compulsory courses and/or the prerequisite courses for their postsecondary program as soon as they are able.

We are committed to offering a varied program which meets the needs of all learners. We will continue to do our best to provide a safe learning environment where all students are given the opportunity to succeed in developing the skills, knowledge, and attitudes which will prepare them to be proactive and responsible citizens.

Yours truly,

Principal

Revised January 25, 2018

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ONTARIO GRADUATION REQUIREMENTS

The Ontario Secondary School Diploma (OSSD) will be granted to a student who earns a minimum of 30 credits, passes the Grade 10 Test of Reading and Writing Skills and completes the 40 hours of community involvement activities. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of instruction. A half credit is granted for the successful completion of a minimum of 55 hours of instruction.

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits** in English
- 3 credits** in mathematics
- 2 credits** in science
- 1 credit** in Canadian history
- 1 credit** in Canadian geography
- 1 credit** in the arts
- 1 credit** in health and physical education
- 1 credit** in French as a second language
- 0.5 credit** in career studies
- 0.5 credit** in civics

Plus one credit from each of the following groups:

1 additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies, or **guidance and career education, or cooperative education.**

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

1 additional credit in science, or technological education, or **cooperative education.**

The 12 optional credits:

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses offered in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship or work requirements.

AN ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC) will be granted to a student who earns a minimum of 14 credits.

Compulsory Credits (Total of 7)

- 2 credits in ENGLISH
- 1 credit in MATHEMATICS
- 1 credit in SCIENCE
- 1 credit in ARTS or TECHNOLOGY
- 1 credit in CANADIAN HISTORY or CANADIAN GEOGRAPHY
- 1 credit in PHYSICAL AND HEALTH EDUCATION

Optional Credits (total of 7)

In addition to the 7 compulsory credits, students have to earn 7 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets apprenticeship or work requirements.

A CERTIFICATE OF ACCOMPLISHMENT will be granted to a student who leaves school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate. The Certificate of Accomplishment is a way of recognizing achievement of students who plan to take other kinds of further training or who plan to find employment after school.

An Ontario Student Transcript will be attached to indicate what credits have been earned. A Certificate of Accomplishment will only be issued once.

THE GRADE 10 TEST OF READING AND WRITING SKILLS

All students must pass the Grade 10 Test of Reading and Writing in order to earn a secondary school diploma. This test is designed by the Ontario Education Quality and Accountability Office (EQAO). The test is administered in March. Students who have had their test deferred or are unsuccessful may retake the test the following March.

Accommodations may be made for students with an IEP and in accordance with EQAO policies. Students whose Individual Education Plan indicates that the student is not working towards a Secondary School Diploma, with parental consent and the approval of the Principal, may be exempted from writing the test or completing the course (OLC4OE).

Students who might benefit from a deferral of the test may include students who have been identified as exceptional or students registered in English As A Second Language courses. A parent may request such a deferral. As well, the Principal in consultation with the parent may initiate a deferral. In order to achieve an Ontario Secondary School Diploma, deferred students must successfully complete the test.

Note: Students who have been unsuccessful in passing the OSSLT on at least two attempts may be eligible to complete the designated Ontario Literacy Course on a recommendation from the Principal. Students who successfully complete the Ontario Literacy Course will meet the provincial literacy requirement for graduation.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their Individual Pathway Plan (IPP) to identify possible activities they might undertake. All students have access to their IPP through their Blueprint account.

Community involvement activities may take place in a variety of settings (e.g. not-for-profit organizations, hospitals, informal settings, etc.). Students may not fulfil the requirements through activities that are counted towards a credit (e.g. cooperative education and work experience), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours - that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays. Specific procedures for students regarding completion of the 40 hours are provided by the Ministry. The Principal will decide whether the student has met the requirements of both the Ministry and the Board for these activities.

The Upper Canada District School Board provides each student with a brochure outlining the requirements for community involvement. A copy is available in Guidance.

MINISTRY REQUIREMENTS

ONTARIO STUDENT TRANSCRIPT (OST)

In all Ontario secondary schools, the Ontario Student Transcript contains:

- a student's record of courses **successfully** completed in Grades Nine and Ten
- **all attempts** at courses in Grades Eleven and Twelve including courses from which the student withdraws after five days from the mid-term report.

This transcript is the official document a person must present whenever evidence of secondary education standing is required, e.g. for employment purposes or for admission to a post-secondary program.

ONTARIO STUDENT RECORD (OSR)

Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents may examine the contents of the OSR. These records are protected by the Education Act and the Freedom of Information and Protection of Privacy Act and remain in the school that is last attended by the student.

DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The credit is granted by the Principal of a school offering high school programs on behalf of the Ministry of Education and Training. In Ontario, the passing mark is fifty percent (50%).

SUBSTITUTIONS FOR COMPULSORY CREDITS

In order to allow the flexibility in designing a student's program and to ensure that students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses. These courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual students' needs, the Principal may replace up to **three of these courses** (or the equivalent in half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

COURSES OFFERED

- Courses offered are subject to sufficient student request.
- Short descriptions of the courses are included in this booklet and course outlines are available on-line.
- All the courses offered by **GDHS** have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of the school and parents who wish to examine them may present their request to the Principal.
- Courses are available through means other than regular day school. More information on these methods of delivery is available by contacting Student Services.

COURSE CHANGES DURING THE YEAR

Changes to a student's timetable will be made only under exceptional circumstances after the semester begins. In the first ten days of semester I, and the first five days of semester II, a student may change a course with guidance counsellor input. After this time, a student may change courses only with the permission of the parent and the school Principal.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Students enrolled in Ontario secondary schools may have their knowledge and skills evaluated against the expectations outlined in provincial policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

The “PLAR challenge process” refers to the process whereby students present evidence of prior learning for assessment. Students may proceed to a formal examination.

Students may apply to a **maximum of four credits** through the challenge process and for **no more than two credits in one subject area**. Students may only challenge courses offered by the Upper Canada District School Board. Contact the Guidance Department for more information.

REPORTING STUDENT ACHIEVEMENT

A course outline is distributed the first day of class. The course curriculum is available from the Ministry’s website (www.edu.gov.on.ca). Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9 - 12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers’ comments on the student’s strengths and the areas in which improvement is needed, along with ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student’s learning skills in each course.

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

- Seventy per cent (70%) of the grade will be based on assessments and evaluations conducted throughout the course.
- Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of achievement (see below). Evaluation should reflect each student’s **most consistent** level of achievement.

The four categories of achievement include: application; communication; knowledge & understanding; and, thinking & inquiry.

Final evaluations are administered at the end of every semester. In the case of a student absence because of illness (evidenced by a medical certificate) or bereavement, the Principal or Vice-Principal will determine what actions will be taken.

Report cards are issued twice per semester. However, each student should constantly monitor his/her own performance and seek evaluative feedback and positive advice from his/her teachers.

TYPES OF COURSES

MOST GRADE 9 and 10 STUDENTS will choose specific courses in grade 9 and 10 from four types: academic, applied, open, and essentials.

- In an **academic course**, the main concepts of a subject are learned and related material is explored as well. Although knowledge and skills in the subject will be developed through both theory and practical applications, the focus will be on theory and abstract thinking as a basis for future learning and problem solving. **(Credit bearing)**
- An **applied course** also covers the main concepts of a subject. Knowledge and skill will be developed through both theory and practical applications, but the focus will be on practical applications. In **applied courses**, familiar, real-life situations will be used to illustrate ideas, and more opportunities will be given to experience hands-on applications of the concepts studied. **(Credit bearing)**
- **Open courses** are courses for all subjects other than those offered as academic and applied. An open course in a subject has **one set of expectations for all students**. These courses are designed to provide students with a broad educational base that will prepare them for studies in grades 11 and 12. **(Credit bearing)**
- **Essentials courses** are intended for students who show reading skills which are significantly below grade level but who have some literacy and numeracy skills. These courses are for students who will require additional instruction and perhaps accommodations and/or a deferral to successfully complete the Grade 10 Test of Reading and Writing. The program provides additional support particularly in the areas of English, Math, Science and Learning Strategies. **Students completing the Essentials courses will proceed with the Workplace preparation courses in grades 11 - 12. (Credit bearing)**

MOST GRADE 11 and 12 STUDENTS will choose courses from one or more of four types: university preparation, college preparation, workplace preparation, and open courses depending on the destination that they are choosing.

- **University Preparation Courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. **(Credit bearing)**
- **College Preparation Courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements to most college programs or for admission to apprenticeship or other training programs. **(Credit bearing)**
- **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 meet the requirements for admission to certain apprenticeship or other training programs. Students completed Essentials courses prior to proceeding to Workplace Preparation courses **(Credit bearing)**
- **Open Courses** are designed to broaden students' knowledge and skills in subjects that reflect their interests, and may or may not be directly related to their postsecondary goals. These courses are appropriate for all students regardless of postsecondary destination. **(Credit bearing)**

There may be a cost for non mandatory activities, enhancements or supplementary learning materials beyond the core curriculum.

EXPLANATION OF COMMON COURSE CODES

Common Course Code Format

The common course code (CCC) consists of the following components, designated by the Ministry of Education and Training:

- five code characters (6th optional)
- a course title

Example: MFM1PE, SNC2DE, ENG3CE

Discipline/Course	Grade	Type	Focus
MFM Mathematics Foundations of Math	1 grade 9	P Applied	E taught in English
SNC Science	2 grade 10	D Academic	E taught in English
ENG English	3 grade 11	C College Preparation	E taught in English

Common Course Codes Characters

The **first three characters** are assigned by the Ministry and represent the discipline, subject and the course.

The **fourth character** refers to the grade of the course.

- 1 - grade 9
- 2 - grade 10
- 3 - grade 11
- 4 - grade 12

The **fifth character** refers to the course type, namely:

- | | |
|------------------------------------|----------------------------|
| D - Academic | P - Applied |
| O - Open | E - Workplace Preparation |
| M - University/College Preparation | U - University Preparation |
| C - College Preparation | L - Essentials Course |
| | K - Lifeskills Course |

The **sixth character** reflects the particular focus of the course.

- F - taught in French or Extended French
- E - taught in English for English students
- S - single coop credit
- D - double coop credit
- I - Interdisciplinary credit

STUDENT SERVICES

GLENGARRY DISTRICT HIGH SCHOOL'S HONOR ROLL POLICY

To be considered for the Honor Roll, non-graduates in grade 12 need to have completed three courses by the end of the semester. Students in grades 9, 10 and 11 need to have completed four courses. Year Five students (graduates) need to have completed 2 courses by the end of the semester. The number of courses needed to qualify is subject to extenuating circumstances and is at the Principal's discretion.

For e-Learn courses, our Guidance office must be in possession of all final marks prior to the creation of the Honor Roll. It is the student's responsibility to submit a copy of their final mark to Guidance, one week prior to the end of the semester to be considered for the Honor Roll.

SPECIAL EDUCATION AND RESOURCE STAFF

The Upper Canada District School Board strives to provide a range of programs and services for students with exceptional needs. A summary is provided in two documents, "Parent Guide to Special Education" and "Parent Guide to Special Education (abridged)", available at the school. A comprehensive multi-year plan for Special Education has been prepared. It is available at the school as well. In addition, we endeavour to provide support to parents by connecting them with various associations who represent exceptional pupils. Please contact the Superintendent of Educational Programs for this information at 1-800-267-7131, ext. 1118. The Special Education Advisory Committee advises the Board on special education matters. Information about its activities and meetings can be provided by the Superintendent. Most documents and information about special education are published on the Board's website (www.ucdsb.on.ca).

SUPPORT STRUCTURES

We provide a wide range of support options for **ALL** students, especially those who have been identified as having specific needs. Access to these supports is usually made through the IPRC meeting process (Identification, Placement, and Review Committee). This support is provided across **all** levels of curriculum.

❖ Resource Support

This is usually a non-credit level of service that can come as a result of an IPRC or as the result of a recognized need as determined by the partnership of student/teacher/parent. Services often include assessment support but this is not the exclusive purpose of Resource. Services may also include specific skill development and strategies to promote study skills, organizational skills, memory skills and note-taking skills. Skills using adaptive technology are also developed.

❖ Adaptive Technological Support

This is an assistive technology lab and staff is available to support assessments and daily classroom expectations using specific hardware and software.

GUIDANCE AND CAREER EDUCATION PLANNER

The Guidance and Career Education Program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various means, including classroom instruction, entrance and exit programs, completion of the Ministry mandated Individual Pathway Plan for each student, career exploration activities and individual assistance and short-term counselling and referral to outside services.

The goals of the Guidance and Career Education Program are outlined in the new policy document entitled Creating Pathways to Success: Policy and Program Requirements, An Education and Career/Life Planning Program for Ontario Schools, 2013.

www.myBlueprint.ca **An interactive education planner**

Glengarry District High School is pleased to provide an exciting education planning resource software available immediately to all students at school or from home.

myBlueprint Education Planner (www.myBlueprint.ca) lets students create an engaging and interactive education plan . They can build customized high school course plans, instantly identify the post-secondary options that are available to them and explore valuable information about apprenticeships, college programs, university programs and workplace opportunities across Canada!

With direct access from home, students (and parents) can also be more informed and involved in their education. They can learn about courses, graduation requirements and the endless post-secondary options available. From their Profile, students will be able to set goals, save post-secondary plans, short-list programs and occupations of interest, record extra-curricular activities and take two cutting edge career interest inventory tests.

All students at Glengarry have activated their Blueprint account and the program is an important part of our Guidance and Career Education Program.



Learning, Leading, Succeeding

Student Success

Reaching Every Student

The Upper Canada District School Board, through its secondary school program, is committed to equipping all students with the knowledge, skills and attitudes they need for successful outcomes - smooth transitions to the postsecondary destinations of their choice. Our schools offer educational programs that promote high standards, while providing students with learning opportunities and supports needed for success.

Successful completion of secondary education in Ontario is important and a valuable step toward postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to:

- Apprenticeship Programs
- College
- Community Living
- University
- 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, parents/guardians, teachers and guidance counsellors. Factors that must be considered in planning include a student's:

- most recent levels of achievement
- preferred learning style
- strengths, interests and abilities
- immediate educational needs

Early success in high school is essential. Statistics in Ontario show very clearly that failure in courses in grades 9 and 10 is a significant factor in students dropping out of school. Appropriate course selection and a proactive plan for success are important.

Schools in Upper Canada have a strong focus on Student Success. In each of our high schools, Classroom Teachers, Student Success Teachers, Guidance Counsellors, Learning Resource Coaches and Administrators form strong teams that are dedicated to successful outcomes for all students. For our students making the transition from grade 8 to grade 9, there has never been greater attention paid to their strengths and needs, while focusing on opportunities for success.

This Course Calendar and our companion document *Destinations of Choice: Education and Career Roadmap* are valuable tools to assist families in planning and reviewing a pathway to success for all students. Please contact us for more information.



ESSENTIALS PROGRAM

The Essentials are credit courses for students who **read and/or do math at a level that is two or three years below their academic grade**. Literacy/numeracy levels range at the grade 5-6 levels. **These classes are smaller and integrate remediation and skill development into their program so that these skills can be learned and also be transferred to the other courses that they take.** Essentials courses can allow a student to access other levels of courses but they can stand on their own and further a student's progress towards either a Certificate or a Diploma.

WHAT Students will benefit from Essentials?

- identified students who require remediation
- identified students that have math / literacy skills at the Grade 5-6 levels

WHERE can Essentials courses lead a student?

- to Grade 11 Workplace level courses (Fifth character in course code E)
- CERTIFICATE of ACCOMPLISHMENT
OR
ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)
OR
ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) - note that they must also pass the EQAO Literacy Test and complete the community involvement activity to consider the OSSD option.

ESSENTIALS COURSES: (Locally developed)

Essentials English	ENG1L1	see page 34
Essentials Mathematics	MAT1L1	see page 43
Essentials Science	SNC1L1	see page 45
Essentials English	ENG2L1	see page 35
Essentials Canadian History in the 20 th Century	CHC2L1	see page 32
Essentials Mathematics	MAT2L1	see page 43

Also see page 26 - **Pathways to Adulthood and Citizenship**

LIFESKILLS PROGRAM

There is a program in our school for students with a developmental delay. The Lifeskills program is a non-credit program. Students will receive a Certificate of Achievement from the school upon completion. Delivery will meet individual abilities and needs. Students will learn skills required to function in society as well as literacy and numeracy. The topics covered in all program areas will be integrated daily into the Lifeskills program.

The **5 strands of development** to prepare for life-long skills are: communication, living skills, literacy, numeracy, and, social skills.

COOPERATIVE EDUCATION AND WORK EXPERIENCE OPPORTUNITIES

Coop Program

Coop courses consist of credit courses where the student spends a part of the semester at a workplace. Options are 2 credits (half day), 3 credits (three classes) or 4 credits (full days).

Ontario Youth Apprenticeship Program (OYAP)

OYAP is an opportunity for a student to meet diploma requirements while participating in an apprenticeship program.

WHAT IS THE ONTARIO YOUTH APPRENTICESHIP PROGRAM?

The Ontario Youth Apprenticeship Program (OYAP) is an opportunity for students to begin working on an apprenticeship in a skilled trade while still in high school.

The Ontario Youth Apprenticeship Program is offered through the Cooperative Education program. Students in a cooperative education placement can begin to work on the skills necessary to complete an apprenticeship. This program can begin as early as Grade 11 and can continue into Grade 12. At the same time, students continue to work on compulsory and elective subjects necessary to complete Grade 12. Students typically do not receive a wage while in high school; however, they leave with their OSSD and a career already underway! Students then continue with their apprenticeship heading toward certification.

Apprenticeship is hands-on learning specific to a trade occupation. About 85% of what is learned is done through on-the-job training. The remaining 10-15% is theory learning usually delivered at a community college. Both components and an exam must be completed to become a licensed journey person, or master, in the trade. The minimum education requirement to enter into most of the trades is Grade 12. Some trades in the construction sector require Grade 10 education.

Apprenticeships can last between 2 and 5 years depending on the trade. While learning, an apprentice is a worker and is therefore paid a percentage of a journey person's wage. The wage increases as the apprenticeship progresses. Earn while you learn!

WHY OYAP?

- ❖ Students still earn a high school diploma while learning a skilled trade.
- ❖ OYAP helps parents avoid costly tuition. Although there are fees incurred with college courses later in the apprenticeship, the costs are far less than the current rising costs of college and university tuition.
- ❖ Registration fees for high school students are paid by the Ministry of Training, Colleges and Universities.
- ❖ Students are learning hands-on, usable skills while young and, therefore have a head start on their careers.
- ❖ With the increasing demand for skilled workers in Ontario, securing a skilled trade ensures employability for your son or daughter - with top performers in some skilled trades earning between \$40,000 and \$100,000 per year.
- ❖ Learning a skilled trade may act as a stepping stone for careers in management and self-employment.

Job Shadowing

One-on-one observation of a worker at a place of employment

Job Twinning

One-on-one observation of a co-operative education student at his/her placement

Work Experience

A planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks.

The demand for skilled workers in Ontario is growing.....apprenticeship works!

Get your future pointed in the right direction with a skilled trade!

Contact your Coop coordinator or technological teacher for more information on this or any other Coop program.

DUAL CREDITS

Students can apply to enroll in college courses or apprenticeship training, earning dual credits that count towards their OSSD and college diploma or apprenticeship certification. For example, a student interested in applying to the Police Foundations Program following graduation may opt to take one of the required courses for this program while still in high school. *Interpersonal and Group Dynamics, Community and Social Services, First Nations People and Issues in Diversity and Criminal and Civil Law* are examples of Police Foundation's courses offered through the Dual Credit Program. The college courses are taught at the college campus and high school students learn alongside their college peers. A Dual Credit student typically travels to the college once or twice a week for his or her two to three hour courses. Transportation to the course is the responsibility of the student. Many other college programs offer courses through this initiative.

The dual credit program is available through St. Lawrence College – Kingston, Brockville and Cornwall campuses and Algonquin College – Ottawa. Students who desire learning opportunities outside of high school and who would benefit from a college or apprenticeship experience are suitable candidates. To ease scheduling, many students take their dual credit course in conjunction with their high school co-operative education course. This is an excellent opportunity for students to transition to post-secondary education while still in high school. For more information please contact student services.

Should you have any questions regarding this memo, please contact Glen Campbell at 613-525-1066.

U.C.D.S.B. ON-LINE LEARNING PROGRAM

The Online Learning Program enables our students to access a variety of courses and resources that might not otherwise be available in their schools. The program also creates an opportunity for our students to acquire a new set of 21st Century learning skills.

Online courses have been offered by the UCDSB with a consistently high degree of student success since September of 2003. Here are some highlights of the program:

OVERVIEW:

- Intended to make courses available that are not offered in the student's school.
- Students and teachers are not required to be on-line at the same time.
- All courses are taught by qualified Upper Canada District School Board teachers.
- All courses meet the curriculum requirements of the Ministry of Education.
- The courses are offered in a semestered format similar to in-school courses.
- A student can complete one (1) on-line course per semester.

COURSES:

- UCDSB students have access to a wide range of online courses developed by the Ontario Ministry of Education and delivered by Upper Canada DSB teachers.
- For more information on courses currently available please speak with your school's Guidance counsellor or check www.elearningstudents.ca
- Students can also access courses from Boards in the Ontario eLearning Consortium (OeLC)

ADVANTAGES:

- Increased flexibility in delivery of course content.
- Increased student confidence in class participation and direct access to the course teacher.
- Accommodation of a wide range of student learning styles.
- Extended time for considered responses.
- Reinforced sense of equality within course structure.
- Continual access to learning materials, archived discussions, and guided tutorials.
- Opportunity for increased class participation through student centred teaching strategies, (threaded discussions, group assignments, virtual classrooms, and multi-media resources).
- Provides an alternative delivery mode for students with mobility issues.

CONSIDERATIONS FOR ACHIEVING ON-LINE STUDENT SUCCESS:

- Willingness to share and learn in an on-line environment.
- Able to express yourself clearly through text (email, threaded discussions).
- Commitment to log on and participate.
- Realize on-line courses require as much time or more as in-school courses.
- Comfortable with sending email, attachments, saving and organizing documents.
- Familiar with the internet, use of search engines, and word processing software.
- Ability to set short and long term goals.
- Take responsibility for self-directed learning.

CONSIDERATIONS FOR PARENTS/GUARDIANS OF ON-LINE STUDENTS:

- Take the opportunity to review course outline, expectations and time lines.
- Help establish a good work/study area at home.
- Help set up a regular work/study schedule.
- Discuss the course progress together.



eLearning

Online learning is quickly becoming an important part of education in all career paths. eLearning at the Upper Canada District School Board offers Grades 9 - 12 subjects and supports students who may need specific courses to compliment their timetable. Online teachers look forward to working with you to provide the most innovative, relevant and engaging eLearning experience possible. We also support opportunities to take eLearning courses through other school boards across Ontario when these are not available to students within our board.

All online credit courses meet the requirements of an Ontario secondary school diploma and are taught by dedicated, certified teachers.

**Contact your school guidance counselor for further information about courses being offered and registration. Course information available on the UCDSB website at:
www.elearningstudents.ca**

At the Upper Canada District School Board, eLearning courses are used to support students who are unable to register for required courses in their regular school program.

All courses are offered subject to sufficient enrollment and some courses may be restricted to waitlisted students. Please see your guidance counselor for further information.



UCDSB: E-LEARN 2018-2019

Almost any course offered by the Ontario Ministry of Education is available to our students at Glengarry District High School. On-Line Learning exposes students to a new way of learning and prepares them for the method some courses are delivered at the post-secondary level. Both colleges and universities also have on-line courses. However, on-line learning is not for all learners. A successful on-line learner is independent, self-motivated and committed to achieving academic success.

To register for an on-line course at GDHS:

- students must be in grades 11 or 12 and be approved by the Principal;
- students in grade 10 will be considered under special circumstances;
- the requested course is not offered at the high school or does not fit into the student's timetable.

The courses indicated as UCDSB are offered by our school board. The other courses may be offered by other school boards or providers. Whether a course will run will depend on a few factors, such as sufficient enrolment.

Course Code	Course Name		Level / Stream	
BAT 4MU	Principles of Financial Accounting	UCDSB	12	College/University
BBB 4MU	International Business Fundamentals	UCDSB	12	College/University
BOH 4MU	Business Leadership: Management Fundamentals	UCDSB	12	College/University
CGF 3MI	Nature en action; un monde physique	UCDSB	11	College/University
CGF 3MU	Physical Geography: Patterns, Processes and Interactions - French Imm.	UCDSB	11	College/University
CGG 3OU	Travel and Tourism	UCDSB	11	Open
CGR 4MU	Environmental Geography	UCDSB	12	College/University
CHI 4UU	Canada: History, Identify, and Culture	UCDSB	12	University
CHY 4UU	History: West and the World	UCDSB	12	University
CLN 4UU	Canadian and International Law	UCDSB	12	University
EMS 3OU	Media Studies	UCDSB	11	Open
ENG 4CU	English	UCDSB	12	College
ENG 4UU	English	UCDSB	12	University
EWC 4UU	The Writer's Craft	UCDSB	12	University
FSF 4UU	Core French	UCDSB	12	University
GWL 3OU	Designing Your Future	UCDSB	11	Open
HHG 4MU	Human Development throughout the Lifespan	UCDSB	12	College/University
HHS 4CU	Families in Canada	UCDSB	12	College
HHS 4UU	Families in Canada	UCDSB	12	University
HLS 3OU	Housing and Home Design	UCDSB	11	Open
HSC 4MU	World Cultures	UCDSB	12	College/University
HSE 4MU	Equity and Social Justice: From Theory to Practice	UCDSB	12	College/University
HZT 4UU	Philosophy: Questions and Theories	UCDSB	12	University
ICS 3UU	Introduction to Computer Science	UCDSB	11	University
ICS 4UU	Computer Science	UCDSB	12	University
MCV 4UU	Calculus and Vectors	UCDSB	12	University
MDM 4UU	Mathematics of Data Management	UCDSB	12	University

MHF 4UU	Advanced Functions	UCDSB	12	University
OLC 4OU	The Ontario Secondary School Literacy Course	UCDSB	12	Open
PPZ 3CU	Health for Life	UCDSB	11	College
PSK 4UU	Introduction to Kinesiology	UCDSB	12	University
SCH 4UU	Chemistry	UCDSB	12	University
SES 4UU	Earth and Space Science	UCDSB	12	University
SPH 3UU	Physics	UCDSB	11	University
SPH 4UU	Physics	UCDSB	12	University
ASM 2OU	Media Arts	Non UCDSB	10	Open
BBI 2OU	Introduction to Business	Non UCDSB	10	Open
BDI 3CU	Entrepreneurship: The Venture	Non UCDSB	11	College
BMI 3CU	Marketing: Goods, Services, Events	Non UCDSB	11	College
BTA 3OU	Information Technology Applications in Business	Non UCDSB	11	Open
BTT 2OU	Information and Communication Technology in Business	Non UCDSB	10	Open
BTX 4CU	Information and Communication Technology: Multimedia Solutions	Non UCDSB	12	College
CHA 3UU	American History	Non UCDSB	11	University
CIA 4UU	Analyzing Current Economic Issues	Non UCDSB	12	University

Vdrive/Admin/Claire's/Guidance/On-line courses/2018-2019/elearning Course Codes 2018-2019

EXTENDED FRENCH AND FRENCH IMMERSION PROGRAM

French as a Second Language

The FSL curriculum comprises three programs: Core French, Extended French, and French Immersion. These programs reflect students' differing needs in studying French and are designed to provide students with different levels of intensity in developing their French-language knowledge and skills.

Core French is available in Grade 9 and 10, at two different levels of difficulty - applied and academic. One French credit is a compulsory credit for the OSSD.

Extended French (7 credits)

Schools may grant a **certificate in Extended French** if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French.

French Immersion (10 credits)

Schools may grant a **certificate in French Immersion** if the student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

GRADE 9	COURSE CODE	GRADE 10	COURSE CODE	GRADE 11	COURSE CODE	GRADE 12	COURSE CODE
French	FIF1DF FEF1DF	French	FIF2DF FEF2DF	French	FIF3UF FEF3UF FSF3OF	French	FIF4UF FEF4UF
Geography	CGC1DF					2/3/4 credit Coop	COOP42 COOP43 COOP44
Health and Physical Education	PPL1OF	History	CHC2DF			Challenge & Change in Society	HSB4CF HSB4UF
		Civics & Careers	CHV2OF GLC2OF			Physical Education	PPL4OF*
				2/3/4 credit Coop	COOP32 COOP33 COOP34		

*ALTERNATE YEARS

INTERNATIONAL OPPORTUNITIES IN FRENCH AND SPANISH

Students studying one of the international languages are encouraged to take part in some of the many programs and exchanges designed to enhance their knowledge of another culture and its people, and their proficiency in its language.

There are summer programs, courses and exchange programs offered in many French speaking and Spanish speaking countries. Glengarry Gaels have recently studied in France and Spain and we've welcomed students for a semester from Brazil and Australia. Please see Guidance for more information.

Specialist High Skills Major

Glengarry offers two SHSM's – Health and Wellness and Transportation. Interested students apply for SHSM in grade 11.

The Specialist High Skills Majors (SHSM), launched in September 2006, are part of the Student Success Strategy initiative, which focuses on expanding quality learning opportunities and supporting success for all students. The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). This career-focused program is also designed to help prepare students to make the transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals. More information is available at Ontario.ca/SHSM.

Required Components for the SHSM-Transportation

1. A bundle of nine Grade 11 and Grade 12 credits that comprises:
 - four transportation major credits
 - three other required credits from the Ontario curriculum, in English, mathematics, and science or business studies
 - two cooperative education credits tied to the sector
2. Seven sector-recognized certifications and/or training courses/programs (four compulsory and a choice of three electives)
3. Experiential learning and career exploration activities within the sector
4. Reach ahead experiences connected with the student's postsecondary plans
5. Development of Essential Skills and work habits required in the sector, and documentation of them using the OSP

Required Components for SHSM-Hospitality and Tourism

1. A bundle of 9 Grade 11 and Grade 12 credits that includes:
 - four hospitality and tourism major credits that provide sector-specific knowledge and skills;
 - three other required credits from the Ontario curriculum, in English, mathematics, and science or business studies, in which some expectations are met through learning activities contextualized to the hospitality and tourism sector;
 - two cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practice sector-specific knowledge and skills
2. Six sector-recognized certifications and/or training courses/programs (4 compulsory and a choice of 2 electives from a list of additional certifications and training courses/programs)
3. Experiential learning and career exploration activities within the sector
4. "Reach ahead" experiences connected with the student's postsecondary pathway
5. Development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation

STUDENT WORKSHEET

The courses which are contained in the tables below are compulsory courses. There are still 2 other compulsory courses required for a total of 18 compulsory courses. See OSSD requirements on page 3.

Regular (Non-Immersion)

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
Mathematics	Mathematics	Mathematics	
Science	Science		
Canadian Geography	Civics/Career Studies		
Arts	Canadian History		
Health & P E			
French			
Technology			

French Immersion/Extended Stream

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French *	French *	French *	French *
Mathematics	Mathematics	Mathematics	Physical Education* +
Science	Science	Sociology (Families	
Canadian Geography *	Civics/Career Studies *	In Canada)* +	
Arts	Canadian History *		
Health & P E *			
Technology			

* Language of instruction: French

+ Alternate years

See page 17 for French Immersion certificate or Extended French certificate requirements and other courses offered in French.

Not all courses will be offered every year. It is recommended that a student register for a course as soon as they have the necessary prerequisite(s). Adequate enrollment for any course is required for it to run.

Grade 9 Courses

(Academic, Applied, Immersion, Essentials)

ARTS

Integrated Arts, Open

ALC1OE

CANADIAN AND WORLD STUDIES

Geography of Canada, Academic

CGC1DE

La Géographie du Canada, théorique

CGC1DF

Geography of Canada, Applied

CGC1PE

ENGLISH

English, Academic

ENG1DE

English, Literacy Skills 1, Essentials

ENG1L1

English, Applied

ENG1PE

FRENCH AS A SECOND LANGUAGE

Extended French

FEF1DF

French Immersion

FIF1DF

Core French, Academic

FSF1DF

Core French, Applied

FSF1PF

HEALTH and PHYSICAL EDUCATION

Healthy Active Living Education, Open, Boys

PPL1OB

Éducation physique et santé, cours ouvert, mixte co-ed

PPL1OF

Healthy Active Living Education, Open, Girls

PPL1OG

MATHEMATICS

Mathematics, Essentials

MAT1L1

Foundations of Mathematics, Applied

MFM1PE

Principles of Mathematics, Academic

MPM1DE

NATIVE STUDIES

Expressing Aboriginal Cultures, (Integrated Arts) Open

NAC1OE

SCIENCE

Science, Academic
 Science, Essentials
 Science, Applied

SNC1DE
 SNC1L1
 SNC1PE

TECHNOLOGICAL EDUCATION

Exploring Technologies, Open

TIJ1OE

Grade 10 Courses

ARTS

Drama, Open
 Music, Guitar, Open
 Music, Instrumental, Open
 Dance, Open
 Visual Arts, Open

ADA2OE
 AMG2OE
 AMU2OE
 ATC2OE
 AVI2OE

CANADIAN and WORLD STUDIES

Canadian History in the Twentieth Century, Academic
 L'Histoire du Canada, théorique
 Canadian History in the Twentieth Century, Essentials
 Canadian History in the Twentieth Century, Applied
 Civics (0.5 credit), Open
 Education à la Citoyenneté (crédit: 0.5), cours ouvert

CHC2DE
 CHC2DF
 CHC2L1
 CHC2PE
 CHV2OE
 CHV2OF

2018-2019

ENGLISH

English, Academic
 English, Locally Developed, Essentials
 English, Applied

ENG2DE
 ENG2L1
 ENG2PE

FRENCH AS A SECOND LANGUAGE

Extended French
 French Immersion
 Core French, Academic
 Core French, Applied

FEF2DF
 FIF2DF
 FSF2DF
 FSF2PF

GUIDANCE and CAREER EDUCATION

Career Studies (0.5 credit), Open
 Orientation et Formation au Cheminement de Carrière (crédit: 0.5),
 cours ouvert

GLC2OE
 GLC2OF

HEALTH and PHYSICAL EDUCATION

Personal and Fitness Activities, Boys, Open
 Personal and Fitness Activities, Girls, Open
 Healthy Active Living, Boys, Open
 Healthy Active Living, Girls, Open

PAF2OB
 PAF2OG
 PPL2OB
 PPL2OG

MATHEMATICS

Mathematics, Essentials
 Foundations of Mathematics, Applied
 Principles of Mathematics, Academic

MAT2L1
 MFM2PE
 MPM2DE

SCIENCE

Science, Academic
 Science, Essentials
 Science, Applied

SNC2DE
 SNC2L1
 SNC2PE

SOCIAL SCIENCES and the HUMANITIES

Food and Nutrition, Open

HFN2OE

TECHNOLOGICAL EDUCATION

Construction Technology, Open
 Communications Technology, Open
 Transportation Technology, Open

TCJ2OE
 TGJ2OE
 TTJ2OE

<h1>Grade 11 Courses</h1>

ARTS

Dramatic, University/College Preparation
 Music, Guitar, Open
 Music, University/College Preparation
 Visual Arts, Open

ADA3ME
 AMG3OE
 AMU3ME
 AVI3ME

BUSINESS STUDIES

Financial Accounting Fundamentals, University/College, SHSM
(SHSM: Specialist High Skills Major required course)

BAF3ME

CANADIAN and WORLD STUDIES

Regional Geography: Travel and Tourism, Open
 World History to the Sixteenth Century, University/College Prep.
 Understanding Canadian Law, University/College Preparation

CGG3OE
 CHW3ME
 CLU3ME

COOPERATIVE EDUCATION

Cooperative Education (2 credits)	COOP32
Cooperative Education (3 credits)	COOP33
Cooperative Education (4 credits)	COOP34
Éducation Coopérative (2 crédits)	COOP32
Éducation Coopérative (3 crédits)	COOP33
Éducation Coopérative (4 crédits)	COOP34

ENGLISH

English: Contemporary Aboriginal Voices, College Preparation	NBE3CE
English: Contemporary Aboriginal Voices, Workplace Preparation	NBE3EE
English: Contemporary Aboriginal Voices, University Preparation	NBE3UE

FRENCH

Extended French, University Preparation	FEF3UF
Immersion, University Preparation	FIF3UF
Core French, Open	FSF3OF

GUIDANCE

Designing your Future, Open	GWL3OE
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HEALTH and PHYSICAL EDUCATION

Personal and Fitness Activities, Boys, Open	PAF3OB
Personal and Fitness Activities, Girls, Open	PAF3OG
Healthy Active Living Education, Open, Boys	PPL3OB
Healthy Active Living Education, Open, Girls	PPL3OG

INTERDISCIPLINARY STUDIES

Applied Journalism (Yearbook), Open	IDC3OI
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MATHEMATICS

Foundations for College Mathematics, College Preparation	MBF3CE
Functions and Applications, University/College Preparation	MCF3ME
Functions, University Preparation	MCR3UE
Mathematics for Work and Everyday Life, Workplace	MEL3EE

NATIVE STUDIES

Aboriginal Beliefs, Values and Aspirations in Contemporary Society, College Preparation	NBV3CE
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SCIENCE

Biology, College Preparation	SBI3CE	2018-2019
Biology, University Preparation	SBI3UE	
Chemistry, University Preparation	SCH3UE	
Physics, University Preparation	SPH3UE	2019-2020
Environmental Science, Workplace	SVN3EE	

SOCIAL SCIENCES and THE HUMANITIES

Dynamics in Human Relationships, Open	HHD3OE	
Raising Healthy Children, College Preparation	HPC3OE	
Living and Working With Children, College Preparation	HPW3CE	
Introduction to Anthropology, Psychology and Sociology, College Prep.	HSP3CE	
Introduction to Anthropology, Psychology and Sociology, University Prep.	HSP3UE	
Introduction à l'anthropologie, la psychologie et la sociologie, cours pré-collégial	HSP3CF	2018-2019
Introduction à l'anthropologie, la psychologie et la sociologie, cours pré-universitaire	HSP3UF	2018-2019

TECHNOLOGICAL STUDIES

Construction Engineering Technology, College Preparation	TCJ3CE	
Construction Technology, Workplace	TCJ3EE	
Communications Technology, University/College Preparation	TGJ3ME	
Transportation Technology, College Preparation	TTJ3CE	
Transportation Technology: Vehicle Ownership, Open	TTJ3OE	

Grade 12 Courses

ARTS

Drama, University/College Preparation	ADA4ME	
Music, Guitar, Open	AMG4ME	
Music, University/College Preparation	AMU4ME	
Visual Arts, University/College Preparation	AVI4ME	

CANADIAN and WORLD STUDIES

World Issues: A Geographic Analysis, College Preparation	CGW4CE	2018-2019
Canadian and World Issues: A Geographic Analysis, University Prep.	CGW4UE	2018-2019
World History: The West and the World, College Preparation	CHY4CE	2019-2020
World History: The West and the World, University Preparation	CHY4UE	2019-2020

COOPERATIVE EDUCATION

Cooperative Education (2 credits)	COOP42	
Cooperative Education (3 credits)	COOP43	
Cooperative Education (4 credits)	COOP44	
Éducation Coopérative (2 crédits)	COOP42	
Éducation Coopérative (3 crédits)	COOP43	
Éducation Coopérative (4 crédits)	COOP44	

ENGLISH

English, College Preparation	ENG4CE	
English, Workplace	ENG4EE	
English, University Preparation	ENG4UE	
Ontario Secondary School Literacy Course, Open	OLC4OE	

FRENCH

Extended French, University Preparation	FEF4UF	
French Immersion, University Preparation	FIF4UF	
Core French, Open	FSF4OF	

HEALTH and PHYSICAL EDUCATION

Personal and Fitness Activities, Boys, Open	PAF4OB	
Personal and Fitness Activities, Girls, Open	PAF4OG	
Recreation and Fitness Leadership, College, Co-ed	PLF4ME	
Healthy Active Living Education, Open, Co-ed	PPL4OE	
Vie active et santé, cours ouvert, éducation mixte	PPL4OF	2019-2020
Introduction to Kinesiology, University Preparation	PSK4UE	2019-2020

INTERDISCIPLINARY STUDIES

Leadership and Mentorship (LINK), College Preparation	IDC4CE	
Leadership and Mentorship (LINK), University Preparation	IDC4UE	

MATHEMATICS

Foundations for College Mathematics, College Preparation	MAP4CE	
Calculus and Vectors, University Preparation	MCV4UE	2019-2020
Mathematics of Data Management, University Preparation	MDM4UE	2018-2019
Advanced Functions, University Preparation	MHF4UE	

SCIENCE

Biology, University Preparation	SBI4UE	2018-2019
Chemistry, College Preparation	SCH4CE	2018-2019
Chemistry, University Preparation	SCH4UE	2018-2019
Physics, College Preparation	SPH4CE	2019-2020
Physics, University Preparation	SPH4UE	2019-2020

SOCIAL SCIENCES and THE HUMANITIES

Personal Life Management, Open	HIP4OE	
Challenge in Society, College Preparation	HSB4CE	2019-2020
Défi et changements dans la société, pré-collégial	HSB4CF	2018-2019
Challenge in Society, University Preparation	HSB4UE	2019-2020
Défi et changements dans la société, pré-universitaire	HSB4UF	2018-2019

TECHNOLOGICAL STUDIES

Construction Engineering Technology, College Preparation	TCJ4CE	
Construction Technology, Workplace	TCJ4EE	
Communication Technology, College/University Preparation	TGJ4ME	
Transportation Technology, College Preparation	TTJ4CE	
Transportation Technology: Vehicle Maintenance, Workplace	TTJ4EE	

It is recommended that a student register for a course as soon as they have completed the necessary prerequisite(s). Adequate enrollment for any course is required for it to run. However, between the classroom and elearning delivery options, students at Glengarry can access almost any course offered in Ontario.

Pathways to Adulthood and Citizenship

Pathway	Year 1	Year 2	Year 3	Year 4	Year 5	Credential	Destination
Life Skills	Developmental Continuum - K Code Courses (non credit)					Certificate of Accomplishment + Skills Portfolio	-Community Living -Supported Employment
Life Skills	a combination of credit courses (Essentials, Open level) and non credit courses		-Technology -Coop -Essentials and Open courses -skills development			OSSC (Ontario Secondary School Certificate) - a minimum of 14 credits (16 credits for Apprenticeship as minimum) + Skills Portfolio	-Employment -some Apprenticeships
Essentials							
Essentials / Workplace	a combination of Essential core courses and Open courses (credit courses)	-Technology - Coop -Workplace / Essentials - Open	-Technology - Coop -Workplace - Open	optional year ... if needed	OSSD (Ontario Secondary School Diploma) 30 credits + 40 hours community service + Literacy Test or OLC (literacy) course	-Employment -College - many Trade Apprenticeships	
Applied / College	core Applied Courses, Open level courses	University/College College Workplace Open Coop OYAP	optional year ... if needed	-Employment -Apprenticeships -College			
Academic / University	core Academic Courses , Open level courses	University/College University College Open Coop OYAP	optional year ... if needed	-Employment -Apprenticeships -College -University			

THE ARTS

(Drama, Music, Visual Arts)

Grade 9 Integrated Arts (Open) ALC1OE
This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Grade 10 Drama (Open) ADA2OE
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.

Grade 10 Guitar Music (Open) AMG2OE
This course further develops guitar techniques and the rudiments of music. Students learn to read music, to play chords, and to develop techniques that can be used in playing classical and popular music at a more advanced level.
Prerequisite: AMG1OE

Grade 10 Instrumental Music (Open) AMU2OE
This course emphasizes performance of music 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.

Grade 10 Dance (Open) ATC2OE
This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance
Prerequisite: ATC1OE

Grade 10 Visual Arts (Open) AVI2OE
This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

Grade 11 Drama (Open) ADA3ME
This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians and audiences.

Grade 11 Guitar Music (Open) AMG3OE
This course further develops guitar techniques and the rudiments of music. Students learn to read music, to play chords, and to develop techniques that can be used in playing classical and popular music at a more advanced level.
Prerequisite: AMG2OE

Grade 11 Music (University/College Preparation) AMU3ME
This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.
Prerequisite: AMG2OE or AMU2OE

Grade 11 Visual Arts (Open) AVI3OE
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 using specific criteria. 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.
Prerequisite: AVI2OE

Grade 12 Drama (Open) ADA4ME
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness and goals beyond secondary school.
Prerequisite: ADA3OE

Grade 12 Guitar Music (Open) AMG4ME
This course emphasizes the appreciation, analysis, and performance of guitar from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.
Prerequisite: AMG3OE

Grade 12 Music (University/College Preparation) AMU4ME

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

Prerequisite: AMU3ME

Grade 12 Visual Arts (University/College Preparation) AVI4ME

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

Prerequisite: AVI3OE

BUSINESS STUDIES

Grade 11 Accounting Essentials (Workplace Preparation) BAI3EE

This course introduces students to the accounting cycle of a service business. Students will use computer applications software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behavior, and career opportunities in the field of accounting.

Prerequisite: None

Grade 11 Financial Accounting Fundamentals (University/College Preparation) BAF3ME

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

Prerequisite: none

CANADIAN AND WORLD STUDIES

(GEOGRAPHY, HISTORY, LAW)

GEOGRAPHY

Grade 9 Geography of Canada (Academic) CGC1DE
La Géographie du Canada (théorique) CGC1DF
(Available to both Extended and French Immersion students)

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

Grade 9 Geography of Canada (Applied) CGC1PE

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

Grade 11 Regional Geography: Travel and Tourism (Open) CGG3OE

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

Prerequisite: CGC1DE, CGC1DF or CGC1PE

Grade 11 Understanding Canadian Law in Everyday Life (Essentials) CLU3EE

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences.

Prerequisite: CHC2DE, CHC2PE or CHC2L1

Grade 12 Canadian and World Issues: A Geographic Analysis (University Preparation) CGW4UE
Canadian and World Issues: A Geographic Analysis (College Preparation) CGW4CE

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

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

HISTORY

Grade 10 Canadian History in the Twentieth Century (Academic) CHC2DE
L’Histoire du Canada (théorique) CHC2DF

(Available to both Extended and French Immersion students)

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

Grade 10 Canadian History in the Twentieth Century (Applied) CHC2PE

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

Grade 10 Canadian History in the Twentieth Century (Essentials) CHC2L1

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and World Studies Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

Grade 10 **Civics** **(Open) (0.5 credit)** **CHV2OE**
 Éducation à la Citoyenneté **(cours ouvert) (crédit: 0.5)** **CHV2OF**
(Available to both Extended and French Immersion students)

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

Grade 11 **World History to the Sixteenth Century (University/College Preparation)** **CHW3ME**

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

Prerequisite: CHC2DE, CHC2DF or CHC2PE

Grade 12 **World History: The West and the World (College Preparation)** **CHY4CE**
 World History: The West and the World (University Preparation) **CHY4UE**

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Prerequisite: Any university, university/college or college preparation course in Canadian and World studies, English or Social Sciences and humanities.



Grade 11 **Understanding Canadian Law** **(University/College Preparation)** **CLU3ME**

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

Prerequisite: CHC2DE, CHC2DF or CHC2PE

COOPERATIVE EDUCATION

A **COOPERATIVE EDUCATION COURSE** is based on a related course (or courses) from an Ontario curriculum policy document or a Ministry approved locally developed course. The student must be concurrently enrolled in the related course or have successfully completed it. Cooperative education courses include a classroom component and a placement component. Placements provide students with opportunities to apply and extend the knowledge, and practice and refine the skills, acquired in the related course, and to demonstrate the achievement of placement expectations that reflect current workplace practices and standards. The student's individual cooperative education program will be designed following a placement interview. Some students will be eligible to begin an apprenticeship program through a cooperative placement in a skilled trades setting. This learning experience helps students make informed decisions about future careers. Students also develop the work habits, attitudes and job skills necessary for a successful transition from secondary school to the workplace or post secondary education. To be accepted into the program, students must first demonstrate the necessary educational background and maturity. This will be determined during an entry interview. Planned learning experiences in the community can enhance the school program, familiarize students and teachers with current workplace practices, increase students' awareness of career opportunities, provide concrete applications of curriculum, and give students and teachers a better understanding of employers' expectations.

Students are able to obtain French credits towards their French Certificate by doing their cooperative education placement at a workplace where French is the predominant language.

For course codes see pages 25 and/or 27.

ENGLISH

Grade 9 English (Academic) ENG1DE

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

Grade 9 English (Applied) ENG1PE

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

Grade 9 English Literacy Skills 1 (Essentials) ENG1L1

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

Grade 10 English (Academic) ENG2DE

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

Prerequisite: English, Grade 9, Academic or Applied

Grade 10 English (Applied) ENG2PE

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

Prerequisite: English, Grade 9, Academic or Applied

Grade 10 English, Locally Developed (Essentials) ENG2L1

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

Prerequisite: A Grade 9 English credit

Grade 11 English: Contemporary Aboriginal Voices, (College Preparation) NBE3CE

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 analyze 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. **Prerequisite:**

English, Grade 10, Academic or Applied

Grade 11 English: Contemporary Aboriginal Voices (Workplace Preparation) NBE3EE

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 explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: English, Grade 10, Essentials

Grade 11 English: Contemporary Aboriginal Voices (University Preparation) NBE3UE

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. **Prerequisite: English, Grade 10, Academic**

Grade 12 English (College Preparation) ENG4CE

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

Prerequisite: English, Grade 11, College Preparation

Grade 12 English (University Preparation) ENG4UE

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

Prerequisite: English, Grade 11, University Preparation

Grade 12 English (Workplace Preparation) ENG4EE

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 literacy texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: English, Grade 11, Workplace Preparation

Grade 12 Ontario Secondary School Literacy Course (Open) OLC4OE

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. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

Grade 12 The Writer's Craft (University Preparation) EWC4UE

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

Prerequisite: ENG3UE

CORE FRENCH – EXTENDED FRENCH – FRENCH IMMERSION

Grade 9 Core French (Academic) FSF1DF

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

Grade 9 Core French (Applied) FSF1PF

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

Grade 9 Extended French (Academic) FEF1DF

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study one short novel intended for a French-speaking audience.

Prerequisite: Minimum of 1260 hours of instruction in French, or equivalent

Grade 9 French Immersion (Academic) FIF1DF
This course enables students to enhance their knowledge of the French language and to further develop their language skills through the study of twentieth-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.

Prerequisite: Minimum of 3800 hours of instruction in French, or equivalent

Grade 10 Core French (Academic) FSF2DF
This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Grade 10 Core French (Applied) FSF2PF
This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

Grade 10 Extended French (Academic) FEF2DF
This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Prerequisite: FEF1DF or FIF1DF

Grade 10 French Immersion (Academic) FIF2DF
This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles. **Prerequisite: FIF1DF**

Grade 11 Extended French (University Preparation) FEF3UF
This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyze works in a variety of genres and will produce various types of written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FEF2DF

Grade 11 French Immersion (University Preparation) FIF3UF
This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FIF2DF

Grade 11 Core French (Open) FSF3OF
This course draws on a broad theme, such as leisure activities, to develop oral communication, reading, and writing skills. Students will give presentations, read a selection of short stories and articles, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FSF2DF or FSF2PF

Grade 12 Extended French (University Preparation) FEF4UF
This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and an oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FEF3UF

Grade 12 French Immersion (University Preparation) FIF4UF
This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FIF3UF

GUIDANCE AND CAREER EDUCATION

Grade 10 Career Studies (Open) (0.5 credit) GLC2OE

Orientation et Formation au Cheminement de Carrière

(cours ouvert) (crédit 0.5)

GLC2OF

(Available to both Extended and French Immersion students)

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.

**Grade 11 Personal and Fitness Activities (Open) PAF3OB (Boys)
PAF3OG (Girls)**

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

Grade 12 Exercise Science (University Preparation) PSE4UE

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

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

**Grade 12 Healthy Active Living Education (Open, Co-ed) PPL4OE
Vie active et santé (cours ouvert) (éducation mixte) PPL4OF**

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. Students will be trained in CPR. **Prerequisite: none**

**Grade 12 Personal and Fitness Activities (Open) PAF4OB (Boys)
PAF4OG (Girls)**

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

Grade 12 Recreation and Fitness Leadership (College Preparation, Co-ed) PLF4CE

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership. Outdoor activities will be the focus of this course, including canoeing, canoe tripping, survival skills, hiking, winter camping and winter activities.

Prerequisite: Any grade 11 or 12 open course in health and physical education.

Grade 9 Mathematics (Essentials) MAT1L1

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 MAT2L1 course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skill by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Grade 9 Principles of Mathematics (Academic) MPM1DE

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

Grade 10 Foundations of Mathematics (Applied) MFM2PE

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

Prerequisite: MPM1DE or MFM1PE

Grade 10 Mathematics (Essentials) MAT2L1

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

Prerequisite: A Grade 9 Mathematics credit

Grade 10 Principles of Mathematics (Academic) MPM2DE

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

Prerequisite: MPM1DE or MFM1PE

Grade 11 Foundations for College Mathematics (College Preparation) MBF3CE

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

Prerequisite: MFM2PE

Grade 11 Functions (University/College Preparation) MCF3ME

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

Prerequisite: MPM2DE

Grade 11 Functions (University Preparation) MCR3UE

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.

Prerequisite: MPM2DE

Grade 11 Mathematics for Work and Everyday Life (Workplace Preparation) MEL3EE

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

Prerequisite: MPM1DE or MFM1PE or MAT2L1

Grade 12 Foundations for College Mathematics (College Preparation) MAP4CE

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; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; 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, human services, and for certain skilled trades.

Prerequisite: MBF3CE, MCR3UE or MCF3ME

Grade 12 Mathematics of Data Management (University Preparation) MDM4UE

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 concept and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

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

Grade 12 Calculus and Vectors (University Preparation) MCV4UE

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

Prerequisite: Advanced Functions, Grade 12, University Preparation.

Note: In some schools, it may be necessary to take the prerequisite course concurrently with MCV4UE.

Grade 12 Advanced Functions (University Preparation) MHF4UE

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

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

NATIVE STUDIES

Grade 9 Expressing Aboriginal Cultures (Open) NAC1OE

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. Students in any grade can take this course.

Grade 11 Aboriginal Beliefs, Values, and Aspirations in Contemporary Society (College) NBV3CE

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine world views of Aboriginal peoples and the political, economic, cultural, and social challenges facing individuals and communities. Students will also learn how traditional and contemporary beliefs and values influence the aspirations and actions of Aboriginal peoples.

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

SCIENCE

Grade 9 Science (Academic) SNC1DE

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

Grade 9 Science (Applied) SNC1PE

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

Grade 9 Science (Essentials) SNC1L1

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace 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.

Grade 10 Science (Academic) SNC2DE

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

Prerequisite: SNC1DE or SNC1PE

Grade 10 Science (Applied) SNC2PE

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

Prerequisite: SNC1DE or SNC1PE

Grade 11 Biology (College Preparation) SBI3CE

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 the various branches of life sciences and related fields.

Prerequisite: SNC2DE or SNC2PE

Grade 11 Biology (University Preparation) SBI3UE

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

Prerequisite: SNC2DE

Grade 11 Chemistry (University Preparation) SCH3UE

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

Prerequisite: SNC2DE

Grade 11 Physics (University Preparation) SPH3UE

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

Prerequisite: SNC2DE

Grade 11 Environmental Science (Workplace Preparation) SVN3EE

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

Prerequisite: SNC2DE or SNC2PE or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

Grade 12 Biology (University Preparation) SBI4UE

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

Prerequisite: SBI3UE

Grade 12 Chemistry (College Preparation) SCH4CE

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

Prerequisite: SNC2DE or SNC2PE

Grade 12 Chemistry (University Preparation) SCH4UE

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

Prerequisite: SCH3UE

Grade 12 Physics (College Preparation) SPH4CE

The 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 equipment. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2DE or SNC2PE

Grade 12 Physics (University Preparation) SPH4UE
This course enables students to deepen their understanding of the physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: SPH3UE

SOCIAL SCIENCES AND THE HUMANITIES

Grade 11 Dynamics in Human Relationships (Open) HDD3OE
This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

Grade 11 Introduction to Psychology, Sociology and Anthropology (University Preparation) HSP3UE
Introduction à la psychologie, la sociologie et à l'anthropologie (pré-universitaire) HSP3UF
(Available to both Extended and French Immersion Students)

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

Prerequisite: The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies)

Grade 11 Introduction to Psychology, Sociology and Anthropology (College Preparation) HSP3CE

Introduction à la psychologie, la sociologie et à l'anthropologie (pré-collégial) HSP3CF
(Available to both Extended and French Immersion Students)

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

Prerequisite: none

Grade 11 Managing Personal and Family Resources (College Preparation) HIR3CE

This course explores how to use human, material, and community resources effectively, and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction; how to make responsible choices in their transition to post-secondary education and careers; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management.

Prerequisite: none

Grade 11 Managing Personal Resources (Workplace Preparation) HIP3EE

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management.

Prerequisite: none

Grade 11 Living and Working with Children (College Preparation) HPW3CE

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

Prerequisite: none

Grade 11 World Religions: Beliefs, Issues, and Religious Traditions (University/College Preparation) HRT3ME

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

Prerequisite: none

Grade 12 **Challenge and Change In Society** **(University Preparation)** **HSB4UE**
 Défi et changements dans la société **(Pré-universitaire)** **HSB4UF**

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

Grade 12 **Families in Canada** **(University Preparation)** **HHS4UE**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

Grade 12 **Families in Canada** **(College Preparation)** **HHS4CE**

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

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

TECHNOLOGICAL EDUCATION

Grade 9 **Exploring Technologies** **(Open)** **TJ10E**

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

Grade 11 Transportation Technology: Vehicle Ownership (Open) TTJ3OE

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

Prerequisite: none

Grade 11 Transportation Technology (College Preparation) TTJ3CE

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.

Prerequisite: none

Grade 12 Construction Engineering Technology (College Preparation) TCJ4CE

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.

Prerequisite: TCJ3CE

Grade 12 Construction Technology (Workplace Preparation) TCJ4EE

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

Prerequisite: TCJ3EE

Grade 12 Hospitality and Tourism (College Preparation) TFJ4CE

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; increase health and wellness knowledge; develop tourism administration and management 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.

Prerequisite: TFJ3CE

Grade 12 Hospitality and Tourism (Workplace Preparation) TFJ4EE

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

Prerequisite: TFJ3EE

Grade 12 Transportation Technology: Vehicle Maintenance (Workplace Preparation) TTJ4EE

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

Prerequisite: none

Grade 12 Transportation Technology (College Preparation) TTJ4CE

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

Prerequisite: TTJ3CE

ONTARIO SCHOOLS - CODE OF CONDUCT

Introduction

All students, parents, teachers, and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The Ontario Code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards.

Guiding Principles

All participants involved in the publicly funded school system — students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct whether they are on school property, on school buses, or at school- authorized events or activities.

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.

The possession, use, or threatened use of any object to injure another person endangers the safety of oneself and others.

Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Roles and Responsibilities

School Boards provide direction to their schools that ensure opportunity, excellence and accountability in the education system. School boards:

- develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct and all other rules that they develop as related to the provincial standards for respect, civility, responsible citizenship, and physical safety;
- seek input from school councils and review these policies regularly with students, staff, parents or guardians, volunteers, and the community;

- establish a process that clearly communicates the Provincial Code of Conduct to all parents, students, and staff in a manner that ensures their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship, and physical safety;
- provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

Principals, under the direction of their school board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone, under their authority, accountable for their behaviour and actions;
- Communicating regularly and meaningfully with all members of their school community.

Teachers and School staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff and parents;
- prepare students for the full responsibilities of citizenship.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own action.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues.

Police and community members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

STANDARDS OF BEHAVIOUR

Respect, civility and responsible citizenship

All school members must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.
- refrain from engaging in bullying, threats, harassment, intimidation or discrimination toward an individual or groups

Physical safety

Weapons

All school members must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- not cause injury to any person with an object.

Alcohol and Drugs

All school members must:

- not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Physical Aggression

All school members must:

- not inflict or encourage others to inflict bodily harm on another person;
- seek staff assistance, if necessary, to resolve conflict peacefully.

STUDENT CODE OF CONDUCT

	Expected Behaviour (Students shall)	Rationale	Possible Consequences for Non-Compliance
1) Respect for Oneself	Refrain from academic dishonesty such as cheating, copying and plagiarism.	Promotes personal excellence and encourages students to make the best effort in all courses.	Mark of NR (no report). Parental contact. Detention or temporary withdrawal of privileges.
	Not use any electronic devices (iPods, MP3 players, cell phones) when prohibited by a teacher.	Prevents classroom/hallway disruptions.	Parental contact. Detention or temporary withdrawal of privileges. Confiscation of electronic device.
	Refrain from smoking anywhere and at any time on school grounds and parking lots, and in vehicles parked on those lots	Complies with Provincial Law.	Students will be reported to the Tobacco Enforcement Officer. Students may be fined.
	Refrain from using, possessing, trafficking and providing drugs and alcohol.	Complies with Federal, Provincial and Municipal Laws. Prepares students for responsible citizenship.	Parental contact. Police involvement. Immediate suspension. Possible expulsion hearing. Referral to appropriate support services.
2) Respect for Others	Show courtesy and respect to those in position of authority and to other students. Take appropriate measures to help those in need.	Promotes friendship and respect for others.	Referral to school administration. Parental contact. Detention(s) or temporary withdrawal of privileges.
	Contribute positively to the learning environment of others in class, in the building, on the grounds at school sponsored activities and on the buses. Not disturb the learning of others.	Promotes the success of all members of the learning environment by eliminating disruptive behaviour.	Student/teacher conferences. Parental contact. Loss of privileges/bus transportation. Detention(s) or temporary withdrawal of privileges.
	Abide by the policies outlined in legislation (Bill 212) which Policy which prohibits physical, verbal, sexual abuse and assault. Refrain from engaging in bullying, threats, harassment, intimidation or discrimination towards an individual or groups. Report all incidents to school administration.	Increases self-esteem and fairness. Prepares students to become outstanding citizens. Shows respect for fellow students.	Referral to school administration. Parental contact. Detention(s) or temporary withdrawal of privileges. Suspension. Referral to appropriate community authorities/agencies.
	Not possess, threaten to use, traffic or use weapons of any sort, including knives.	Ensures a safe and secure learning environment.	Parental contact. Police involvement. Immediate suspension. Expulsion hearing.
	Not use profane or obscene language with staff members, other students or any person in authority inside and outside the school and on the school bus.	Shows disrespect for others. Reflects poorly on the user. Defies authority.	Referral to school administration. Warning and possible detention or temporary withdrawal of privileges. Parents will be informed. Suspension.

	Expected Behaviour (Students shall)	Rationale	Possible Consequences for Non-Compliance
3) Respect for Property	Respect all school property, textbooks, equipment, library resources and lockers. Use only the assigned locker and lock. (Not share lockers and lock combinations.) Return all school property at the end of the semester.	Maintains a clean, welcoming and productive environment. Promotes and encourages pride. Wise use of school resources.	Responsible for the cost of repairs, replacement and/or be expected to perform useful duties within the school. Temporary withdrawal of privileges. Suspension. Police action.
	Not commit theft or robbery.	Encourages law-abiding citizenship.	Police involvement. Immediate suspension.
	Not commit acts of vandalism causing damage to school property or property located on school premises.	Complies with Federal, Provincial and Municipal laws. Makes for accountable and responsible citizens.	Temporary withdrawal of privileges. Police called. Immediate suspension. Subject to conditions to return to school. Restitution or payment.
	Respect for the property of others.	Encourages trust, and a sense of community.	Referral to School Administration. Parental contact. Detentions. Temporary withdrawal of privileges. Possible suspension. Restitution.
	Be considerate of school property, including the school grounds, buildings and buses.	Encourages school pride. Supports custodial staff in the pride they take in maintaining school grounds. Maintains a clean and welcoming environment for students and visitors.	Loss of privileges. Reparation in the form of service within the school such as clean-up duty. Detention(s) or suspension. Restitution or payment. Police involvement.

	Expected Behaviour Students shall	Rationale	Possible Consequences for Non-Compliance
4) Punctuality	Arrive on time for all classes.	Prevents disturbances of and inconvenience to fellow students and staff members. Demonstrates a skill required in the workplace.	Parental contact. Detentions. Temporary withdrawal of privileges. Suspension.
	Bring all necessary learning tools to class.	Develop essential work habits and a sense of responsibility.	Parental contact. Detention. Temporary withdrawal of privileges. Suspension.
	Hand in all assignments and projects on due dates.	Establishes respect for deadlines. Develops good time management skills.	Teacher intervention. A mark of NR (no report). Possible removal from course.

	Expected Behaviour Students shall:	Rationale	Possible consequences for Non-Compliance
5) Attendance	Report to all classes in compliance with Ministry guidelines and the Attendance Policy. A class may not be missed except for illness, family problems, or legitimate appointments. Prior to leaving the school, students must report to the office to sign out. For students under 18 years of age, a parental note must be presented.	Meets with Ministry guidelines. Is vital to the learning process; students who habitually miss classes will suffer in the learning and evaluation process because participation and achievement cannot be fully assessed.	Possibility of not obtaining a credit. Referral to Special Services Counsellor. Attendance contract. Removal from course.
	Justify all absences with a note before the morning bell. One days grace may be granted, after which a detention will be assigned Not leave school without permission from school administration.	Fosters dependability, a valuable life skill sought by employers. Ensures proper learning and understanding of a subject.	Detention. Temporary withdrawal of privileges. Attendance Contract. Possible suspension.
	Report for assigned detentions. Be present to assigned area for temporary withdrawal of privileges. Comply with all the rules pertaining to detentions and temporary withdrawal of privileges.	Shows respect for authority.	Parental contact. Possible suspension.
	Report to the Library or Cafeteria if they have a spare. Must submit a note from parent/guardian if under 18 years of age if leaving school premises. Students who are 18 years or older must sign out at the office.	Affords the opportunity for using time constructively.	Will be considered truant if seen off school property without approval.

	Expected Behaviour Students shall:	Rationale	Possible Consequences for Non-Compliance.
6) Dress Code	Follow the rules of good taste in selecting the clothes to wear. Provocative dress, exposed midriffs, low cut tops, and short shorts will not be tolerated. Undergarments should not be visible. Clothing must be in good repair. Inappropriate logos, saying and pictures on clothing will not be allowed in school. Leave coats and school bags in lockers. Refrain from wearing head covering except for religious reasons.	Proper dress is a must in the workplace. Improper dress creates a bad impression.	Students will be asked to change. Students will be provided with appropriate clothing. Students will be sent home.

BULLYING PREVENTION AND INTERVENTION PROGRAM

Definition:

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Types of Bullying:

Physical: Hitting, shoving, stealing, or damaging property.

Verbal: Name-calling, mocking, making sexist, racist, or homophobic comments.

Social: Excluding others from a group or spreading gossip or rumours about them.

Electronic: Also known as cyber-bullying – spreading rumours and hurtful comments through the use of e-mail, cell phones and text messaging.

Prevention Strategies:

To maintain a positive school climate, the following prevention strategies are in place at GDHS:

- promotion of our school and its programs in the local community
- reinforce positive behaviour and effort
- teach responsibility instead of enforcing obedience
- treat students with respect and dignity
- recognition of individual student strengths and learning styles
- celebration of students' successes
- recognize and meet students' basic needs
- provide substitute outlets for feelings in the classroom
- model, teach, and schedule stress-reduction activities
- use humour to defuse situations and provide stimulation
- show concern and care for each student individually; teachers share their concerns
- empower students as decision-makers
- student involvement on committees
- clear expectations for student behaviour
- anti-bullying posters displayed throughout the building (referred to as needed)
- staff training in positive classroom discipline
- morning announcements with key messages reinforcing positive behaviour
- on-going communication with families (letters and notes home, agenda use, telephone calls)
- on-going recognition of positive behaviour
- character education program in our classrooms
- use of volunteers and co-op students
- a team approach; all staff will assume responsibility for all students of all grades
- guest speakers and presentations

Intervention Strategies:

Each bullying incident must be examined on an individual basis. There may be some first offence incidents that, upon investigation, warrant severe consequences. The consequences will ultimately be determined by the severity of the bullying. The administration and staff are guided by the regulations set out by the Education Act, 2007 (Progressive Discipline and School Safety). A progressive discipline approach has been the practice at GDHS. Typically, the following strategies have been used:

- teacher or educational assistant speaks to student about behaviour
- in-class time out or detention(s)
- contact with family through the agenda, a note home or a telephone call
- referral to principal
- temporary withdrawal of privileges
- further contact with parent
- consultation with school board support staff
- behavioural contracts
- meeting with parents
- individual counselling
- out of school suspension
- long-term suspension program
- expulsion program