

Avon Maitland
District School Board
Secondary Schools

Mitchell District High School



Program & Course
Course Calendar
2017-2018

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MDSH Course Calendar 2016

By Emma Bannerman - Principal

We are so proud of the staff and students at Mitchell District High School. They create such a positive climate where everyone is welcome and cherished for the unique qualities they bring to our school community. Our talented and highly qualified staff is committed to the well-being and academic achievement of every student. You will be challenged and well supported as you develop the knowledge and skills necessary for success in the 21st century.

The Avon Maitland District School Board Is committed to ensuring students have the opportunity to graduate secondary school in four years and to ensuring a variety of course offerings for our students. In order to achieve both goals efficiently you will need to be registered full time in a minimum of three courses in each semester. As you review the courses offered in this year's calendar, remember to plan ahead. Some of our courses are offered in alternating years so make a 2-3 year plan to ensure you can take all of your courses of interest. In addition, consider your course choices carefully as your requests will have a direct impact on which courses we run and the number of qualified staff available to meet your needs. Assuming you can just change your mind later may lead to disappointment if the course is no longer offered due to low enrolment. Research careers of interest, meet with our Student Services counsellor, and review your course selections carefully, ensuring they meet the requirements for graduation and for your post-secondary plans.

Good luck in the coming year and remember that we are here to support you in any way we can.

MDHS Vision Statement

Community and school must continue to maintain a close relationship in order to provide opportunities for all students to realize their diverse potential and to become productive citizens both locally and globally.

MDHS Mission Statement

Our purpose is to develop in our students those academic skills necessary for them to become enthusiastic, independent, life-long learners and to encourage them to achieve their fullest potential as responsible, productive members of society. By providing a positive learning environment, we are committed to instill in our students such values as self-worth, co-operation, and respect for others so that they will be able to cope successfully with the challenges of the future.

MDHS Student Code of Behaviour

Mitchell District High School has rules or guidelines for appropriate behaviour. These guidelines, which were established by staff, students, parents and our Safe School Committee, reflect the school's philosophy of openness and mutual respect. They are intended to ensure the well-being and security of everyone at Mitchell District High School while in school, on out-of-school activities and while traveling on a school bus.

Be Punctual and Regular in Attendance

Punctuality is a good habit that will be expected of you on the job and in your personal relationships. You are expected to be on time for every class. You are expected to attend school regularly and to attend all your classes in order to be successful.

Be Prepared, Attentive and Hard-working

You are expected to be prepared for each class, to pay close attention to all classroom activities, and to work to the best of your ability, for the duration of each period. The better prepared, more attentive and harder-working you are, the greater the contribution you will make to the learning of all involved, most importantly, your own. No coats, backpacks or carry bags are to be brought into a classroom; they are to be left in your locker.

Be Respectful of and Cooperative with Others

You are expected to be courteous, co-operative and accepting in your dealings with others. It is understood that you will not harass others either verbally, physically or emotionally. Courteous, co-operative and accepting behaviour creates a positive environment both in school and in the workplace. Inappropriate behaviour used to intimidate others who are perceived to be different or have individual opinions will not be tolerated. Maturity in dealing with relationships is expected in school as well as in the workplace.

Be Respectful of Other People's Property

You are expected to treat the school grounds, the school property, and the personal property of others with respect. This concern for respect extends to our neighbours. Textbooks, library books, lockers, and other school property are on loan to students for use during the school year and must be maintained in good order.

Support Services, Resources and Special Programs

Guidance and Career Education Program

The Guidance and Career Education Program at MDHS provides the skills, knowledge, and attitudes necessary for students to know and appreciate themselves, to relate effectively to others, to develop individual interviews and classroom instruction. Student Services is your liaison with community resources, post-secondary educational institutions, the world of work and with the home.

Special Education

All exceptional students are monitored regularly. Throughout the school year, the student's teachers may be asked to make a written report on the student's progress to date. This allows a direct contact with the Resource Teacher, who provides one-on-one support for the student including help with homework, organization, etc. and provides the student opportunities to develop learning strategies. Exceptional students may also choose to

include GLE10 in their course selections. This course provides opportunities to refine learning skills.

Resource Centre/Cross-Curricular Computer Lab

The Resource Centre at MDHS provides students with traditional library services: access to books, e-books on a Kindle e-reader, encyclopedias, magazines and newspapers and the librarian and the TRA provide information literacy and teach research skills. In addition, the Resource Centre has a computer lab that may be accessed by students during class time and the lunch hour. There are two additional cross-curricular computer labs available for class and student use. The Resource Centre houses video cameras, Apple computers, portable laptop labs, and iPads which are available for video production, editing and other uses.

English as a Second Language

The Avon Maitland District School Board recognizes that secondary ESL students face unique challenges as they pursue their secondary diploma and make the transition to full fluency in English. Students in the early stages of English acquisition may monitor courses or work for partial credits if they are not able to meet the curriculum expectations for a course. Adapted programming helps students achieve credits in courses even if their communication skills are not sufficiently developed to demonstrate their learning. ESL students may also be provided with tutoring to enable them to expand their language skills more rapidly. While students may need more than 4 years to complete their diploma, Avon Maitland District School Board students who take ESL are given the assistance they need to fulfill their long term goals. The Avon Maitland District School Board recognizes that secondary ESL students face unique challenges as they pursue their secondary diploma and make the transition to full fluency in English. Students in the early stages of English acquisition may monitor courses or work for partial credits if they are not able to meet the curriculum expectations for a course. Adapted programming helps students achieve credits in courses even if their communication skills are not sufficiently developed to demonstrate their learning. ESL students may also be provided with tutoring to enable them to expand their language skills more rapidly. While students may need more than 4 years to complete their diploma, Avon Maitland District School Board students who take ESL are given the assistance they need to fulfill their long term goals.

Advanced Placement Program

Advanced Placement courses offer enrichment to senior high school students as a way of connecting them to greater success and wider opportunities when they enter university. At certain universities, a student who has successfully complete AP in a subject area may be permitted to bypass the first year university course in that subject and directly enter a second year courses, or in some cases, students may be granted a first year credit in the subject. Research has indicated that AP students are more likely to succeed in their first year of university and beyond because of increased independence and self-motivation.

Course Selection

All students have the opportunity to select their courses of study within certain guidelines. With this comes the responsibility to choose wisely, having regard for present interests and abilities and future vocational or educational plans. This responsibility rests on the student and his / her parents after consultation with teachers and guidance personnel. Some courses require previously gained knowledge and skills. The student must complete courses identified as being a prerequisite course successfully before he/she can attempt any course demanding that prerequisite. It is the policy of MDHS that students who have accumulated fewer than 16 credits must enroll in a full eight-credit timetable. Exceptions to this rule may be considered on an individual basis. In all cases, students must be enrolled in a minimum of three courses each semester.

Course Changes

Students wanting to make a course change to their existing timetables should discuss the situation with a Student Services' Counsellor. A course change form will be given to the student. The form begins a process that will involve parents, teachers and the principal. Students must continue to attend the courses in their timetable until written permission is granted by the principal.

Courses in this calendar will be offered where there is sufficient enrolment. All courses are worth one credit unless otherwise noted.

Courses Offered in Alternating Years

2017-2018

- ⦿ **CGR4M** - The Environment and Resource Management
- ⦿ **CHW3M** - World History to the 16th Century

2018-2019

- ⦿ **CGG3O** - Travel and Tourism
- ⦿ **EWC4U** - The Writer's Craft
- ⦿ **SVN3E** - Environmental Science

2019-2020

- ⦿ **CGR4M** - The Environment and Resource Management
- ⦿ **CHW3M** - World History to the 16th Century

2020-2021

- ⦿ **CGG3O** - Travel and Tourism
- ⦿ **EWC4U** - The Writer's Craft
- ⦿ **SVN3E** - Environmental Science

Experiential Learning

Schools are offering more opportunities to customize your high school experience and build on your strengths and interests through a variety of new and enhanced learning options including Experiential Learning. Experiential Learning programs such as Co-op, Dual Credits, Ontario Youth Apprenticeship Program (OYAP) and Specialist High Skills Major (SHSM) enhance your academic background and provide you with opportunities to gain valuable experiences in our community.

No matter what your post-secondary pathway may be, experiential learning can assist you in making career decisions and help you develop the knowledge, skills and habits required in the workplace. All forms of experiential learning are a valuable complement to your post-secondary preparation and future employment.

Dual Credit Offerings at Conestoga, Fanshawe and Lambton Colleges

What is a Dual Credit Program

Dual credit programs allow senior high school students the opportunity to earn high school and college credits at the same time. Students typically attend Conestoga, Fanshawe or Lambton College's campuses once a week for a fifteen week period. This unique arrangement allows you, the student, the chance to experience life and learning in a college environment and allows you to fast track towards your post-secondary goals.

Examples of dual credit offerings include:

- Digital Photography
- Basic Plumbing
- Basic Electrical
- Intro to Early Childhood Education
- Baking & Pastry Arts
- Basic Welding Process and Fabricating
- Health and Wellness Fundamentals
- Recreation and Leisure

Program availability is subject to change. A maximum of 4 college-delivered dual credits can be counted as optional credits towards the Ontario Secondary School Diploma (OSSD). Dual Credits cannot be used as substitutions for compulsory credit requirements.

What does it cost?

You pay nothing. All books, transportation and tuition are paid for through grants from the School College Work Initiative (SCWI). SCWI is a collaborative partnership between the Ministry of Education and the Ministry of Training, Colleges and Universities.

What makes a student eligible?

Dual credit programs are intended to assist secondary school students in the completion of their OSSD and provide a successful transition to college and apprenticeship programs. As well, students in Specialist High Skills Major (SHSM) programs and the Ontario Youth Apprenticeship Programs (OYAP) are eligible to enroll. Enrolment in half or full day Co-op allows greater flexibility to participate.

How do I apply?

You **MUST** be referred to the program through your School Student Success Team. Avon Maitland College partners will not accept applications directly.

To find out what dual credit offerings are available and to take advantage of this great opportunity, contact your Guidance Counselor, Student Success teacher or Co-op teacher for an up-to-date listing of course offerings and to obtain an application form. More information can be found at successforlife.ca!

Ontario Youth Apprenticeship Program

- ⦿ Are you a hands on learner?
- ⦿ Do you like to solve problems?
- ⦿ Are you good at fixing things?
- ⦿ Do you find it difficult to sit in a classroom all day?

If you answered yes to any of the above, the apprenticeship pathway may be for you!

Get started on your apprenticeship while in high school. The Ontario Youth Apprenticeship Program (OYAP) allows you to be considered an OYAP Participant and earn cooperative education credits for work experience in an apprenticeable trade. You may or may not be formally registered as an apprentice while attending secondary school. To participate in OYAP you must: be at least 16 years of age, have completed a minimum of 16 credits, be a full-time student working towards completion of your diploma and complete OYAP participant form.

A student who participates in OYAP must have a Personalized Placement Learning Plan (PPLP) that is based on the on-the-job training requirements outlined in the government approved training standard for that trade. Training Standard competency booklets can be found at your local Ministry of Training, College and Universities (MTCU) office.

Fast track through an apprenticeship now and take advantage of Dual Credit and Specialist High Skills Major opportunities. See your Guidance Counsellor or Co-op teacher to apply. For more information, visit successforlife.ca and oyap.com.

Specialist High Skills Majors

The SHSM is a specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School

Diploma (OSSD) and assist in their transition from secondary school to apprenticeship training, college, university, or the workplace. SHSM allow students to focus on a career path that matches their skills and interests. Visit www.successforlife.ca to view the SHSM sectors available at this school.

Every SHSM must include the following five components:

- ⦿ A bundle of 8-10 Grade 11 and 12 courses in the selected field that includes 2 cooperative education credits
- ⦿ Sector-recognized certifications and/or training courses
- ⦿ Experiential learning activities within the sector
- ⦿ Reach Ahead experiences connected with the student's chosen post-secondary pathway
- ⦿ Development of key Essential Skills and Work Habits required for the sector; and the use of the Ontario Skills Passport (OSP) for purposes of documentation

Benefits to students enrolled in a SHSM program:

- ⦿ Customize their secondary school education to suit their interests and talents.
- ⦿ Develop specialized knowledge and skills.
- ⦿ Earn credits that post-secondary educational institutions and the sector recognize.
- ⦿ Gain sector-recognized certification and career-relevant training.
- ⦿ Develop essential skills and work habits documented through the Ontario Skills Passport.
- ⦿ Identify, explore and refine career goals and make informed decisions about their future.
- ⦿ Remain flexible, with the option to shift between pathways, should their goals and plans change.

For more information, visit www.successforlife.ca

Agriculture

Specialist High Skills Major Pathways

It is clear that agriculture plays a major role in the lives of many families connected to Mitchell District High School. As a result, students will now be given the opportunity to enroll in this specialist high skills program and learn about many different areas of agriculture while completing their regular studies.

The SHSM is a specialized, ministry-approved program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

SHSMs assist students in their transition from secondary school to apprenticeship training, college, university, or the workplace.

These program enable students to gain sector-specific skills and knowledge in engaging, career-related learning environments, and prepare in a focused way for graduation and post secondary education, training, or employment.

Students who are enrolled in the program will complete sector-recognized certifications and or training courses as well as be part of career exploration activities such as field trips and hearing from expert guest speakers.

Agriculture Sector-Recognized Certifications

Three Compulsory		
Standard First-Aid	Cardio-Pulmonary Resuscitation (CPR) Level A	Generic WHMIS

Three electives from the list below			
Basic electrics	Basic hydraulics	Chain saw safety	Equipment operation safety
Fall protection	Grain grading	Hazardous atmosphere and confined spaces	Large animal handling
Level 1 fundamentals of the combine	Level 2 theory of combine settings and adjustments	Lift truck training	Livestock medicine
Lockout procedures	Nutrient management	Personal protective equipment in agriculture	Pesticide handling and safety
Safe lifting	Small engines maintenance	Tractors and other self-propelled equipment	

	Apprenticeship		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
SHSM Major Credits (2 in each grade)	BMI3C TTJ3O TDJ3O TMJ3E	TDJ4O CGR4M BDV4C TTJ4E TMJ4E	TDJ3M TTJ3C BMI3C	TTJ4C TDJ4M CGR4M BAT4M	SPH3U TDJ3M SCH3U SBI3U	SCH4U BAT4M CGR4M SPH4U SBI4U	TMJ3E TDJ3O TTJ3O TCJ3E	TMJ4E TDJ4O TTJ4E TCJ4E
English	ENG3C		ENG3C		ENG3U			ENG4E
Math	MBF3C			MAP4C		MDM4U	MEL3E	
1 Credit in Science or Business	BDI3C SBI3C SCH4C		BDI3C SBI3C SCH4C		SBI3U SCH3U SCH4U		BDI3C SVN3E SNC4E	
Co-op	At least 2 credits tied to the agriculture sector							

Hospitality & Tourism

Specialist High Skills Major Pathways

The Hospitality and Tourism Specialist High Skills Major at Mitchell District High School builds on the success of the culinary program. Students operate the “Twisted Carrot” café where they plan, prepare, market and serve a wide variety of meals. Through connections with local farmers and our own garden, the students gain seed-to-table understanding and learn about the importance of farmers in the food chain and environmental issues. Students also work on catering events that allow them to develop their serving and food preparation skills. Students will complete sector-recognized certifications and or training courses as well as be part of career exploration activities such as field trips and hearing from expert guest speakers.

Hospitality and Tourism Recognized Certifications and Training

- ⦿ Standard First Aid
- ⦿ Cardio-Pulmonary Resuscitation (CPR) Level A
- ⦿ Smart Serve
- ⦿ Customer Service
- ⦿ General WHMIS
- ⦿ Safe Food Handling

	Apprenticeship		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
SHSM Major Credits (2 in each grade)	TFJ3E TFJ3C SVN3E	TFJ4E TFJ4C SCH4C	TFJ3C SBI3C	TFJ4C CGR4M HSB4M SCH4C	TFJ3C SBI3U SCH3U	CGR4M HSB4M SBI4U SCH4U	TFJ3E CGG3O SVN3E	TFJ4E PPL4O
English	ENG3E ENG3C		ENG3C		ENG3U			ENG4E
Math		MEL4E		MAP4C		MCV4U MDM4U	MEL3E	
1 Credit in Science or Business	BDI3C SBI3C SVN3E		BAF3M BDI3C BDV4C SBI3C SCH4C		BAF3M BAT4M BOH4M SCH3U SCH4U		BTA3O SVN3E	
Co-op	At least 2 credits tied to the hospitality and tourism sector							

Avon Maitland District E-Learning Centre (AMDEC)

AMDEC is a fully online secondary school within the Avon Maitland DSB, which offers courses from grade 9 to grade 12 in most subject areas. Our courses are taught by experienced AMDSB teachers who are committed to student success through a quality eLearning experience. Your success as a student is also supported by our principal, vice principal, program coordinator, guidance counsellor, technical help department, office

staff and the home school. Our goal at AMDEC is to provide you with the best possible eLearning experience. We believe that our program provides an excellent educational opportunity for all of our students.

AMDEC delivers a non-semestered, modified continuous intake program. With the permission of your home school, you may start AMDEC courses any time between September and mid-February, but all students must finish their courses by early June. You have flexible deadlines for your assignments; however, you are responsible for establishing an assignment completion schedule that meets both AMDEC's due dates and your own needs (for example, completing the course by the end of first semester or meeting post-secondary mark submission deadlines). You are encouraged to complete courses prior to the final due date. Module completion requirements and a list of important due dates are posted in the Student Handbook and are also available on our website: www.amdec.ca.

Students wishing to take an AMDEC course must register through the guidance department of their home school. You may consider eLearning courses for a number of reasons: to take a course that is not offered at your home school; to solve a timetable conflict; and to experience eLearning before starting post-secondary education. To succeed in eLearning, you need to have: self-motivation, organization, self-direction, time management, computer proficiency, and honesty.

AMDEC's course offerings are determined in the spring of each school year. A list of courses that are currently offered can be found under the Courses tab on our website: www.amdec.ca.

The Arts

ADA10, Dramatic Arts, Grade 9, Open

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

AMU10, Instrumental Music, Grade 9, Open

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

AVI10, Visual Arts, Grade 9, Open

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

ADA20, Dramatic Arts, Grade 10, Open

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.

AMU20, Instrumental Music, Grade 10, Open

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

AVI20, Visual Arts, Grade 10, Open

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

ADA30, Dramatic Arts, Grade 11, Open

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

original works, and critically analyze the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works.

**AMU3M,
Instrumental Music,
Grade 11, University/College Preparation**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercise and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. **Prerequisite: Instrumental Music, Grade 9 or 10, Open**

**AVI3O,
Visual Arts,
Grade 11, Open**

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

**ADA4M,
Dramatic Arts,
Grade 12, University/College Preparation**

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: Dramatic Arts, Grade 11 University/ College or Open.**

**AMU4M,
Instrumental Music,
Grade 12, University/College Preparation**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. **Prerequisite: Instrumental Music, Grade 11 University/College or Open**

**AVI4M,
Visual Arts,
Grade 12, University/College Preparation**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite: Visual Art, Grade 11, University/College Preparation or Visual Arts, Grade 11, Open**

Business Studies

BDI3C, Entrepreneurship: The Venture, Grade 11, College Preparation

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

Canadian & World Studies

CGC1D, Issues in Canadian Geography, Grade 9, Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

CGC1P, Issues in Canadian Geography, Grade 9, Applied

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the

geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

CHC2D, Canadian History Since World War I, Grade 10, Academic

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

CHC2L, Canadian History, Grade 10, Locally Developed

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. 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, and mathematical literacy skills to identify and communicate ideas in a variety of forms.

CHC2P, Canadian History Since World War I, Grade 10, Applied

This course focuses on the social context of

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

CHV20, (0.5 Credit)

Civics,

Grade 10, Open

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.

CGG30,

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

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

**Prerequisite: Issues in Canadian Geography,
Grade 9, Academic or Applied. Offered in
alternate years; to be offered in 2018-2019**

CHW3M,

**World History to the End of the
Fifteenth Century,**

Grade 11, University Preparation

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

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied. Offered in alternate years; to be offered in 2017-2018

CGR4M,

**The Environment and Resource Management,
Grade 12, University/College Preparation**

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

**Prerequisite: Any university, university/college,
or college preparation course in Canadian and
world studies, English, or social sciences and
humanities. Offered in alternate years; to be
offered in 2017-2018**

CLN4U,

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

This course explores a range of contemporary

legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. **Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.**

CHY4U,
World History Since the Fifteenth Century,
Grade 12, University Preparation

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world. **Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and the Humanities**

CHY4UAP,
World History: The West and the World,
Grade 12, University Preparation, Advanced Placement

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

course also investigates the major trends in European history from 1450 to present.

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

English

ENG1D,
English,
Grade 9, Academic

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

ENG1L,
English,
Grade 9, Locally Developed

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace and in the Grade 10 LDCC Course. The course is organized into 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 on 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.

**ENG1P,
English,
Grade 9, Applied**

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.

**ELS2O,
Literacy Skills: Reading and Writing,
Grade 10, Open**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course.

**ENG2D,
English,
Grade 10, Academic**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze 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

**ENG2L,
English,
Grade 10, Locally Developed**

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English, Grade 11, Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on 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. Students reflect regularly upon their growth in these areas. **Prerequisite: a Grade 9 English credit**

**ENG2P,
English,
Grade 10, Applied**

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**

**ENG3C,
English,
Grade 11, College Preparation**

This course emphasizes the development

of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. **Prerequisite: English, Grade 10, Applied**

**ENG3E,
English,
Grade 11, Workplace Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. **Prerequisite: English, Grade 10, Applied, or English, Grade 10, Locally Developed**

**ENG3U,
English,
Grade 11, University Preparation**

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

the compulsory Grade 12 university or college preparation course. **Prerequisite: English, Grade 10, Academic**

**ENG4C,
English,
Grade 12, College Preparation**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. **Prerequisite: English, Grade 11, College Preparation**

**ENG4E,
English,
Grade 12, Workplace Preparation**

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 analyze informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. **Prerequisite: English, Grade 11, Workplace Preparation**

**ENG4U,
English,
Grade 12, University Preparation**

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 analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts;

and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. **Prerequisite: English, Grade 11, University Preparation**

**ENG4UAP,
English,
Grade 12, University Preparation, Advanced Placement**

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 analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The material in the units on Short Fiction and Poetry is specifically designed for Advanced Placement courses. The course is intended to prepare students for university, college, or the workplace. **Prerequisite: English, Grade 11, University Preparation**

**EWC4U,
The Writer's Craft,
Grade 12, University Preparation**

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: English, Grade 11, University Preparation. This course is offered in alternate years: to be offered in 2017-2018.

**EMS30,
Media Studies,
Grade 11, Open**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing. **Prerequisite: English, Grade 10, Academic or Applied**

**OLC40,
Ontario Secondary School Literacy Course,
Grade 12, Open**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.

French

FSF1D, Core French, Grade 9, Academic

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French speaking communities, and will develop the skills necessary to become life-long language learners. **Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent**

FSF1P, Core French, Grade 9, Applied

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners. **Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent**

FSF2D, Core French, Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence.

Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners. **Prerequisite: Core French, Grade 9, Academic or Applied**

FSF2P, Core French, Grade 10, Applied

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. **Prerequisite: Core French, Grade 9, Academic or Applied**

FSF3U, Core French, Grade 11, University Preparation

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. **Prerequisite: Core French, Grade 10, Academic**

FSF4U, Core French, Grade 12, University Preparation

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a

wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, Academic

Guidance & Career Education

GLC20, (0.5 Credit)

**Career Studies,
Grade 10, Open**

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.

Health & Physical Education

**PAL10,
Healthy Active Living Education,
Large Group Activities,
Grade 9, Open**

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

**PAF20,
Healthy Active Living Education,
Personal and Fitness Activities,
Grade 10, Open**

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

**PAL20,
Healthy Active Living Education,
Large Group Activities,
Grade 10, Open**

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

**PAF30,
Healthy Active Living Education,
Personal and Fitness Activities,
Grade 11, Open**

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

**PPL3O,
Healthy Active Living Education,
Grade 11, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Emphasis will be placed on participation in activities which maximize opportunities for fitness improvement and maintenance such as aerobics, pilates, yoga, power walking and weight training.

**PLF4M,
Recreation and Healthy
Active Living Leadership,
Grade 12, University/College Preparation**

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

Prerequisite: Any health and physical education course. Students may receive credit for PSK4U, PPL4O and PLF4M.

**PPL4O,
Healthy Active Living Education,
Grade 12, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**PSK4U,
Introductory Kinesiology,
Grade 12, University Preparation**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. **Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education. Students may receive credit for PSK4U, PPL4O and PLF4M.**

Interdisciplinary Studies

**IDC30,
Interdisciplinary Studies,
Grade 11, Open**

This course will help students combine the

skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

**IDC4O,
Interdisciplinary Studies,
Grade 12, Open**

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

**IDC4U,
Interdisciplinary Studies,
Grade 12, University Preparation**

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and

mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisites: any university or university/college preparation course

Mathematics

**MPM1D,
Principles of Mathematics,
Grade 9, Academic**

This course enables students to develop an 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 linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**MAT1L,
Mathematics,
Grade 9, Locally Developed**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace and in the Grade 10 LDCC course. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills

in reading, writing, and oral language through relevant and practical math activities.

MFM1P,
Foundations of Mathematics,
Grade 9, Applied

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

MPM2D,
Principles of Mathematics,
Grade 10, Academic

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 relations 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 and communicate their thinking as they solve multi-step problems. **Prerequisite: Grade 9 Mathematics: Academic**

MAT2L,
Mathematics,
Grade 10, Locally Developed

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 Grade 11 Mathematics Workplace Preparation courses. The course is organized in three major 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**

MFM2P,
Foundations of Mathematics,
Grade 10, Applied

This course enables students to consolidate their understanding of linear relations 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 relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite: Grade 9 Mathematics: Applied or Academic**

MBF3C,
Foundations for College Mathematics,
Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skill as they solve problems and communicate their thinking. **Prerequisite: Foundations of Mathematics, Grade 10, Applied**

**MCF3M,
Functions and Applications,
Grade 11, University/College Preparation**

This course introduces basic features of the function by extending students' experiences with the quadratic relations. It focuses on quadratic, trigonometric and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite: Foundations of Mathematics, Grade 10 Academic or Applied**

**MCR3U,
Functions,
Grade 11, University Preparation**

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: Principles of Mathematics, Grade 10, Academic**

**MEL3E,
Mathematics for Work and Everyday Life,
Grade 11, Workplace Preparation**

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

mathematical skills as they solve problems and communicate their thinking. **Prerequisite: Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics Grade 9 Applied or Mathematics, Grade 10, Locally Developed**

**MAP4C,
Foundations for College Mathematics,
Grade 12, College Preparation**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. **Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation**

**MCT4C,
Mathematics for College Technology,
Grade 12, College Preparation**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs. **Prerequisite: Functions and Applications, Grade 11, University/College Preparation**

**MCV4U,
Calculus and Vectors,
Grade 12, University Preparation**

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. **Note: Advanced Functions must/ should be taken concurrently with or can precede Calculus and Vectors (MCV4U is a co-requisite with MHF4U).**

**MDM4U,
Mathematics of Data Management,
Grade 12, University Preparation**

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

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

**MEL4E,
Mathematics for Work and Everyday Life,
Grade 12, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and

create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace**

**MHF4U,
Advanced Functions,
Grade 12, University Preparation**

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

**NBE3C,
English: Contemporary Aboriginal Voices,
Grade 11, College Preparation**

This course focuses on themes, forms, and styles of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will study changes in use of text forms by Aboriginal authors over time when expressing themes of identity, relationships, and sovereignty in the 21st century. Students will create oral, written, and media texts to explore their own ideas and understanding focusing on the development of literacy, communication, critical and creative thinking skills necessary for success in practical and academic life. The course is intended to prepare students for the compulsory Grade 12 English college

preparation course. **Prerequisite: English, Grade 10, Academic or Applied**

NBE3U,
English: Contemporary Aboriginal Voices,
Grade 12, University Preparation

This course focuses on themes, forms, and stylistic elements of a range of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will analyze changes in use of text forms by Aboriginal authors over time periods and within cultures when expressing themes of identity, relationships, and sovereignty in the 21st century. Students will create oral, written, and media texts to explore their own ideas and understanding focusing on the development of literacy, communication, critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university preparation course. **Prerequisite: English, Grade 10, Academic**

NDW4M,
Issues of Indigenous Peoples in a Global Context,
Grade 12, University/College Preparation

This course examines historical and contemporary issues of concern to Indigenous peoples from a global perspective. Students will explore the richness, depth, and diversity of Indigenous cultures, traditions and knowledge. They will consider how diverse Indigenous communities persevere despite recent global environmental and economic trends. Topics such as identity, social justice, human rights and abuses, spirituality, resistance and protest for change will be investigated. **Prerequisite: Any Grade 11 First Nations, Métis and Inuit Studies or any Grade 11 University, University/College, or College Preparation course in Canadian and world studies or any Grade 11 University, University/ College, or College Preparation course in Social Science and the Humanities**

Science

SNC1D,
Science,
Grade 9, Academic

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.

SNC1L,
Science,
Grade 9, Locally Developed

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 Grade 11 Science 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.

SNC1P,
Science,
Grade 9, Applied

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.

**SNC2D,
Science,
Grade 10, Academic**

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: Science, Grade 9, Academic or Applied**

**SNC2L,
Science,
Grade 10, Locally Developed**

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

**SNC2P,
Science,
Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. **Prerequisite: Science, Grade 9, Academic or Applied**

**SBI3C,
Biology,
Grade 11, College Preparation**

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. **Prerequisite: Science, Grade 10, Academic or Applied**

**SBI3U,
Biology,
Grade 11, University Preparation**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. **Prerequisite: Science, Grade 10, Academic**

**SCH3U,
Chemistry,
Grade 11, University Preparation**

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

Prerequisite: Science, Grade 10, Academic

**SPH3U,
Physics,
Grade 11, University Preparation**

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

Prerequisite: Science, Grade 10, Academic

**SVN3E,
Environmental Science,
Grade 11, Workplace Preparation**

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

science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

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

**SBI4U,
Biology,
Grade 12, University Preparation**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics.

Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite: Biology, Grade 11, University Preparation**

**SBI4UAP,
Biology,
Grade 12, University Preparation,
Advanced Placement**

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. In preparation for the AP biology exam, students will be given supplemental readings from Biology (7th Edition-Campbell & Reece) and opportunities to work from the AP Biology lab manual. It is recommended that SCH3U be completed before enrolling in this course. **Prerequisite: Biology, Grade 11, University Preparation**

**SCH4C,
Chemistry,
Grade 12, College Preparation**

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: Science, Grade 10, Academic or Applied**

**SCH4U,
Chemistry,
Grade 12, University Preparation**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **Prerequisite: Chemistry, Grade 11, University Preparation**

**SPH4C,
Physics,
Grade 12, College Preparation**

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

and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite: Science, Grade 10, Academic or Applied**

**SPH4U,
Physics,
Grade 12, University Preparation**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite: Physics, Grade 11, University Preparation.**

Social Sciences & Humanities

**HFN10,
Food and Nutrition,
Grade 9, Open**

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

**HPC30,
Parenting,
Grade 11, Open**

This course focuses on the skills and knowledge

needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

HSP3U,
Introduction to Anthropology, Psychology,
and Sociology,
Grade 11, University/College Preparation

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, 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)**

HSP3C,
Introduction to Anthropology, Psychology,
and Sociology,
Grade 11, College Preparation

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 issues within the three disciplines.

HHS4C,
Families in Canada,
Grade 12, College Preparation

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**

HHS4U,
Families in Canada,
Grade 12, University Preparation

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse 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.**

HSB4U,
Challenge and Change in Society,
Grade 12, University/College Preparation

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They

will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

Technological Studies

TIJ1O, **Exploring Technologies,** **Grade 9, Open**

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.

TIJ1OF, **Exploring Technologies,** **Grade 9, Open**

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. This course is available to female students only.

TCJ2O, **Construction Technology,** **Grade 10, Open**

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

TCJ3E, **Construction Technology,** **Grade 11, Workplace Preparation**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

TCJ3EF, **Construction Technology,** **Grade 11, Workplace Preparation**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on

experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field. This course is available to female students only.

**TCJ4E,
Construction Technology,
Grade 12, Workplace Preparation**

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 will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. **Prerequisite: Construction Technology, Grade 11, Workplace Preparation**

**TDJ2O,
Technological Design,
Grade 10, Open**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles,

bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technology, and will explore secondary and postsecondary pathways leading to careers in the field.

**TDJ3O,
Technological Design and the Environment,
Grade 11, Open**

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

**TDJ4O,
Technological Design in the Twenty-First
Century,
Grade 12, Open**

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

**TFJ2O,
Hospitality and Tourism,
Grade 10, Open**

This course provides students with opportunities to explore different areas of hospitality and tourism as reflected in the

various aspects of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

TFJ3E,
Hospitality and Tourism,
Grade 11, Workplace Preparation

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

TFJ4E,
Hospitality and Tourism,
Grade 12, Workplace Preparation

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

TGJ2O,
Communications Technology,
Grade 10, Open

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

TGJ3O,
Communications Technology: Broadcast and Print Production,
Grade 11, Open

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

TMJ2O,
Manufacturing Technology,
Grade 10, Open

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate

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

TMJ3E,
Manufacturing Technology,
Grade 11, Workplace Preparation

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

TMJ4E,
Manufacturing Technology,
Grade 12, Workplace Preparation

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may also have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career

opportunities in the manufacturing industry.

Prerequisite: Manufacturing Technology,
Grade 11, Workplace Preparation

TTJ2O,
Transportation Technology,
Grade 10, Open

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

TTJ3O,
Transportation Technology: Vehicle
Ownership,
Grade 11, Open

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.

TTJ4E,
Transportation Technology: Vehicle
Maintenance,
Grade 12, Workplace Preparation

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.

**TXJ2O,
Hairstyling and Aesthetics,
Grade 10, Open**

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

**TXJ3E,
Hairstyling and Aesthetics,
Grade 11, Workplace Preparation**

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

**TXJ4E,
Hairstyling and Aesthetics,
Grade 12, Workplace Preparation**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/

spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry. **Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation**

Apprenticeship Pathway

Allison Ross

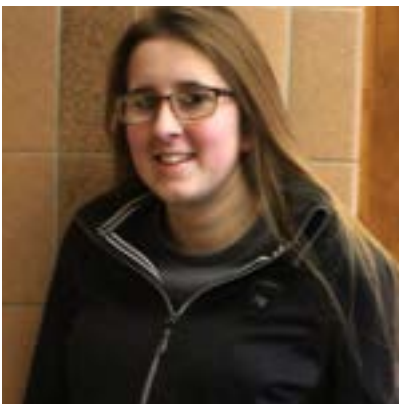


High school has been a great experience for Allison. MDHS has helped her focus on a future career. She has been able to be her own self without worrying about what others think and being comfortable with being one of the few girls taking shop classes.

Allison has many good memories of her school experiences - the Women in Trades experiences at Conestoga College particularly stand out. Construction is her favourite class. Allison learned a lot and feels the courses have really prepared her to work in a real life shop with the emphasis Mr. Schmalz has placed on being hard working and organized. He is her favourite teacher- she appreciates how he treats her as an equal, not just as a girl in a shop class. She finds him encouraging and positive to pursuing a trade. He helps everyone in class and makes sure they are having a great time while learning. Allison has also enjoyed math and art as subjects. She is an independent student who is curious and asks lots of questions. She is helpful and tries to help anyone she can. Allison intends to pursue an apprenticeship as a cabinet maker. Allison's most important influences for success has been her friend Sara - she has encouraged Allison to do her best and is always there for her. Allison knows that her future will include a happy life as a successful craftsperson with her own cabinet maker's business.

College Pathway

Jennifer Fierz

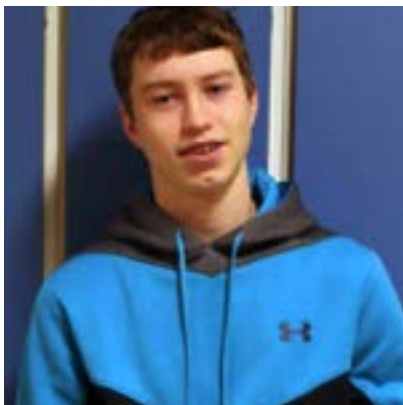


Jennifer has enjoyed high school. She is busy with her classes and with her extra-curricular activities like badminton, horseback riding and her part-time job at Stratford Foodland. Her best memories involve seeing her friends Jasmine and Taylor every day. Her favourite classes were her on-line business classes through AMDEC - she loved the chance to work at something she loves and felt they were so useful. Mrs. Brodhagen stands out as her favourite teacher because she is so dedicated and has a great sense of humour. She genuinely cares about her students and their successes and Jennifer credits her with helping her learn and achieve well. Jennifer has lots of choices when it comes to college programmes - she is considering Conestoga College for General Business or Business Administration. Through it all, Jennifer wants to work at something she loves.

Mrs. Schoonderwoerd Smith and Mrs. Clarke Ellison are an important influence in her life in helping her achieve her goals and encouraging her to be her best. When asked about the future, Jennifer is unsure about specifics but she does know she will work hard and be happy and successful.

University Pathway

Derrick Knill

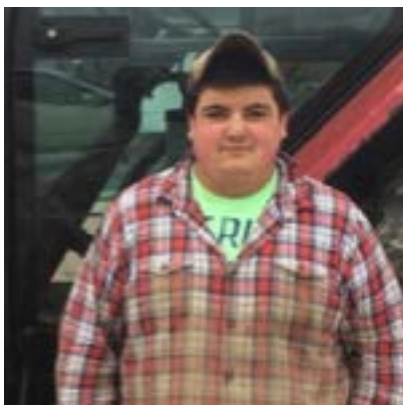


Derrick has had many positive experiences in his time at MDHS and benefited from being involved in a variety of experiences. He has appreciated the teachers, the small class sizes and the personal attention. Since becoming a Blue Devil in grade nine, Derrick has matured and become more confident and independent. Derrick is fortunate to have a great group of friends, some dating way back to when they met in junior kindergarten. He works very hard to achieve good grades and knows that his hard work pays off. His favourite classes include chemistry, biology, and of course, math. The most useful course has been summer school co-op. This course gave Derrick hands-on experience and confirmed his love of working with animals. In addition to his classes, he has enjoyed being involved in hockey, soccer and Mitchell minor basketball. He is employed part-time as well and is able to juggle his academic demands with his many extra-curricular activities. Derrick's experiences in school and on the job have encouraged him to try different things and pursue his goals.

Future plans for Derrick include going off to Guelph to study agriculture and seek further education in dairy cattle genetics. Derrick's favourite teachers are Mr. Havenga and Mr. Agar. They make learning fun with their wicked senses of humour and are awesome. Derrick's parents have always encouraged him and have given him the freedom to make mistakes and learn from his experiences. His parents support and motivate Derrick as great role models. Derrick's future will include being successfully employed as a large animal veterinarian specializing in dairy cattle embryo transfer.

Workplace Pathway

Ryan Osborn



Ryan Osborn has great plans for life after high school. He intends to work hard and definitely sees farming or welding in his future. Ryan wants to experience life outside school and feels it is time for something different after achieving his goal of earning a diploma. Ryan's high school career has provided the opportunity to try different things. Shop classes have given him the chance to learn hands on. His best experience has been co-operative education – that is where he has figured out what he wants to do in life. He has enjoyed the chance to learn something he likes – he loves to operate machinery, in particular the combine. Ryan will always remember good times with his friends and credits his family for his success. His father has taught him so much, specifically, to be kind and respectful of others, always on time and to be true to your word. Sometimes, his father is concerned that Ryan works too hard. Ryan wants to find a job he enjoys and knows he has the background to achieve his dreams.