# Owen Sound District Secondary School Course Calendar 2024-2025

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# **Guidance Department Contacts:**

Ms. Berner, 519-376-6050 ext. 237

Ms. Cunningham 519-376-6050 ext. 236

Ms. French 519-376-6050 ext. 239

Ms. Johnson 519-376-6050 ext. 235

# WELCOME TO OWEN SOUND DISTRICT SECONDARY SCHOOL

#### INTRODUCTION

Owen Sound District Secondary School was established in the fall of 2016 with the amalgamation of O.S.C.V.I. and West Hill Secondary School. The bringing together of these two schools has blended the strengths of both schools to form arguably the best school in the area. We have extensive programs in music, athletics, technology, the arts, French Immersion, and academic subjects. We have eight Specialist High Skills Majors (SHSM) at OSDSS: Agriculture, Athletic & Recreational Leadership, Arts & Culture, Construction, Health and Wellness, Manufacturing, Software Technology, and Transportation. We have the OSDSS Hockey Program where students can hone their hockey playing, coaching, and training knowledge and skills in a twocredit program. As the largest secondary school in Bluewater, we are able to provide flexible programming that enables students to explore and develop their interests as they earn a diploma. Our Special Education Department is committed to helping our students be successful in high school. We have outstanding staff who are well qualified to teach in each of their respective areas, and our extra-curricular activities are varied and numerous. We have eight computer labs as well as laptops in the school, totalling well over 270 computers and numerous 3D printers with an extensive design technology program. Our school library provides access to over 72 computers and is fully supervised from 8:30 am until 3:30 pm for student use. Students have access to acquire their own free laptop to complete their high school. At OSDSS, eight credits can be scheduled in any one school year. Our school is semestered, with four courses scheduled from September to January and four courses from February to June. Final examinations are scheduled in January and June for most courses. The school year is broken down into four terms: two in the first semester and two in the second semester. Marks are recorded at the end of each term and a formal report card is sent home at each of these times (usually mid-November, the end of January, mid-April, and the end of June). Six weeks into each semester, students are issued an informal interim report card which is followed closely by parent-teacher interviews. This is a wonderful opportunity to meet your child's teachers and visit the school.

#### **Administrators at OSDSS**

Ms. Erin Paylor, Principal, ext. 527

Mrs. Maureen Radbourne, Vice-Principal, ext. 525

Ms. DeVuono, Vice-Principal, ext. 529

Mr. Smith, Vice-Principal, ext. 526



#### SCHOOL GOALS AND PHILOSOPHY

Owen Sound District Secondary School is a learning organization committed to a high standard of excellence and continuous student learning. We believe in quality, equity, partnerships, accountability, and a safe and healthy environment. At OSDSS, we foster a learning environment that assists each student to learn for a lifetime, act responsibly, set priorities, develop positive relationships, and work effectively. OSDSS believes that we are preparing our students today for the world of tomorrow. We have four priorities, which are ensuring the well-being of students and staff in a safe and supportive environment for teaching, learning and working; providing quality instruction and learning experiences in an equitable and inclusive environment; encouraging parent engagement; and being accountable for the responsible stewardship of resources. We are fostering a growth mindset in mathematics and strong literacy skills.

For students who are interested in exploring options beyond the regular school setting, we have co-operative education placements to meet their needs. We have continuous-entry options available for students to return to school at any time. We offer successful intervention strategies for students who are struggling, such as credit recovery, which enables students to catch up and get back on track to graduate. We have Student Success teachers who work with at-risk students to ensure their success in secondary school. These teachers also help transition at-risk grade 8 students into secondary school. We are striving to maintain the success of our students on the Ontario Secondary School Literacy Test by implementing cross-curricular strategies. We have a highly successful Link Crew program to help our grade 9 students with their transition to high school. We have student success initiatives in place to help ensure that more of our grade nine students achieve 8 credits by the end of grade nine. Achievement of 8 credits after the first year of high school has been shown to be a key indicator of overall success in secondary school. These same initiatives will help us to decrease the number of early school leavers. It has been proven that good, effective communication between home and school is an important factor in ensuring the success of high school students. We encourage parents to contact the school whenever they have questions or concerns, now or in the future, and we will try our best to find the answers. We are a very caring school and offer a successful free breakfast and lunch program. We believe that "together we are strong," and we hope to provide a wonderful high school experience for each of our students.

#### **SCHOOL PROGRAMS**

In addition to our solid academic areas of study, typically referred to as the compulsory subjects, we are able to offer many courses that are unique and cater to the interests and needs of the student population in this area. The course of study for every course taught at OSDSS is available by contacting the main office.

#### **Arts**

Owen Sound District is well known for its excellence in the Arts. On the stage, Drama students cause us to think about current issues, relationships, and our values. Instrumental students consistently earn top honours at local and national music competitions. Media Arts students explore our world through their media. The artwork of Visual Arts students is featured not only in the school, but also in our community. Dance is a popular and growing program. Art students regularly win local and national competitions. The Arts at OSDSS are vibrant and of the highest quality.

#### **Co-operative Education**

The community of Owen Sound and its surrounding areas are especially supportive of our co-op students, offering placements in virtually every area of employment. Each year, approximately three hundred Owen Sound District students are out in the community learning valuable personal and employment skills, finding out about possible careers, and earning credits. Some placements are the beginnings of apprenticeships.

#### **Dual-Credit Courses**

Each semester, the BWDSB and Georgian College offer dual-credit courses at the Owen Sound campus of Georgian College. BWDSB has also recently partnered with Fanshawe College to offer dual credit opportunities. Students earn a first-year college credit as well as a grade 12 college-level credit after taking these courses. There is no fee for this course. Contact the Guidance Department to discovery the dual-credit courses that are being offered.

#### **FLEX Program**

Each semester, there is an opportunity for senior-level students who are struggling to graduate in the regular high school setting to gain admission to the FLEX program. This is a program taught at Georgian College which allows students to work in an alternative setting towards graduation, as well as take part in the dual-credit course and co-operative education opportunities. As the name suggests, there is a lot of flexibility in this program. Contact the Guidance Office for more information.

#### French Immersion:

Owen Sound District is a French Immersion school. Students who have been enrolled in a French Immersion program in elementary school may continue their studies in secondary school. There are two types of certificates a student may earn in the program.

- A certificate in **French Immersion** will be granted if a student successfully completes four (4) français courses, and six (6) courses in other subjects taught in French a total of 10 courses.
- A certificate in **Extended French** will be granted if a student successfully completes four (4) français courses, and three (3) courses in other subjects taught in French a total of 7 courses.

#### Special Education

Students can access Special Education resources at OSDSS to assist them in achieving academic success. Students can receive assistance in the classroom or in the Resource Room (Room 216).

Please note: It is vital that parents contact the school to discuss the ways in which we can help students reach their potential. Special Education staff can be reached at extension 529. Guidance staff can be reached at extension 235.

If your child receives support through our Learning Resource Room or Student Success teacher, it is highly recommended that parents and students consult with the Learning Resource teacher or Student Success teacher to complete their course selection each year.

#### **Student Exchanges**

The Bluewater District School Board encourages opportunities for study in other countries and provinces, and for students to share their homes, school, and country with someone from another part of the world. The usual exchange experience involves a visiting student spending three months in the fall as part of the local student's family and studying in our school, and the local student spending three months in the spring with the exchange family, studying in their school. Applications are usually made midway through the school year before the planned exchange. Places involved include France, Germany, Italy, and Spain. There are also year-long exchanges through the Rotary Club. Applications are due in early September for the following year. Students can apply for over 40 countries around the world. Candidates for exchange should be open to new experiences, interested in other cultures and languages, and have a flexible temperament, good school marks, and excellent work habits. For information, contact a Guidance Counsellor.

#### **Technology**

Owen Sound District has a wide range of technology shops, offering students the opportunity to study technology as it relates to construction, transportation, manufacturing, computer studies, computer technology,

fashion, communications, technological design, culinary arts, and hairstyling and aesthetics. We encourage computer components in all subject areas.

#### Math

We offer opportunities for students to take part in international mathematics contests such as the Centre for Education in Mathematics and Computing contests (Pascal, Cayley, Fermat and Euclid, CIMC, CSMC, McMaster Team Mathematics Competition, and the Beaver Computing Challenge). Lunchtime math support by teachers in the department occurs daily in their classrooms.

#### **DEVELOPMENTAL LEARNING PROGRAM**

The Developmental Learning Program at OSDSS strives to promote student success and independence upon completing secondary school. Students in this program are identified through the Individual Placement Review Committee process and have the option of extending their experience in secondary school to 7 years (or until the year they turn 21).

Our Developmental Learning Program staff partner with students and their families to plan their secondary school program, and students *may* achieve a Certificate of Accomplishment, an Ontario Secondary School Certificate, or an Ontario Secondary School Diploma.

The program offers functional literacy and numeracy skills, preparing students for community activities, the world of work, and integrated courses offered within the school. Practical skills focus on the lessons we all need to learn to function successfully as an adult.

The Culinary Skills/Life Skills component of the program allows students to develop skills in food services and skills required to maintain a household. Students develop practical skills and may take several credit courses within the school—Culinary, Fashion Design, Hair Styling and Aesthetics, etc. - and many prepare for a job in the community.

In addition, a course in Healthy Active Living presents students with opportunities to develop recreation and leisure skills within the community (i.e., swimming, bowling, dance, gymnastics, etc.) and to participate in health classes, as well as team sports. Many of our students also participate on Special Olympics Ontario teams within our local community.

The Work Experience Program is also a critical component of a student's overall experience. OSDSS is proud to have the support of many employers within the community who offer excellent job preparation skills for students as they prepare for transition to work and community.

Our diverse program also offers courses such as Music, Social Studies with a focus on Geography and History, Science, Computers and classes in the Arts.

For additional information about the Developmental Learning Program, please contact our department at extension 529.

#### SPECIALIST HIGH SKILLS MAJOR PROGRAMS

A Specialist High Skills Major (SHSM) allows students in grade 11 and 12 to focus on an area of interest while earning credits required to earn their Ontario Secondary School Diploma.



Students involved in a Specialist High Skills Major program:

- Receive FREE training/certification that employers recognize including Standard First Aid/CPR and WHMIS
- Participate in field trips for opportunities to explore trade shows, industry, and post-secondary options
- Develop specialized skills and career-relevant training
- Meet industry and community partners

# OSDSS currently offers 8 Specialist High Skills Major programs!

- ✓ Agriculture
- ✓ Arts & Culture focus on Hairstyling and Fashion
- ✓ Construction
- ✓ Health & Wellness
- ✓ Manufacturing
- √ Software Technology (ICT)
- ✓ Sports & Recreational Leadership
- ✓ Transportation

The SHSM is a Ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Through partnerships with local businesses, non-profit organizations, and post-secondary institutions, SHSM students have opportunities to gain various experiences in their SHSM sector. Students completing the SHSM requirements receive a unique designation on their Ontario Secondary Diploma (OSSD) recognizing their achievements.

Every SHSM must include the following five components, which are outlined in detail in Ministry-approved sector guides developed for each area of specialization:

- A bundle of credits at the senior level (Grade 11 and 12) that allow an area of focus. The bundle includes 4
  Major or focus credits, 2 Co-operative Education credits, and 2-3 supporting credits.
- Certification and training. All SHSM program provide Training in Standard First Aid/CPR, and WHMIS. Other
  examples of training may include: Working at Heights, Customer Service, Health & Safety, Infection Control,
  Fall Protection, Fire Safety, Logout/Tagging, Wrapping/Taping, Beauty Specialist, Leadership skills, and
  more!
- "Reach Ahead" experiences which are opportunities to explore and identify career goals.
- "Experiential Learning" which includes participating in hands-on learning opportunities.
- A Sector-Partnered Experience. Meet with an industry partner to engage in situations that require developing innovative and creative solutions.

Specialist High Skills Majors help students gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school, and their future careers.

For more information visit: www.edu.gov.on.ca/morestudentsuccess/SHSM.asp



#### **SHSM Lead Teachers for:**

Agriculture – Tajalli Barfoot Athletic & Recreational Leadership - Rob Lee Arts and Culture: Hairstyling - Jeff Williton Construction - Owen Ferguson Health and Wellness - Pat Day Manufacturing - Mark Klunder Software Technology - Chris Ewing - Gregg Mackay

Transportation - Greg Heathers

tajalli\_barfoot@bwdsb.on.ca rob\_lee@bwdsb.on.ca jeff williton@bwdsb.on.ca owen\_ferguson@bwdsb.on.ca pat day@bwdsb.on.ca mark\_klunder@bwdsb.on.ca chris ewing@bwdsb.on.ca gregg\_mackay@bwdsb.on.ca greg\_heathers@bwdsb.on.ca

**SHSM Certifications by Sector** 

Possible Certifications	Arts & Culture	Manufacturing	Agriculture	Transportation	Construction	Health & Wellness	Athletic & Recreational Leadership	Software Technology
Standard First Aid	С	С	С	С	С	С	С	С
CPR LEVEL C Includes AED	С	С	С	С	С	С	С	С
WHMIS	C	C	C	C	C	C	C	C
Health & Safety - Basic	E	E	E	C	C		U	
Infection Control		<u> </u>	E			С		
Global Positioning System (GPS)			E					
Working at Heights		Е		Е	С			
Customer Service	Е	E	Е	E	E	Е	Е	Е
Innovation, Creativity &	E	E	E	E	E	E	E	E
Entrepreneurship	_	_	_	_	L	_	_	_
Livestock Medicine			Е					
Advanced Training in a technique	E				E	E		
Livestock Production			Е		<u> </u>			
Large Animal Handling			E					
Weed & Pest ID and Management			E					
			_					
Wilderness 1 <sup>st</sup> Aid						Е		
Confined Space Awareness		E						
Fall Protection		E	E	E				
Fire Safety		E		Е		Е		
Hoisting & Rigging		Е						
Computer-aided Design – CAD		Е		Е				Е
Lockout/Tagging		Е	E	Е				
Safe Lifting		Е						
Personal Training						E	Е	
Leadership Skills	Е	Е	Е	Е	Е	Е	Е	Е
Lab Practices						Е		
Group Dynamics						E	Е	Е
Safe Food Handling						E		
Mental Health 1 <sup>st</sup> Aid						Е		
Safe Body Mechanics						Е	Е	
Sterile Techniques						Е		

C= Compulsory Certification

E = Elective Certification (Only 3 required)

# **AGRICULTURE**

MANDATORY Training and Certifications - Complete all 3 of the following (no cost to student)

-		
Cardiopulmonary Resuscitation (CPR) Level C (with AED)	WHMIS	Standard First Aid
ELECTIVE Training and Certifications - Co	omplete at least 3 of the follo	wing (no cost to student)
		ng has also been provided in; Weed and Pest ID, Plant ID, ustomer service or others approved by the program

AGRICULTURE SHSM CREDIT OPTIONS AND REQUIREMENTS:			
	Grade 11	Grade 12	
SHSM Major Credits Complete 4 in total	Animal Science	Crop Science	
	Horticulture	Livestock Production	
English			
Complete 1 (gr. 11 <b>or</b> 12)	Any Grade 11 English course	Any Grade 12 English course	
Mathematics			
Complete 1 (gr. 11 <b>or</b> 12)	Any Grade 11 Math course	Any Grade 12 Math course	
Business Studies or Science Complete 1 (Gr. 11 or 12)		Physics, or Biology. be applied as this credit)	
Cooperative Education	2 credit co-op		
Complete 2 credits (connected to the sector)	(extra co-op credits can be applied as ONE major credit requirement) Summer co-op is an option (see guidance)		

#### CO-OP, EXPERIENTIAL LEARNING, AND REACH AHEAD OPPORTUNITIES

Students will participate in a minimum of 2 co-op credits which may be completed during the school year or during the summer. Students will be provided with opportunities for sector specific training through; field trips, guest speakers, sector site visits, trips to and presentations from post-secondary institutions, and other 'real world' exposures to the Agricultural field.



# ARTS and CULTURE (HAIRSTYLING & AESTHETICS)

MANDATORY Training and Certifications	- Complete all 3 of the follow	ing (no cost to student)	
Cardiopulmonary Resuscitation (CPR) Level C (with AED)	WHMIS	Standard First Aid	
ELECTIVE Training and Certifications - Co	omplete at least 3 of the follo	wing (no cost to student)	
Customer service, Beauty Specialist Certification program teacher.	ation, Introduction to Nail Tec	hniques, Introduction to Make-up or others approved by the	

	Grade 11	Grade 12
SHSM Major Credits Complete 4 in total -min 1 from grade 11 -min 1 from grade 12	Hairstyling (TXJ3EI & TXH3EI) Dance (ATC3OI) Leadership (GPP3OI)	Hairstyling (TXJ4EI & TXH4EI) Dance (ATC4M) Leadership (IDC4UI)
English Complete 1 (gr. 11 or 12)	Any Grade 11 English course	Any Grade 12 English course
Business Complete 1 (Gr. 11 or 12)	Business or Canadian World Studies (extra co-op credits can be applied as this credit)	
Cooperative Education Complete 2 credits (connected to the sector)		d as ONE major credit requirement) option (see guidance)

#### CO-OP, EXPERIENTIAL LEARNING, AND REACH AHEAD OPPORTUNITIES

Students will participate in a minimum of 2 co-op credits which may be completed during the school year or during the summer. Students will be provided with opportunities for sector specific training through; field trips, guest speakers, sector site visits, trips to and presentations from post-secondary institutions, and other 'real world' exposures to the Hairstyling & Aesthetics field.



# **CONSTRUCTION**

MANI	DATORY Training ar	nd Certifications - Com	plete all 4 of the followin	g (no cost to student)
Cardiopulmonary Resuscitation (CPR) Level C (with AED)	Working at Heights	Health and Safety - Basic	WHMIS	Standard First Aid
ELECTIVE Training and Certif	ications - Complete	at least 2 of the following	(no cost to student)	
Chain Saw Safety, Fire Safety a	nd Fire Extinguisher	Use, Electrical Safety or	others approved by the	program teacher.

CONSTRUCTION SHSM CREDIT OPTIONS AND REQUIREMENTS:			
	Grade 11	Grade 12	
SHSM Major Credits Complete 4 in total -min 1 from grade 11 -min 1 from grade 12	Any Grade 11 Construction  Any Grade 11 Manufacturing  Any Grade 11 Design Technology	Any Grade 12 Construction  Any Grade 12 Manufacturing  Any Grade 12 Design Technology	
English Complete 1 (gr. 11 or 12)	Any Grade 11 English course	Any Grade 12 English course (Including Ontario Literacy Course)	
Mathematics Complete 2 (gr. 11 and 12)	Any Grade 11 Math course	Any Grade 12 Math course (Not required for Workplace Pathway)	
Social Sciences and Humanities or Science Complete 1 (Gr. 11 or 12)		ry, Physics, or Biology. I be applied as this credit)	
Cooperative Education Complete 2 credits (connected to the sector)		d as ONE major credit requirement) option (see guidance)	

### CO-OP, EXPERIENTIAL LEARNING, REACH AHEAD OPPORTUNITIES, AND SECTOR SPECIFIC TRAINING

Students will participate in a minimum of 2 co-op credits which may be completed during the school year or during the summer. Students will be provided with opportunities for sector specific training through; field trips, guest speakers, sector site visits, trips to and presentations from post-secondary institutions, and other 'real world' exposures to the Construction field.



# **HEALTH & WELLNESS**

MANDATORY Training and Certif	<b>fications</b> - Complete all 4 o	f the following (no cost to st	udent)
Cardiopulmonary Resuscitation (CPR) Level C (with AED)	Infection Control	WHMIS	Standard First Aid
<b>ELECTIVE Training and Certifica</b>	tions - Complete at least 3	of the following (no cost to s	student)

ELECTIVE Training and Certifications - Complete at least 3 of the following (no cost to student)

Customer service, Concussion Awareness, Mental Health Awareness, Safe Food Handling, Stress Management Techniques, Leadership Skills, Mental Health First Aid, Portfolio Development, Project Management, Wrapping and Taping for performance or injury, safeTALK or others approved by the program teacher.

HEALTH & WELLNESS SHSM CREDIT OPTIONS AND REQUIREMENTS:			
	Grade 11	Grade 12	
SHSM Major Credits Complete 4 in total -min 1 from grade 11 -min 1 from grade 12	Biology, Chemistry, Physics, Phys. Ed, Personal Fitness, Food & Nutrition, Raising Healthy Children, Working with Infants, Intro. to Anthro/Psych/Sociology	Biology, Chemistry, Physics, Exercise Science, Health Science, Phys. Ed, Personal Fitness, Food and Nutrition, Human Development, Families in Canada, Personal Life Mgmt.,	
English Complete 1 (gr. 11 or 12)	Any Grade 11 English course	Any Grade 12 English course	
Mathematics Complete 1 (gr. 11 or 12)	Any Grade 11 Math course	Any Grade 12 Math course	
Social Sciences and Humanities or Science Complete 1 (Gr. 11 or 12)	Humanities, Chemistry, Physics, or Biology.  (extra co-op credits can be applied as this credit)		
Cooperative Education Complete 2 credits (connected to the sector)		as ONE major credit requirement) option (see guidance)	

#### CO-OP, EXPERIENTIAL LEARNING, REACH AHEAD OPPORTUNITIES, AND SECTOR SPECIFIC TRAINING

Students will participate in a minimum of 2 co-op credits which may be completed during the school year or during the summer. Students will be provided with opportunities for sector specific training through; field trips, guest speakers, sector site visits, trips to and presentations from post-secondary institutions, and other 'real world' exposures to the Health and Wellness field.

# **MANUFACTURING**

MANDATORY Training and Certifications	- Complete all 3 of the follow	ring (no cost to student)
Cardiopulmonary Resuscitation (CPR) Level C (with AED)	WHMIS	Standard First Aid
ELECTIVE Training and Certifications - C	omplete at least 3 of the follo	wing (no cost to student)
Fire Safety and Fire Extinguisher Use, Work program teacher.	ing at Heights, Elevated Wor	k Platforms, Lockout Tag Out, or others approved by the

	Grade 11	Grade 12
SHSM Major Credits Complete 4 in total	Any Grade 11 Manufacturing	Any Grade 12 Manufacturing
-min 1 from grade 11 -min 1 from grade 12	Any Grade 11 Construction	Any Grade 12 Construction
J	Any Grade 11 Transportation	Any Grade 12Transportation
	Design Technology - Physics	Design Technology - Physics
English Complete 1 (gr. 11 or 12)	Any Grade 11 English course	Any Grade 12 English course
Mathematics Complete 1 (gr. 11 or 12)	Any Grade 11 Math course	Any Grade 12 Math course
Science Complete 1 (Gr. 11 or 12)		nistry, Physics be applied as this credit)
Cooperative Education Complete 2 credits (connected to the sector)		d as ONE major credit requirement) option (see guidance)

### CO-OP, EXPERIENTIAL LEARNING, REACH AHEAD OPPORTUNITIES, AND SECTOR SPECIFIC TRAINING

Students will participate in a minimum of 2 co-op credits which may be completed during the school year or during the summer. Students will be provided with opportunities for sector specific training through; field trips, guest speakers, sector site visits, trips to and presentations from post-secondary institutions, and other 'real world' exposures to the Manufacturing field.



# SOFTWARE TECHNOLOGY

MANDATORY Training and Certifications - Complete all 3 of the following (no cost to student)								
Cardiopulmonary Resuscitation (CPR) Level C (with AED)	WHMIS	Standard First Aid						
ELECTIVE Training and Certifications - Complete at least 3 of the following (no cost to student)								
Customer service, sector specific online certif	ications, software certifications	s others approved by the program teacher.						

	Grade 11	Grade 12
SHSM Major Credits		
Complete 4 in total	Communications Technology	Communications Technology
-min 1 from grade 11	Computer Science	Computer Science
-min 1 from grade 12	Design Technology	Design Technology
-min i mom grade 12	Physics	Physics
	Architectural Design	Architectural Design
English		
Complete 1 (gr. 11 <b>or</b> 12)	Any Grade 11 English course	Any Grade 12 English course
Complete 1 (gr. 11 <b>Gr</b> 12)	Ally Grade 11 Eligisii codise	Arry Grade 12 English Course
Mathematics		
Complete 1	Any Grade 11 Math course	Any Grade 12 Math course
(gr. 11 <b>or</b> 12)	,	,
D	Dusin and Ohamista	District on District
Business or Science		, Physics, or Biology.
Complete 1 (Gr. 11 <b>or</b> 12)	(extra co-op credits can	be applied as this credit)
Cooperative Education	2 credit co-op	
Complete 2 credits		d as ONE major credit requirement)
(connected to the sector)		option (see guidance)

#### CO-OP, EXPERIENTIAL LEARNING, REACH AHEAD OPPORTUNITIES, AND SECTOR SPECIFIC TRAINING

Students will participate in a minimum of 2 co-op credits which may be completed during the school year or during the summer. Students will be provided with opportunities for sector specific training through; field trips, guest speakers, sector site visits, trips to and presentations from post-secondary institutions, and other 'real world' exposures to the Software Technology field.

# SPORTS and RECREATIONAL LEADERSHIP

MANDATORY Training and Certifications - Complete all 3 of the following (no cost to student)							
Cardiopulmonary Resuscitation (CPR) Level C (with AED)	WHMIS	Standard First Aid					
ELECTIVE Training and Certifications - Complete at least 3 of the following (no cost to student)							
		o Skills, Instructor Certification, Portfolio Development, orts Team Trainer, Officiating or others approved by the					

SPORTS & RECREATIONAL LEADER	RSHIP SHSM CREDIT OPTIONS AND REQUIREMENTS:					
	Grade 11	Grade 12				
SHSM Major Credits Complete 4 in total -min 1 from grade 11 -min 1 from grade 12	Any Phys. Ed including Fitness, Leadership, Biology, Hockey Skills Academy, Chemistry, Comm Tech, Dance, Law, Anthro/Psych/Sociology, Physics	Any Phys. Ed including Fitness, Leadership, Biology, Hockey Skills Academy, Chemistry, Comm Tech, Dance, Law, Anthro/Psych/Sociology, Physics				
English Complete 1 (gr. 11 or 12)	Any Grade 11 English course	Any Grade 12 English course				
Mathematics Complete 1 (gr. 11 or 12)	Any Grade 11 Math course	Any Grade 12 Math course				
Social Sciences and Humanities or Science Complete 1 (Gr. 11 or 12)	Humanities, Chemistry, Physics, or Biology.  (extra co-op credits can be applied as this credit)					
Cooperative Education Complete 2 credits (connected to the sector)	2 credit co-op  (extra co-op credits can be applied as ONE major credit requirement)  Summer co-op is an option (see guidance)					

### CO-OP, EXPERIENTIAL LEARNING, REACH AHEAD OPPORTUNITIES, AND SECTOR SPECIFIC TRAINING

Students will participate in a minimum of 2 co-op credits which may be completed during the school year or during the summer. Students will be provided with opportunities for sector specific training through; field trips, guest speakers, sector site visits, trips to and presentations from post-secondary institutions, and other 'real world" exposures to the Sports and Recreational Leadership field.



# **TRANSPORTATION**

MANDATORY Training and Certifications - Complete all 3 of the following (no cost to student)									
Cardiopulmonary Resuscitation (CPR) Level C (with AED)	Health and Safety - Basic	WHMIS	Standard First Aid						
ELECTIVE Training and Certifications - Complete at least 3 of the following (no cost to student)									
Customer service, Working at Heights, \ approved by the program teacher.	/ehicle Lift Safety, Fire Sa	afety and Fire Extinguis	her Use, Basic Electrical Safety or others						

	Grade 11	Grade 12		
SHSM Major Credits				
Complete 4 in total	Any Grade 11 Transportation	Any Grade 11 Transportation		
-min 1 from grade 11				
-min 1 from grade 12	Any Grade 11 Manufacturing	Any Grade 11 Manufacturing  Design Technology - Physics		
	Design Technology - Physics			
English				
Complete 1 (gr. 11 <b>or</b> 12)	Any Grade 11 English course	Any Grade 12 English course		
Mathematics				
Complete 1 (gr. 11 <b>or</b> 12)	Any Grade 11 Math course	Any Grade 12 Math course		
Business or Science	Business, Biology,	Chemistry, Physics		
Complete 1 (Gr. 11 <b>or</b> 12)	(extra co-op credits can l			
Cooperative Education	2 credit co-op			
Complete 2 credits	(extra co-op credits can be applied			
(connected to the sector)	Summer co-op is an o	option (see guidance)		

#### CO-OP, EXPERIENTIAL LEARNING, REACH AHEAD OPPORTUNITIES, AND SECTOR SPECIFIC TRAINING

Students will participate in a minimum of 2 co-op credits which may be completed during the school year or during the summer. Students will be provided with opportunities for sector specific training through; field trips, guest speakers, sector site visits, trips to and presentations from post-secondary institutions, and other 'real world' exposures to the Transportation field.

#### **EXTRA-CURRICULAR ACTIVITIES**

#### **Athletics and Clubs**

The Owen Sound District Secondary School extra-curricular program enhances the positive atmosphere of the school and promotes students' sense of well-being. Students agree that our school's activities offer "something for everyone" and enhance their social skill development. Our extra-curricular program broadens the definition of success for students and provides opportunities for students to strive for excellence in a non-academic setting.

#### Extra-curricular activities offered at OSDSS are:

Art Club Santa Claus Para	Art Club	Golf	Santa Claus Parade
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Badminton Guitar Skills Canada Challenge

Baseball Gymnastics Variety of Tech Area Competitions

Basketball Ice Hockey Soccer

Breakfast Club International School Trips Special Olympics

Computer Contests Inter-School Christian Fellowship Stratford – Shakespeare Trips

Cross-Country Running Intramurals Student Council

Curling Grade Nine Transitions Swimming

Envirothon The Lounge Tech Crew

Exchanges Math Contests Tennis

Field Lacrosse Mountain Biking Track & Field

Exchanges Nordic Skiing Volleyball

Fashion/Sewing Club Prom Committee Wilderness Camping –Killarney

Field Lacrosse Rugby Yearbook

Football Department Trips (Museums, Art Galleries)

Gender Spectrum Alliance

#### **SUPPORT SERVICES**

The library is open all day and available to support students with day-to-day schoolwork, offering access to computers, research and reading materials, and colour printing and photocopying for a small fee.

Guidance counselors in Student Services are available to help students with career and post-secondary choices, course selection, timetable changes, and personal conflicts. Students should make appointments so that their time out of the classroom is documented. Special Education staff and our Student Success teachers are also available to assist students with choices and personal conflicts.

#### **COMMUNITY RESOURCES**

The Lounge and Guidance offer spaces for our many community partners. Students can get support through community services, talk to supportive, caring adults, get involved with healthy school activities, and get help within our school. The Lounge and Guidance is a comfortable, safe place for all students to access community services such as a Bluewater Mental Health Worker, Choices – Counselling for Youth, YMCA employment, Bluewater Indigenous Grad Coaches, a Public Health Nurse, and the M'Wikwedong Native Cultural Resource Centre. Students and families can also find Student Support and Attendance Counselling in the Lounge and Guidance offices. Other resources which can be accessed online can be found by visiting <a href="https://www.WeCareGreyBruce.ca">www.WeCareGreyBruce.ca</a>

#### **ROLES AND RESPONSIBILITIES**

#### **Code of Conduct**

The OSDSS Code of Conduct is based upon The Safe Schools Act. The Code details the school's standards of behaviour, including a dress code, and outlines mandatory and discretionary consequences. The Code of Conduct is distributed to students in September.

#### **Beliefs**

No degree of violence, threat, or risk to the safety of students or adults is acceptable at OSDSS. Each of us has a responsibility within our school to help develop and maintain a safe culture for students and school staff. Safety includes emotional well-being, mutual respect, a sense of security and freedom from violence and physical harm. With these statements in mind, we can create a positive environment in which everyone can be provided with an opportunity to achieve his or her potential.

#### Consequences

The development of self-discipline is the responsibility of all students with the assistance of all adults with whom they have contact. Consequences, which will be progressive, shall be appropriate to the individual and the circumstances, and may include the following actions: reminder, warning, interview, communication with parents, detention, removal of privileges, isolation within the classroom, in-school suspension, restitution, pupil-teacher contract, involvement of outside agencies, suspension, or expulsion.

#### STUDENT RESPONSIBILITES

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

Regular attendance in an important part of student performance at Owen Sound District Secondary School; it is essential to the learning process. A student's chances of success are jeopardized by poor attendance. We promote good attendance and punctuality as a means of preparing students for further education and meaningful employment.

#### **COURSE SELECTION GUIDELINES**

Course selection for the next school year begins in February of the current year. Students are expected to register for courses as early as possible and to remain in courses selected. Course selection will depend on many factors. Students must take into consideration the requirements of the post-secondary destination they are choosing. Opportunities in the workplace, in apprenticeships, in college, and in university are open to graduates who have earned an Ontario Secondary School Diploma (OSSD) and who have taken certain vital courses. For instance, many skilled trades require the applicant to have earned a grade twelve mathematics credit, even though only three mathematics credits are required for the diploma.

Furthermore, although courses are offered at four levels in the senior years of secondary school, some institutions and some trades require the applicant to have taken courses at a particular level. Most colleges and all universities will not consider applicants whose credits were earned at the Workplace level. Universities will only consider applicants who have earned the grade twelve University-level English, plus five more grade twelve courses at the University level or the University/College level, or a combination of both. Students absolutely must check the admission requirements of their chosen destination early in their high school career. If a student has started at a level that is not compatible with the post-secondary destination of choice, it may be difficult to change levels in the senior grades.

Students will have many opportunities at Owen Sound District Secondary School to choose courses according to their interests. Many elective courses open students' minds to career possibilities not previously considered. Leisure activities are essential stress relievers in adult lives and these are often discovered in elective courses taken at high school. Many students take advantage of OSDSS' co-operative education program to explore career options. Many students are hired from co-op placements and, if applicable, are often offered apprenticeships.

Finally, a very important factor in the choosing of courses is the student's present achievement. If a student is not doing well in a course, perhaps the level chosen is too difficult or too easy, or requires more work than the student is willing to give. When choosing courses each year, the student should solicit information from current teachers in deciding at which level to continue their studies.

Guidance counselors and Special Education staff are always available to assist students in choosing courses wisely. This course calendar is provided to assist students and their parents in making wise choices for their school program and select the best paths to their post-secondary destination. Students should make their course selections based on their future goals.

#### **Changing courses**

It may be in the best interest of a student to drop a course, change levels in a course, or add a course. Course changes should take place only after consultation with subject teachers, parents and a Guidance counselor. If at all possible, timetable changes should be made well in advance of the beginning of a semester. Students who wait until the semester has begun risk disappointment, as classes fill up weeks before each semester starts.

Students in grades nine, ten, and eleven are expected to maintain a full timetable in order to earn twenty-four credits by the end of grade eleven. Grade twelve students are expected to attend a minimum of three courses per semester. Students are welcome to attend Owen Sound District Secondary School for a fifth year. There will be no fees charged to students if they exceed the 34-credit threshold. Students are expected to carry a full course load of at least 3 courses in a semester until the 34-credit threshold is attained.

Factors to Consider When Choosing a Pathway - Grade 9

#### ACADEMIC/DE-STREAMED

- Learning is differentiated to meet the needs of all students
- Courses allow students the opportunity to pursue all pathways, including university, college, apprenticeship, or the workplace

#### LOCALLY DEVELOPED

- Appropriate for a student with a significantly modified curriculum in Grade 8, who has been engaged in modified programming for the last few years of elementary school
- Courses are offered in the areas of English, Math, and Science
- Learning is connected to everyday life skills (e.g., money sense)
- Courses allow students the opportunity to pursue workplace and some apprenticeships

Factors to Consider When Choosing a Pathway – Grade 10, 11, 12

# ACADEMIC/UNIVERSITY

# APPLIED/COLLEGE

#### LOCALLY DEVELOPED / ESSENTIAL/WORK PLACE

- Courses allow students to pursue all pathways, including university, college, apprenticeship or the workplace
- Courses emphasize theoretical and abstract applications, as well as practical applications
- Courses tend to lead to college, apprenticeship, and workplace pathways
- Courses use practical and concrete applications
- `Appropriate for a students with a significantly modified curriculum
- Courses offered in grade 10 are:
   English, Math, Science and History
- Learning is connected to everyday life skills (eg. money sense)
- Courses allow students to pursue workplace and some apprenticeships
- Locally developed grade 10 English course does not sufficiently prepare students for the Ontario Secondary School Literacy Test (OSSLT) which is a requirement for graduation with an Ontario Secondary School Diploma (OSSD)

#### **PATHWAYS**

## Which is the best fit for you? Apprenticeship, College, University, or Workplace?

<u>University Route</u> - University is for students that have studied university level courses throughout high school and have undertaken a more rigorous and challenging academic course load.

<u>College Route</u> - College is for those students with a more hands-on, practical, learning style. You can obtain an applied degree, diploma or certificate depending on the program selected.

<u>Apprenticeship Route</u> - An apprenticeship is a way of learning a trade where the employee gains experience and skills, while earning income.

<u>Work Route</u> - For students who want to enter the work force immediately to gain experience or save for future education, etc.

<u>Community Living</u> – The Community Living pathway prepares students for recreation and volunteer placements, job training, and adult education including the Community Integration through Co-operative Education (C.I.C.E.) program offered at several Ontario colleges.

<u>Victory Lap</u> - A 'Victory Lap' is for those students who wish to return to complete a course they could not take the year before or to upgrade their marks.

<u>Gap Year -</u> You may wish to take a year off prior to commencing your post-secondary education. This often involves travelling and/or community service.

#### The Grade 9 Program

Students in Grade 9 must take a total of 8 courses. At the time of registration, students will choose:

- 1. English with a code beginning **ENL**
- Mathematics
- 3. Science
- 4. Geography
- 5. French
- 6. Healthy Active Living plus 2 optional open level courses

#### The Grade 10 Program

Students in Grade 10 must take a total of 8 courses. At the time of registration, students will choose:

- 1. English with a code beginning ENG
- 2. Mathematics
- 3. Science
- 4. History
- Civics/Career Studies
  plus 3 additional credits from courses available in accordance with the destination they have
  chosen for Grades 11, 12, and beyond

### **The Grade 11 Program**

Students in Grade 11 must take a total of 8 courses. At the time of registration, students should choose:

- 1. English with a code beginning NBE
- Mathematics
   plus 6 additional credits, anticipating that students will complete the three additional
   compulsory courses listed on Diploma Requirements OSSD 1999.

#### The Grade 12 Program

Students in Grade 12 must take a minimum of 6 courses (at least 3 per semester). At the time of registration, students must choose:

- 1. English with a code beginning ENG or OLC
- 2. plus 5 additional credits, anticipating that students will complete the three additional compulsory courses listed on Diploma Requirements OSSD 1999.

\*Students who plan to apply to <u>university</u> must choose a combination of <u>6</u> 4U/4M courses.

Any exception to the total yearly credit requirements requires the approval of the Principal.

Students or parents/guardians who have any questions about the course selection process are welcome to contact the Guidance Office at 519-376-6050 ext. 235.

#### **Post Secondary Planning**

Make an appointment with Guidance at any time to discuss your post-secondary plans.

Below are some very useful websites through which you can access valuable information and access to many post-secondary options. Other valuable links can be found on the OSDSS Home page at http://www.osdss.bwdsb.on.ca/

www.myblueprint.ca (school activation key: osdss)

(username: Bluewater, password: 2020)

www.apprenticesearch.com (recruitment and resources for apprenticeship in Ontario)

www.ontariocolleges.ca (plan, find, apply, confirm - Ontario College Application Service)

www.ouac.on.ca (plan, find, apply, confirm - Ontario Universities Application Centre)

www.electronicinfo.ca (plan, search – Ontario Universities)

www.ontransfer.ca (explore your transfer opportunities between colleges and universities)

www.osca.ca (Ontario School Counsellors' Association – student resources)

https://scholartree.ca (search scholarships)

www.scholarshipscanada.com (find scholarships, student awards and bursaries)

#### **MICROSOFT OFFICE 365**

Through our license with Microsoft, Owen Sound District Secondary School is providing Microsoft Office to every student free of charge. Office 365 includes the latest version of Word, Excel, PowerPoint, OneNote, and more. As long as you're a student here at OSDSS, you'll be able to use this software for free.

- Install on up to 5 compatible PCs and Macs, plus 5 tablets (including iPad!)
- · Gain valuable skills on the world's most popular productivity software
- Use the same programs as the faculty to ensure full file compatibility

To get your Office follow these simple steps:

- 1. Sign into your Office 365 account at <a href="https://www.office.com">www.office.com</a>.
- 2. Click on "Install Office" in the top right corner of your screen.
- Follow the on-screen instructions.



#### MY BLUEPRINT

myBlueprint is an excellent tool for students to explore and plan their high school courses, potential pathways beyond OSDSS to post-secondary and to develop portfolios and have access to career education resources.

To log in or sign up, start by going to: <a href="https://myblueprint.ca/">https://myblueprint.ca/</a>

#### TO SIGN UP:

- Click on "Sign UP" in the top right corner.
- Enter your
   Activation Key
   (osdss) and click
   create account.
- 3. Complete the sign-up form and click "Create Account"

You will need your Ontario Education Number (OEN) which is located on your timetable or ask your Guidance teacher.

Once you have created you account and logged in, you can go to "High School Planner" and choose a plan for next year's courses, track your progress towards graduation, and instantly identify post-secondary eligibility for opportunities in every pathway.

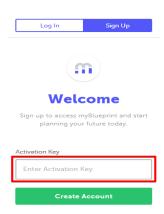
Your course selection for next year will happen in My Blueprint, so stay tuned for more information on submitting your course requests!

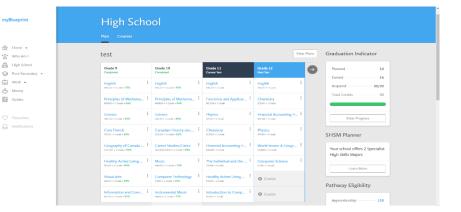


#### TO LOG IN:

- Click "Log In" in the top right-hand corner
- Enter your school email address and password or click "School Login" with your school account.
- 3. Click "Login".

If you have forgotten your password, click "Forgot Password" and follow the steps to recover your account.





#### 1. Explore additional Features:

- ✓ Goal Setting add interactive SMART goals and action plans
- ✓ Post-Secondary Planner compare detailed information on Apprenticeships, College Programs, University Programs, and Workplace sectors across Canada
- ✓ Occupation Planner compare comprehensive information on Occupations
- ✓ **Resume and Cover Letter** record experiences, build a resume, write a cover letter
- ✓ Assessments complete interest and learning styles inventories
- ✓ Financial Planner build a budget to track income and expenses
- ✓ Job Finder find real-world job postings that relate to occupation interests

COURSE	CREDITS	RECEIVED
<b>English</b> (1 credit per grade)	4	
Mathematics (at least 1 credit in Grade 11 or 12)	3	
Science	2	
French	1	
Canadian History	1	
Canadian Geography	1	
<b>The Arts</b> (Visual Arts, Music, Drama, Dance)	1	
Health and Physical Education	1	
Civics (1/2 credit)	0.5	
Career Studies (1/2 credit)	0.5	
<b>Group 1:</b> Additional Credit in English, or French as a second language**, or a Native language, or Native studies, or a classical or an international language, or social sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Co-operative education*	1	
<b>Group 2:</b> Additional credit in Health and Physical education, or Business Studies or the Arts, or French as a second language**, or Co-operative education*	1	
<b>Group 3:</b> Additional credit in Science, or Technological education, or French as a second language,** or Computer Studies, or Co-operative education*	1	
Optional Credits	12	

In addition to the **30** credits, students must complete:

- 40 Hours of community involvement activities
- The provincial literacy requirement (OSSLT or OLC40I)
- 2 Online courses

<sup>\*</sup> In Groups 1, 2, and 3, a maximum of two credits in French can count as compulsory credits – one from Group 1, and one from either Group 2 or Group 3. A maximum of two credits in co-operative education can count as compulsory credits. The 12 optional credits may include up to four credits earned through approved dual credit courses.

# Courses Offered 2023-2024

(Shading denotes a FRENCH IMMERSION CREDIT)

THE ARTS					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Dance (Open)	ATC10I	ATC2OI	ATC3OI		
Dance (Workplace)				ATC4E	
Dance (University/College)				ATC4M	
Drama (Open)	ADA10	ADA2O	ADA3O		ADA2OL
Drama (Workplace)				ADA4E	
Drama (University/College)			ADA3M	ADA4M	
Music - Guitar (Open)			AMG30I		
Music - Instrumental (Open)	AMU10I	AMU2OI			
Music - Instrumental (University/College)			<u>AMU3MI</u>	AMU4MI	
Music - Vocals (Open)		AMV2OI	AMV3OI		
Visual Arts - Crafts (Open)		AWA20I	AWA30I		
Visual Arts - Expressing Aboriginal Cultures (Open)	NAC10I				
Visual Arts (Open)		AVI2O			
Visual Arts (University/College)			<u>AVI3M</u>	<u>AVI4M</u>	
Exploring and Creating in the Arts			AEA3OI	AEA4OI	

BUSINESS STUDIES					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Accounting (University/College)			BAF3MI	BAT4MI	
Entrepreneurial Studies (College)			BDI3CI	BDV4CI	
Building the Entrepreneurial Mindset	BEM10I				

CANADIAN AND WORLD STUDIES					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Civics and Citizenship (Open)		CHV2OH			
		CHV2OL			
Geography – Exploring Canadian Geography (Common)	CGC1WI				
	CGC1WL				
Geography – Travel and Tourism (Open)			CGG3OI		
Geography – World Issues (University)				CGW4UI	
History – Adventures in World History (Workplace)				CHM4EI	
History – Contemporary History (Locally developed)		CHC2LI			
History – Canadian History since World War 1 (Applied)		CHC2PI			
		CHC2PL			
History – Canadian History since World War 1		CHC2DI			
(Academic)		CHC2DL			
			CHW3MI		
History – World History (University/College)				CHY4CI	
History - World History (College)				CHY4UI	
History – World History (University)					
Law – Understanding Canadian Law (University /			CLU3MI		
College)					
Law – Canadian and International Law (College)				CLN4CI	
Law – Canadian and International Law (University)				<u>CLN4UI</u>	

COMPUTER STUDIES					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Digital Technology and Innovation in the Changing		ICD20I			
World			ICS3C	ICS4C	
Computer Programming (College)			ICS3U	ICS4U	
Computer Science (University)					

CO-OPERATIVE EDUCATION			
Co-op Programs:			
2 CREDIT CO-OP	BRUCE POWER CO-OP	OYAP	
3 CREDIT CO-OP	MILITIA CO-OP	FI CO-OP	
4 CREDIT CO-OP		DCO3OI	

ENGLISH					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
English (Common)	ENL1WI				
English (Locally Developed)	ENG1LI	ENG2LI			
English (Applied)		ENG2PI			
English (Academic)		ENG2DI			
English (Workplace)			NBE3EI	ENG4EI	
English (College)			NBE3CI	ENG4CI	
English (University)			NBE3UI	ENG4UI	
English as a Second Language	<b>ESLAOI</b>				
Writer's Craft (College)				EWC4CI	
Writer's Craft (University)				EWC4UI	
Literacy Course (Open)			OLC3OI	OLC4OI	

FIRST NATIONS, METIS, and INUIT STUDIES					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt Years
Understanding Contemporary First Nations, Metis and Inuit			NDA3MI		
Issues and Perspectives					

FRENCH					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Core French (Applied)		FSF2PI			
Core French (Academic)	FSF1DI	FSF2DI			
Core French (Open)			FSF3OI	FSF4OI	
Core French (University)			FSF3UI	FSF4UI	
Immersion French (Applied)		FIF2PI			
Immersion French (Academic)	FIF1DI	FIF2DI			
Immersion French (Open)			FIF3OI	FIF4OI	
Immersion French(University)			FIF3UI	FIF4UI	

GUIDANCE & CAREERS					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Career Studies (Open)		GLC2OH			
		GLC2OL			
General Learning Strategies (Open)	GLE10I	GLE20I	GLE30I	GLE40I	
Leadership (Open)			GPP3OI		
Leadership (University)				IDC4UI	

HUMANITIES & SOCIAL SCIENCES					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Challenge and Change in Society (University)				HSB4UI	
Equity and Social Justice Studies (Workplace)			HSE3EI		
Equity and Social Justice Studies (University/College)				HSE4MI	
Food and Nutrition (Workplace)			HFC3EI	HFL4EI	
Food and Nutrition (College)					
Food and Nutrition (University/College)			HFC3MI	HFA4CI	
Food and Nutrition (University)				HFA4UI	
Gender Studies (University/College)			HSG3MI		
Personal Life Management (Open)				HIP4OI	
Human Development (University/College)				HHG4ML	
Raising and Caring for Children (Open)					HPC3OI
Anthropology, Sociology and Psychology (College)			HSP3CI		
Anthropology, Sociology and Psychology (University)			HSP3UI		

MATHEMATICS					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Mathematics (Common)	MTH1WI				
Mathematics (Locally Developed)	MAT1LI	MAT2LI			
Fundamentals of Mathematics (Applied)		MFM2PI			
Principles of Mathematics (Academic)		MPM2DI			
Mathematics for Everyday Life (Workplace)			MEL3EI	MEL4EI	
Mathematics (College)			MBF3CI	MAP4CI	
				MCT4CI	
Mathematics (University/College)			MCF3MI		
Mathematics (University)			MCR3UI	MDM4UI	
				MHF4UI	
				MCV4UI	

PHYSICAL EDUCATION & HEALTH					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Physical Education and Health – Female (Open)	PPL1OF	PPL2OF	PPL3OF		
	PPL1OL				
Physical Education and Health – Male (Open)	PPL10M	PPL2OM	PPL3OM		
	PPL1OL				
Physical Education and Health – Co-ed (Open)				PPL4OI	
Personal Fitness – Co-ed (Open)			PAF3OI	PAF4OI	
Exercise Science (University)				PSK4UI	
Hockey Skills Development		ZHOCK2	ZHOCK3	ZHOCK4	
		(2 credits)	(2 credits)	(2 credits)	
Recreational and Healthy Active Living Leadership				PLF4MI	

SCIENCE					
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Science (Common)	SNC1WI				
Science (Locally developed)		SNC2LI			
Science (Applied)		SNC2PI			
Science (Academic)		SNC2DI			
Science (Workplace)				SNC4EI	
Earth and Space Science (University)					SES4UI
Environmental Science (University/College)			SVN3MI		
Biology (College)			SBI3CI		
Biology (University)			SBI3UI	SBI4UI	
Chemistry (College)				SCH4CI	
Chemistry (University)			SCH3UI	SCH4UI	
Physics (College)				SPH4CI	
Physics (University)			SPH3UI	SPH4UI	
Health Sciences (University/College)				SNC4MI	
Agriculture SHSM Science Courses			SAP33I	SAN43I	
			SHY33I	SHX43I	

TECHNOLOGICAL EDUCATION				Duoit to Tubi	
Course Titles	Grade 9	Grade 10	Grade 11	Grade 12	Alt. Years
Technology and the Skilled Trades (Open)	TAS10I				
Communications Technology (Open)		TGJ2OI	TGJ3OI	TGJ4OI	
Communications Technology (University/College)			TGJ3MI	TGJ4MI	
				TGI4MI	
				TGV4MI	
Computer Technology (Open)		TEJ2OI			
Computer Technology (University/College)			TEJ3MI	TEJ4MI	
Construction Technology (Open)		TCJ2OI			
Construction Technology (Workplace)			TCJ3EI	TCJ4EI	
			TCC3EI	TCC4EI	
Construction Technology (College)			TCJ3CI	TCJ4CI	
Green Industries (Open)		THJ2OI			
Green Industries (Workplace)		<u></u>	THJ3EI	THJ4EI	
Green Industries (University/College)			THJ3MI	THJ4MI	
Hairstyling and Aesthetics (Workplace)			TXJ3E	TXJ4E	
			TXH3E	TXH4E	
Hospitality and Tourism and the Skilled Trades		TFJ2OI			
Manufacturing Technology (Open)		TMJ2OI			
Manufacturing Technology (Workplace)			TMJ3EI	TJM4EI	
Manufacturing Technology (College)			TMJ3CI	TMJ4CI	
Manufacturing Technology (University/College)			TMJ3MI	TMJ4MI	
Technological Design (Open)	TDJ10I	TDJ2OI			
Technological Design (University/College)			TDJ3MI	TDJ4MI	
Technological Design (University/College) Architecture			TDA3MI	TDA4MI	
Technological Design – Architecture (University/College)				TDM4MI	
Technological Design – Manufacturing (University /					
College)					
Transportation Technology (Open)		TTJ2OI	TTJ3OI		
Transportation Technology (Workplace)				TTJ4EI	
Transportation Technology (College)			TTJ3CI	TTJ4CI	
Transportation – Auto Service Diagnostics (College)			TTA3CI	TTA4CI	
Transportation – Small Engines (College)			TTS3CI	TTS4CI	

Back to The Arts

#### DANCE

#### ATC10I (Grade 9, Open): Dance

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

Prerequisite: None

#### ATC2OI (Grade 10, Open): Dance

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

Prerequisite: None

#### ATC3OI (Grade 11, Open): Dance

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

Prerequisite: None

#### ATC4EI (Grade 12, Workplace): Dance

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

Prerequisite: Dance, Grade 11, Open

#### ATC4MI (Grade 12, University/College): Dance

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world, and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner. Prerequisite: Dance, Grade 11, University/College Preparation

Prerequisite: Dance, Grade 10, Open

Back to The Arts

#### **DRAMA**

#### ADA10I (Grade 9, Open): Drama

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.

Prerequisite: None

#### ADA2OI/ADA2OL (Grade 10, Open): Drama

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

Prerequisite: None

Note: ADA2OL – Equivalent course for French immersion students offered in alternate years. This course is offered in 2024-2025.

#### ADA3OI (Grade 11, Open): Drama

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

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

Prerequisite: None

#### ADA3MI (Grade 11, College/University): Drama

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

Prerequisite: ADA1OI or ADA2OI

#### ADA4EI (Grade 12, Workplace Preparation): Drama

This course requires students to create, present, and analyse a variety of dramatic works relevant to the workplace. Students will build trust and collaborative skills and develop self-confidence through hands-on experience and project-based learning in drama activities. Students will also explore skills related to the study of drama that can be applied in the workplace.

Prerequisite: ADA301

#### ADA4MI (Grade 12, College/University): Drama

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: ADA3MI

Back to The Arts

#### **MUSIC**

#### AMU10I (Grade 9, Open): Instrumental Music

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.

Prerequisite: None

#### AMU2OI (Grade 10, Open): Instrumental Music

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

Prerequisite: None

#### AMU3MI (Grade 11, College/University): Instrumental Music

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

Prerequisite: Music, Grade 9 or 10, Open

#### AMU4MI (Grade 12, College/University): Instrumental Music

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

Prerequisite: Music, Grade 11, University/College Preparation

#### AMV2OI (Grade 9, Open): Vocal Music

Students sing in a variety of styles within full choir and small ensemble formats. Students will participate in fun, engaging activities that develop self-confidence, creativity, imagination, and leadership. Ear training, theory, and historical knowledge are developed. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Prerequisite: None

#### AMV3OI (Grade 11 Open): Vocal Music

This course emphasizes performance of vocal music at a beginner level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop thorough understanding of the language of music, including the elements, terminology, and its appropriate use.

Prerequisite: None

#### EXPLORING AND CREATING IN THE ARTS

#### AEA30I/40I (Grade 11 or 12, Open): Exploring and Creating in the Arts (Musical Theatre)

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

Prerequisite: Any Grade 9 or 10 arts course

Back to The Arts

#### **VISUAL ARTS**

#### NAC10I (Grade 9, Open): Expressing Aboriginal Cultures (Visual Arts)

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

Prerequisite: None

#### AVI20I (Grade 10, Open): Visual Arts

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

Prerequisite: None

#### AVI3MI (Grade 11, College/University): Visual Arts

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others.

Prerequisite: AVI201

#### AVI4MI (Grade 12, College/University): Visual Arts

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: AVI3MI

#### AWA2OI (Grade 10, Open): Crafts

This course enables students to develop Family Studies skills in practical situations. This will be hands-on learning which could prepare them for creating a variety of marketable items to support family living. Students will be introduced to new ideas, skills and materials in order to create crafts, quilt, bead, knit, crochet, embroider, rug hook, and hand sew to button or repair clothing. They will explore this

creative process and make connections between the craft industry and the home. Students will work at their own pace to finish their projects and may have to provide some materials.

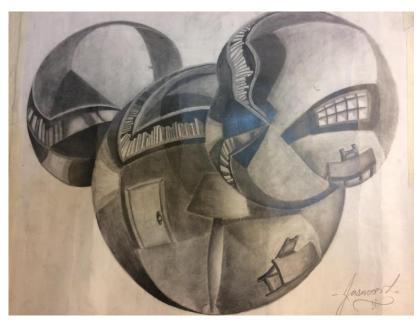
Prerequisite: None

# AWA3OI (Grade 11, Open): Crafts

This course is an extension of the Grade 10 crafts course. Students will develop a more advanced level of skill in each craft and explore career opportunities in the craft industry. Evaluation is based on daily work and project completion, as well as a summative evaluation which combines craft techniques.

Prerequisite: None

Recommended Preparation: AWA201



Student Artwork by Jasnoor Lamba

Back to Business Studies

#### **ACCOUNTING**

### BAF3MI (Grade 11, College/University): Financial Accounting Fundamentals

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

Prerequisite: None

### BAT4MI (Grade 12, College/University): Financial Accounting Principles

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

Prerequisite: BAF3MI

**Back to Business Studies** 

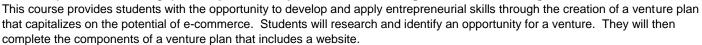
#### **ENTREPRENEURIAL STUDIES**

# BDI3CI (Grade 11, College): Entrepreneurship – The Venture

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

Prerequisite: None

### BDV4CI (Grade 12, College): Entrepreneurship – Venture Planning in an Electronic Age



Prerequisite: None

**Back to Business Studies** 

#### INFORMATION AND COMMUNICATION STUDIES

#### BEM10I (Grade 9, Open): Building the Entrepreneurial Mindset

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

Prerequisite: None

#### **CANADIAN AND WORLD STUDIES**

Back to Canadian and World Studies

#### **CIVICS**

#### CHV2OH / CHV2OL (Grade 10, Open, 9.5 Credit): Civics and Citizenship

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

Prerequisite: None

**Note**: CHV2OL – Equivalent 0.5 credit course for French immersion students offered in alternate years. This course is next offered in 2025-2026.

**Back to Canadian and World Studies** 

#### **GEOGRAPHY**

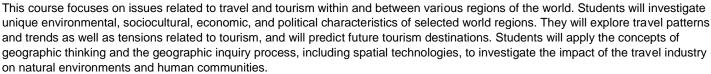
#### CGC1WI / CGC1WL (Grade 9, Academic/De-streamed): Exploring Canadian Geography

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

Prerequisite: None

Note: CGC1WL - Equivalent course for French immersion students

# CGG3OI (Grade 11, Open): Travel and Tourism – A Geographic Perspective



Prerequisite: CGC1DI/L

#### CGW4UI (Grade 12, University): World Issues

This course examines current and relevant world issues and the effects of these issues on citizens in Canada and around the globe. Students will investigate cultural, economic, environmental, and geopolitical issues ranging from poverty and slums to human rights abuses and terrorism. Students will use skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing our interdependent and constantly changing world. \*This course deals with mature matter as relevant issues are analyzed.

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

**Back to Canadian and World Studies** 

#### **HISTORY**

#### CHC2LI (Grade 10, LDCC): Contemporary Canadian History

This course focuses on the connections between the student and key people, events, and themes in Canadian contemporary studies. Students prepare for Grade 11 Canadian and World Studies, Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students 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 practice reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

Prerequisite: None

#### CHC2PI / CHC2PL (Grade 10, Applied): Canadian History Since World War I

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.

Prerequisite: None

Note: CHC2PL - Equivalent course for French immersion students

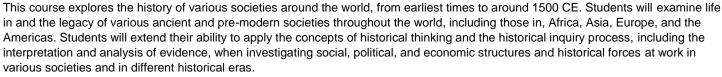
#### CHC2DI / CHC2DL (Grade 10, Academic): Canadian History Since World War I

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.

Prerequisite: None

Note: CHC2DL - Equivalent course for French immersion students

# CHW3MI (Grade 11, College/University): World History to the End of the Fifteenth Century



Prerequisite: CHC2PI or CHC2DI

#### CHM4EI (Grade 12, Workplace): Adventures in World History

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. 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: CHC2PI OR CHC2DI OR CHC2LI

#### CHY4CI (Grade 12, College): World History Since the Fifteenth Century

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 humanities

#### CHY4UI (Grade 12, University): World History Since the Fifteenth Century

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

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

Back to Canadian and World Studies

#### LAW

# CLU3MI (Grade 11, College/University): Understanding Canadian Law

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: CHC2DI or CHC2PI

# CLN4CI (Grade 12, College): Legal Studies

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.

Prerequisite: CHV2OI

# CLN4UI (Grade 12, University): Canadian and International Law

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.

#### **COMPUTER STUDIES**

**Back to Computer Studies** 

#### ICD2OI (Grade 10, Open): Digital Technology and Innovations in the Changing World

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

Prerequisite: None

# ICS3CI (Grade 11, College): Introduction to Computer Programming

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

Note: MFM2PI strongly recommended.

# ICS3UI (Grade 11, University): Introduction to Computer Science

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

**Note**: MPM2DI strongly recommended.

# ICS4CI (Grade 12, College): Computer Programming

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers. **Prerequisite**: ICS3CI

# ICS4UI (Grade 11, University): Computer Science

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will

investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: ICS3UI

Back to Co-operative Education

#### DCO3OI (Grade 11, Open): Creating Opportunities through Co-op

This course consists of a community-connected experience and a co-operative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. *Prerequisite*: None

#### What is Co-op?

The Co-op program offers a planned learning experience in a community work placement. Co-op credits count as elective or compulsory credits towards the Ontario Secondary School Diploma (OSSD). Students attend the placement each school day except: (1) students attend pre-placement classes in the first two weeks of the semester to learn workplace safety, law, and preparation for success on the job, and (2) students attend integration classes during the semester that consist of career research, safety, and cover letter/exit resumé training.

#### How do students get Co-op placements?

- 1. A fully completed Co-op application must accompany your option card along with an updated resume and cover letter.
- 2. Students who select Co-op (including OYAP) on their option sheet will be called to information meetings in late March. At the meeting, students will complete an information form and indicate career areas of interest or specific placement requests.
- 3. Each student will meet individually with a Co-op teacher in April-June to further discuss an approved placement. Later in the placement process, students will present a résumé and cover letter to a prospective employer in an interview. Some interviews are competitive with students from other schools.

Back to Co-operative Education

# <u>Circle one or more of these choices on your option sheet:</u> 2-CREDIT CO-OP 4-CREDIT CO-OP

#### What is the difference between 2-Credit Co-op, 3-Credit Co-op, and 4-Credit Co-op?

- 1. 2-Credit Co-op placements consist of half-days (three hours) each school day for one semester.
- 2. 4-Credit Co-op placements consist of full days (six or more hours) each school day for one semester.
- 3. Students may choose to split 4-Credit Co-op into half-days for two semesters.

#### Can students take Co-op more than once?

Yes. There is no limit to the number of Co-op credits that a student can earn. Students can take Co-op in both semesters of one school year. Students can take Co-op in each of their school years, usually beginning in their Grade 11 year and beyond.

Note: 2 credits in Co-operative Education can count as compulsory credits for groups 1, 2, and 3.

#### Why take Co-op?

Co-op prepares students for all post-secondary destinations, including university, college, apprenticeship, and direct entry to the workplace. Co-op allows students to:

- 1. <u>Test-Drive a Career</u>: Do the job and get a chance to see if your career choice is really what you want before choosing your post-secondary destination.
- 2. <u>Build Your Skills</u>: Work one-on-one with a co-worker in a program designed to meet your interests, needs, and strengths.
- 3. Get Hands-On Work Experience: Overcome the problem of "no job without experience and no experience without a job." Put real work experience on your résumé.

#### Where are the Co-op placements?

Placements are in the Owen Sound and surrounding area. Co-op teachers counsel each student and help arrange approved coop placements.

#### Who is responsible for transportation?

Many students walk to placements in Owen Sound. Students who ride a school bus may walk to Co-op placements near the school. Students and their families are responsible for transportation if the Co-op placement is beyond walking distance.

Back to Co-operative Education

### **Example Career Areas for Co-op Placements**

**Aesthetics and Wellness** 

Aesthetics

Beauty Consulting Hairstyling (OYAP)

Massage Therapy

**Agriculture and Veterinary** 

**Animal Care** 

Dairy Herdsperson (OYAP)

Farming - various Greenhouse/Nursery Horse Groom (OYAP) Horticultural Tech (OYAP)

Humane Society Veterinary Clinic

**Applied Science and Environmental** 

Arborist (OYAP) Chiropractic

Facilities Maintenance Conservation Authority

Dentistry
Dietitian
Engineering
Natural Resources

Optometry

Regional Planning

**Arts and Culture** 

Art Gallery

Dance and Drama

Journalism Librarianship Museums

**Bruce Power Co-op** 

Many placement opportunities

**Business** 

Accounting Banking

Business Offices
Hotel Management
Office Administration
Shipping and Receiving
Small Business – various

Daycare

Early Childhood Education (OYAP) Educational Assistant (OYAP)

Teacher

**Emergency Services** 

Firefighting Policing Paramedic

**Health Care** 

Diagnostic Imaging Geriatric Activation Hospital - various Medicine - Emergency

Nursing

Personal Support Work

Physiotherapy

Militia Co-op

4 Credit Co-op

**Restaurant and Food Services** 

Baker (OYAP) Chef/Cook (OYAP) Food Service Cafeteria

Kitchen Prep Server

Retail Meat Cutter (OYAP)

<u>Retail</u>

**Building Supplies (OYAP)** 

Clothing Retail Department Store Music Retail Retail - various Sports Retail

**Social Services** 

**Developmental Services** 

Social Work

Volunteer Organization

**Special Professions** 

Funeral Home Law Office MP Office Fitness Training Golf Course

Parks and Recreation Sports Equipment

**Technology** 

Audio Electronics
Computer Graphics
Computer Technology
Drafting & CAD
Furniture Refinishing
Light and Sound Technician

Photography

Radio Broadcast Technician

TV/Cable Station

<u>Trades and Ontario Youth</u> Apprenticeship Program (OYAP)

Auto Body

Auto Service

Brick and Stone Mason

Cabinetmaking Carpentry Construction Drafting Electrician

Farm Equipment Mechanics

General Machinist Heating and Cooling Heavy Duty Equipment

Millwright

Motorcycle Mechanic Painting and Decorating

Plumbing Sheet Metal Small Engines Sprinkler/Fire Tech Tire/Lube Tech Tool and Die

Truck and Coach Tech

Welding

**Travel and Tourism** 

Ecotourism Hotels/Motels

Special Events Planning Tourist Information Travel Agency

Education and Childcare Sports and Fitness

Contact the Co-op office: Mrs. McNeill at ext. 516, or Mrs. Rutter at ext. 244, or Mr. Day at ext. 226 or Mr. Jones at ext. 255 if you have any questions about your career ideas and choices.

### **Ontario Youth Apprenticeship Program (OYAP)**

OYAP is a Co-op program for students working in the trades. There are four trade sectors: Construction, Industrial, Motive Power, and Service. Sample skilled trades are listed in the preceding section. View the complete list of skilled trades on the About Trades page at <a href="https://www.tradeability.ca">www.tradeability.ca</a>. An OYAP student may be formally registered as an apprentice while attending secondary school with the approval of the Co-op employer and the Co-op teacher. Accumulated hours can be carried forward and will give students a head start in the trades upon graduation.

**To choose OYAP –** circle **2-credit Co-op**, **4-credit Co-op** on the **option sheet** as described in the preceding section on Co-operative Education. **4-credit Co-op** is often more practical for trades placements but **2-credit Co-op** may be possible. Consult the Co-op teacher, who will arrange a suitable OYAP placement with a licensed tradesperson.

Contact the Co-op Office if you have any OYAP questions.

Back to Co-operative Education

### Militia Co-op (this program runs pending Military approval)

The Grey and Simcoe Foresters and The Bluewater District School Board offer an innovative program to those who successfully pass all the criteria during the military selection process. The student is sworn into the Army Reserve and then immersed into a military environment. All training takes place at the Owen Sound Armoury. This placement offers four credits of co-op and pay. Application forms are online. Please come to the Coop office for more information.

The Militia Co-op Program is based on the Primary Reserve Basic Military Qualifications. Lessons that are taught during the course will include:

- o Applying General Service Knowledge
- Operate the Service Rifle
- o Perform Drill
- o Administer First Aid
- Survive in a Field Environment
- Operate Under Nuclear/Biological/Chemical Conditions
- Maintain Safe Working Environment
- Law of Armed Conflicts
- Origin and History of the Canadian Army

There is a screening process that includes an aptitude test, a fitness test, an interview and medical check up.

Back to Co-operative Education

#### **Bruce Power Co-operative Education Program**

**Prerequisite**: 16 years of age for all placements. Bruce Power Co-op is a full semester on-site program at Bruce Power for senior secondary students. This four-credit program provides valuable experience, essential skills, and career exploration for students on a pathway to post-secondary apprenticeship, college, or university. The program offers a wide range of placements including business (accounting, communications, human resources, marketing, office administration), engineering, fire/emergency response, information technology, nuclear power careers, security, and skilled trades (electrical, mechanical, transportation). A separate application (March deadline) and interview at Bruce Power are required. Program participation is also dependent upon Bruce Power security clearance.

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# French Immersion Co-operative Education

Students have the opportunity to earn 2 elective credits toward their French immersion certificate by working in an elementary French immersion classroom. Students may choose to be placed at St. Basil's, East Ridge Community School, Notre Dame, Hepworth Central Public School or École elementaire Saint Dominique Savio. Please see the Co-op department for details. A fully completed Co-op application must accompany your option card.

#### **ENGLISH**

#### ENL1WI (Grade 9, De-streamed): English

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. *Prerequisite*: None

#### ENG1LI (Grade 9, Locally Developed): English

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

\*Prerequisite: None\*

#### ENG2LI (Grade 10, LDCC): English

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

\*Prerequisite: Any Grade 9 English credit\*

#### ENG2PI (Grade 10, Applied): English

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*: ENL1WI

#### ENG2DI (Grade 10, Academic): English

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

Prerequisite: ENL1WI

Back To English

# NBE3EI (Grade 11, Workplace): English – Understanding Contemporary First Nations, Métis and Inuit Voices

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Indigenous writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Indigenous writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: ENG2DI or ENG2PI or ENG2LI

Note: This course has replaced ENG3EI and counts as the Grade 11 compulsory English requirement.

# NBE3CI (Grade 11, College): English – Understanding Contemporary First Nations, Métis and Inuit Voices

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

Prerequisite: ENG2DI or ENG2PI

Note: This course has replaced ENG3CI and counts as the Grade 11 compulsory English requirement.

# NBE3U (Grade 11, University): English – Understanding Contemporary First Nations, Métis and Inuit Voices

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

Prerequisite: ENG2DI

# ENG4EI (Grade 12, Workplace): English SHIM

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

Prerequisite: ENG3UI or NBE3CI or NBE3EI

# ENG4CI (Grade 12, College): English SHIM

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

Prerequisite: ENG3CI or ENG3UI

# ENG4UI (Grade 12, University): English SHIM

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

Prerequisite: ENG3UI

#### **ENGLISH AS A SECOND LANGUAGE**

#### ESLAOI (Level One, Open): English as a Second Language

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

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### LITERACY COURSE

# OLC30I Grade 12, Open): Ontario Secondary School Literacy Course

This course is designed to help you acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). If you complete the course successfully, you will meet the provincial literacy requirement for graduation. You will read a variety of informational, narrative, and graphic texts and you will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports.

Prerequisite: 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.

# OLC40I (Grade 12, Open): Ontario Secondary School Literacy Course

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.

**Prerequisite**: 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.

#### **WRITER'S CRAFT**

#### EWC4CI (Grade 12, College): The Writer's Craft

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

\*Prerequisite: English, Grade 11, College Preparation\*

#### EWC4UI (Grade 12, University): The Writer's Craft

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

Prerequisite: English, Grade 11, University Preparation

#### FIRST NATIONS, METIS AND INUIT STUDIES

### FIRST NATIONS, METIS AND INUIT STUDIES

#### NDA3MI (Grade 11, College/University): Contemporary Indigenous Issues and Perspectives

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problemsolving strategies to address an issue of their choice.

Prerequisite: CHC2DI or CHC2PI

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#### **CORE FRENCH**

#### FSF1DI (Grade 9, Academic/De-streamed): Core French

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

#### FSF2PI (Grade 10, Applied): Core French

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF1DI

#### FSF2DI (Grade 10, Academic): Core French

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: FSF1DI

#### FSF3OI (Grade 11, Open): Core French

This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF2DI or FSF2PI

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#### FSF3UI (Grade 11, University): Core French

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: FSF2DI

#### FSF4OI (Grade 12, Open): Core French

This course provides a variety of opportunities for students to speak and interact in French. Students will develop their listening, speaking, reading, and writing skills, use language-learning strategies in a variety of real-life situations and personally relevant contexts, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FSF3OI

#### FSF4UI (Grade 12, University): Core French

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

Prerequisite: FSF3UI

### **IMMERSION FRENCH**

A certificate in **French Immersion** will be granted if a student successfully completes **four** (4) **Français** (FIF) courses and **six** courses (6) in other subjects **taught in French** (total of 10 courses).

A certificate in **Extended French** will be granted if a student successfully completes **four** (4) **Français** (FIF) courses and **three** (3) courses in other subjects **taught in French** (total of 7 courses).

The French Immersion Program at Owen Sound District Secondary School (2024-2025)

Grade 9	Grade 10	Grade 11	Grade 12
FIF1DI	FIF2DI	FIF3UI	FIF4UI
French Immersion	French Immersion	French Immersion	French Immersion
Academic	Academic	University	University
or	or	or	or
FIF1PI	FIF2PI	FIF3OI	FIF4OI
French Immersion	French Immersion	French Immersion	French Immersion
Applied	Applied	Open	Open
CGC1WL	CHC2DL		
Issues in Canadian	Canadian History Since WWI,		
Geography,	Academic		
Academic	or		
	CHC2PL		
	Canadian History Since WWI,		
	Applied		
ADA2OL	ADA2OL	HHG4ML	
Dramatic Arts	Dramatic Arts	Human Development through	
(Alternate year course next	(Alternate year course next	the Lifespan	
offered in 2024-2025)	offered in 2024-2025)		
PPL10L			
Healthy Active Living			
CHV2OL (0.5 credit)	CHV2OL (0.5 credit)		
Civics and Citizenship	Civics and Citizenship		
(Alternate year course offered	(Alternate year course offered		
in 2025-2026)	in 2025-2026)		
GLC2OL (0.5 credit)	GLC2OL (0.5 credit)		
Career Studies	Career Studies		
	(Alternate year course offered		
(Alternate year course offered in 2025-2026)	in 2025-2026)		
= === <b>====</b> /			

<sup>\*</sup>Civics and Citizenship/Career Studies and Dramatic Arts are offered in alternating years\*

Students should not take introductory drama (ADA1OI or ADA2OI) in English.

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#### French Immersion Course change phase-in plan by year for 2024/25 and 2025/26.

Grade	2024/25		2024/25	
9	FIF1DL CGC1DL	ADA2OL PPL1OL	FIF1DL CGC1DL	CHV2OL GLC2OL PPL1OL
10	FIF2D/PI CHC2D/PL	ADA2OL	FIF2D/PI CHC2D/PL	CHV2OL GLC2OL
11	FIF3U/OI HHG4ML		FIF3U/OI HHG4ML	
12	FIF4U/OL		FIF4U/OL	

#### **Important Notes re: French Immersion:**

1. Those students who are intending to take the full immersion program and who are heading into Grade 9 must select the following courses:

FIF1DI (Français)
CGC1DL (Géographie)
ADA2OL (Drame)

PPL1OL (Vie Active Saine)

2. Those students who are intending to complete the full immersion program and who are heading into Grade 10 must select the following courses:

FIF2DI or FIF2PI (Français)
CHC2DL or CHC2PL (Histoire)
ADA2OL (Drame)

3. Those students who are intending to complete the full immersion program and who are heading into Grade 11 or 12 should check that they will have 10 French Immersion credits. A Co-op placement in an elementary French Immersion classroom is another way to earn 2 French Immersion credits, but placements are limited. Students who choose this option are advised to speak with a Co-op teacher.

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#### FIF1DI (Grade 9, Academic/De-streamed): French Immersion

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French-Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

#### FIF2PI (Grade 10, Applied): French Immersion

This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF1DI

#### FIF2DI (Grade 10, Academic): French Immersion

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF1DI

#### FIF3OI (Grade 11, Open): French Immersion

This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF2DI OR FIF2PI

#### FIF3UI (Grade 11, University): French Immersion

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF2DI

#### FIF4OI (Grade 12, Open): French Immersion

This course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the workplace and beyond. Students will develop collaborative skills and self-confidence through hands-on activities in listening, speaking, reading, and writing, using French in real-life contexts and new and familiar situations. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: FIF3OI OR FIF3UI

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#### FIF4UI (Grade 12, University): French Immersion

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. *Prerequisite*: FIF3UI

For descriptions of other French Immersion courses, please see:

CGC1DL, page B40 CHC2PL, page B42 CHC2DL, page B42 CHV2OL, page B41 GLC2OL, page B58 HHG4ML, page B62 PPL1OL, page B68

Back To Guidance and Career

### **CAREER STUDIES**

#### GLC2OH / GLC2OL (Grade 10, Open, 0.5 credit); Career Studies

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Note 01: This is a 0.5 credit and is taken in the same semester with CHV2OH, also a 0.5 credit.

Note 02: GLC2OL - Equivalent 0.5 course for French immersion students offered in alternate years. This course is next offered in 2025-2026.

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#### LEARNING STRAGIES

#### GLE10I (Grade 9, Open): Learning Strategies 1 - Skills for Success in Secondary School

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

Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student should have an IEP or IPRC.

Note: Students taking ENG1LI will take GLE1OI as part of a two-credit full-year package.

#### GLE20I (Grade 10, Open): Learning Strategies 1 – Skills for Success in Secondary School

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

Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student should have an IEP or IPRC.

### GLE30I (Grade 11, Open): Advanced Learning Strategies – Skills for Success After Secondary School



This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student should have an IEP or IPRC.

# GLE40I (Grade 12, Open): Advanced Learning Strategies – Skills for Success After Secondary School



This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student should have an IEP or IPRC.

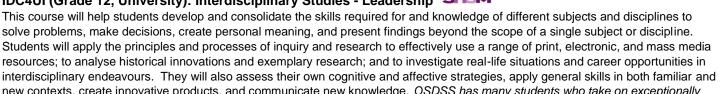
#### **LEADERSHIP**

#### GPP30I (Grade 11, Open): Leadership and Peer Support

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. OSDSS has many students who take on exceptionally large leadership roles within the school. This course is intended to allow these students the opportunity to earn school credit for the roles they play in various groups within the school. Examples of these leadership roles include, but are not limited to, yearbook editor, club members, and Student Council members.

Prerequisite: None

### IDC4UI (Grade 12, University): Interdisciplinary Studies - Leadership



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. OSDSS has many students who take on exceptionally large leadership roles within the school. This course is intended to allow these students the opportunity to earn school credit for the roles they play in various groups within the school. Examples of these leadership roles include, but are not limited to, yearbook editor, club members, and Student Council members.

**Prerequisites**: Any university or university/college preparation course.

Note: You cannot take this course if you have taken the IDP4UI offered in the Hockey Skills Academy 2-credit package.



Student Art Work by Holly Coulter

#### **HUMANITIES AND SOCIAL SCIENCE**

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#### FOOD AND NUTRITION

**Note**: For these practical courses, there is an expectation that students will participate in the running of the cafeteria over lunch.

#### HFC3EI (Grade 11, Workplace): Food and Culture

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

Focus is on the practical aspects of nutrition, food preparation, and health and safety.

Prerequisite: None

### HFC3MI (Grade 11, University/College): Food and Culture

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. Focus is on the practical aspects of nutrition, food preparation, and health and safety.

Prerequisite: None

#### HFL4EI (Grade 12, Workplace): Food and Healthy Living

This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition. Focus is on the practical aspects of nutrition, food preparation, and health and safety.

Prerequisite: None

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#### HFA4CI (Grade 12, College): Nutrition and Health

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health. *This course is targeted at students going on to post-secondary in dietetics, culinary, or kinesiology.* 

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

#### HFA4UI (Grade 12, University): Nutrition and Health

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. This course is targeted at students going on to post–secondary in dietetics, culinary or kinesiology.

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

#### **GENERAL FAMILY STUDIES**

# HSB4UI (Grade 12, University): Challenge and Change in Society

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.

### HHG4ML (Grade 12, College/University): Human Development Through the Lifespan (French Immersion)

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

Prerequisite: French Immersion FIF3UI

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# HIP40I (Grade 12, Open): Personal Life Management

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

Prerequisite: None

### HPC3OI (Grade 11, Open): Raising Healthy Children



This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six-years-old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

Prerequisite: None

Note: HPC30I - offered in alternate years. This course is next offered in 2024-2025.

#### GENERAL SOCIAL SCIENCES

### HSP3CI (Grade 11, College): Introduction to Anthropology, Psychology and Sociology

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. Prerequisite: ENG2PI or CHC2PI

### HSP3UI (Grade 11, University): Introduction to Anthropology, Psychology and Sociology



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: ENG2DI or CHC2DI

Back to Humanities and Social Science

#### HSG3M (Grade 11, University/College) - Gender Studies

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

Prerequisite: None

#### HSE3E (Grade 11, Workplace) - Equity, Diversity, and Social Justice

This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue.

Prerequisite: None

#### HSE4M (Grade 12, University/College) - Equity and Social Justice: From Theory to Practice

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

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

Back to Mathematics

#### MTH1WI (Grade 9, De-streamed): Mathematics

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. *Prerequisite*: None

#### MAT1LI (Grade 9, LDCC): Mathematics

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed Compulsory Course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by

three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

#### MAT2LI (Grade 10, LDCC): Mathematics

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

Prerequisite: Any Grade 9 Mathematics credit.

#### MFM2PI (Grade 10, Applied): Foundations of Mathematics

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles, investigate applications of piecewise linear functions, solve and apply systems of linear equations, and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus. *Prerequisite*: MTH1WI

#### MPM2DI (Grade 10, Academic): Principles of Mathematics

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

Prerequisite: MTH1W

**Back to Mathematics** 

### MEL3EI (Grade 11, Workplace): Mathematics for Work and Everyday Life

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: MAT2LI

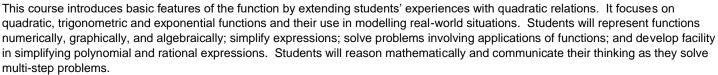
### MBF3CI (Grade 11, College): Foundations for College Mathematics



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

Prerequisite: MPM2DI or MFM2PI

### MCF3MI (Grade 11, College/University): Functions and Applications



Prerequisite: MPM2DI

**Back to Mathematics** 

# MCR3UI (Grade 11, University): Functions

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: MPM2DI

# MEL4EI (Grade 12, Workplace): Mathematics for Work and Everyday Life

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: MEL3EI

# MAP4CI (Grade 12, College): Foundations for College Mathematics

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods, solve problems involving applications of geometry and trigonometry, simplify expressions, and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences and human services, and for certain skilled trades. *Prerequisite*: MBF3CI or MCF3MI or MCR3UI.

# MCT4CI (Grade 12, College): Mathematics for College Technology

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: MCF3MI or MCR3UI

Note: Depending on numbers, the course may be offered or in person or on-line - talk to the Guidance Department.

# MDM4UI (Grade 12, University): Mathematics of Data Management

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 statistic, and carry out a culminating project that integrate 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: MCR3UI or MCF3MI

# MHF4UI (Grade 12, University): Advanced Functions

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: MCR3UI or MCT4CI

# MCV4UI (Grade 12, University): Calculus and Vectors

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

Prerequisite: MHF4UI

Note: MHF4UI can may taken concurrently with or precede Calculus and Vectors.

Back to Physical and Health Education

#### PPL1OF / PPL1OL (Grade 9, Open): Female - Healthy Active Living

This course equips students with 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, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. 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.

Prerequisite: None

Note: PPL1OL - Equivalent course for French Immersion students

#### PPL10M / PPL10L (Grade 9, Open): Male - Healthy Active Living

This course equips students with 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, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. 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. **Prerequisite:** None

#### PPL2OF (Grade 10, Open): Female – Healthy Active Living

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, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. 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. **Prerequisite:** None

#### PPL2OM (Grade 10, Open): Male - Healthy Active Living

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, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. 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. **Prerequisite:** None

Back to Physical and Health Education

### PAF3OI (Grade 11, Open): Co-ed – Healthy Living and Personal Fitness Activities

This course focuses on the development of a knowledge of fitness theory, with ongoing practical applications of this theory in the gymnasium, weight room, outside and when possible, in a community facility. Fitness components such as weight training, cardiovascular work and core body training will be some of the topics covered in depth. Students will be involved in goal setting, continual fitness assessments and revision of individual programs. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Note: Students will be charged a small fee for this course.

# PPL3OF (Grade 11, Open): Female – Healthy Active Living

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.

Prerequisite: None

### PPL3OM (Grade 11, Open): Male – Healthy Active Living

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.

Prerequisite: None

### PAF4OI (Grade 12, Open): Co-ed – Healthy Living and Personal Fitness Activities

This course focuses on the development of a knowledge of fitness theory, with ongoing practical applications of this theory in the gymnasium, weight room, outside and when possible, in a community facility. Fitness components such as weight training, cardiovascular work and core body training will be some of the topics covered in depth. Students will be involved in goal setting, continual fitness assessments and revision of individual programs. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Note: Students will be charged a fee for this course.

### PPL40I (Grade 12, Open): Co-ed – Healthy Active Living

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. 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 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.

Prerequisite: None

# PLF4MI (Grade 12, College/University): Recreation and Healthy Active Living Leadership

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

# PSK4UI (Grade 12, University): Exercise Science

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 course in Science, or any Grade 11 or 12 course in Health and Physical Education.

Back to Physical and Health Education

#### OSDSS HOCKEY PROGRAM

The Hockey Skills Academy program is a two-credit package offered in the morning of semester one. Students in Grade 10, 11, or 12 can select this program. Students will earn two credits from participation in this program.

Grade 10 students can expect to earn **PAL2OI** and **GPP3OI**. Grade 11 students can expect to earn **PAL3OI** and either **GPP3OI** or **IDC3OI** (depending if they have already earned GPP3OI). Grade 12 students can expect to earn **PLF4MI** and **IDP4UI** (depending on what the student has previously earned).

Note: Students in this program are expected to coordinate tournaments and clinics.

This 2-credit package is designed using the Hockey Canada Skills Academy model and is intended to develop sport-specific skills and offer an opportunity for students to develop their organizational and leadership skills. Students will be charged a fee for this course.

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Grade 10 students select the 2-credit package – ZHOCK2 Grade 11 students select the 2-credit package – ZHOCK3 Grade 12 students select the 2-credit package – ZHOCK4

#### PAL2OI (Grade 10, Open): Healthy Living and Large-Group Activities

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

Prerequisite: None

Note: This course will focus on hockey as the main physical activity.

#### PAL30I (Grade 11, Open): Healthy Living and Large-Group Activities

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

Prerequisite: None

Note: This course will focus on hockey as the main physical activity.

#### GPP30I (Grade 11, Open): Leadership and Peer Support

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

Prerequisite: None

### IDC3OI (Grade 11, Open): Leadership and Peer Support

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.

Prerequisite: None

#### IDP4UI (Grade 12, University) INTERDISCIPLINARY STUDIES - LEADERSHIP

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.

*Prerequisite*: Any university or university/college preparation course.

Note: Students can take only one of either IDP4UI or IDC4UI, not both.

#### **SCIENCE**

#### SNC1WI (Grade 9, De-streamed): Science

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.

Prerequisite: None

### SNC2LI (Grade 10, LDCC): Science

This course reinforces and strengthens science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success everyday life, in the workplace and in the Science Grade 12 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.

Prerequisite: None

#### SNC2PI (Grade 10, Applied): Science

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: SNC1WI

#### SNC2DI (Grade 10, Academic): Science

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: SNC1WI

### SNC4EI (Grade 12, Workplace): Science



This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

Prerequisite: SNC2PI or SNC2DI or SNC2LI

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#### **ENVIRONMENTAL SCIENCE**

# SVN3M (Grade 121, University/College Preparation): Environmental Science

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

Prerequisite: SNC2PI or SNC2DI

#### SENIOR BIOLOGY

# SBI3CI (Grade 11, College): Biology

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: SNC2PI or SNC2DI

# SBI3UI (Grade 11, University): Biology

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: SNC2DI

# SBI4UI (Grade 12, University): Biology

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: SBI3UI

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# **SENIOR CHEMISTRY**

### SCH3UI (Grade 11, University): Chemistry

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: SNC2DI

# SCH4Cl (Grade 12, College): Chemistry

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: SNC2PI or SNC2DI

# SCH4UI (Grade 12, University): Chemistry

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: SCH3UI

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#### SENIOR PHYSICS

### SPH3UI (Grade 11, University): Physics

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

Prerequisite: SNC2DI

# SPH4CI (Grade 12, College) : Physics SHIM

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: SNC2PI or SNC2DI

# SPH4UI (Grade 12, University): Physics

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

Prerequisite: SPH3UI

#### SENIOR EARTH AND SPACE SCIENCE

## SES4UI (Grade 12, University): Earth and Space Science

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, geography and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: SNC2DI

NOTE: This course will be offered next in 2025-2026.

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### **SENIOR HEALTH SCIENCE**

# SNC4MI (Grade 12 U/C): Health Science

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

Prerequisite: SNC2DI or SBI3UI or SCH3UI or SPH3UI or SVN3MI or SBI3CI or SCH4CI or SPH4CI

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#### AGRICULTURAL SPECIALIST HIGH SKILLS MAJOR SCIENCE COURSES

# SAP33I (Grade 11): Animal Science

This course introduces students to the knowledge, practices, and skills of animal science. This course focuses on the processes involved in the biological systems of production and nonproduction. Students will learn concepts and theories related to animal anatomy and physiology, adaptations, nutrition, the immune system, and defenses against disease. Career opportunities related to animal science and agriculture will be explored. Throughout the course, emphasis will be placed on the practical application of concepts, related directly to students' experiences in their daily lives and in the workplace.

Prerequisite: SNC2DI or SNC2PI

Note: The Animal Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

# SHY33I (Grade 11): Greenhouse Science

This course introduces students to the knowledge and skills of horticulture. Students will have the opportunity to be involved in growing, propagating, and marketing a greenhouse crop. A range of topics including plant science, greenhouse structures, culture, propagation, production, and indoor and outdoor landscaping will be studied with a focus on their application in the agriculture sector. Students will use their scientific knowledge of investigative

skills and processes to develop an understanding of these topics and their connection to society, and their possible career pathways within each topic.

Prerequisite: SNC2DI or SNC2PI

Note: The Greenhouse Science course can only be taken as part of the Agricultural Specialist High Skills Major program

# SAN43I (Grade 12): Livestock Production



This course applies the concepts of animal welfare, animal husbandry and health, feed and nutrition, anatomy and physiology, and the principles of disease to specific sectors of the livestock production industry. The sectors involved include beef, dairy, pork, poultry, sheep, and goats. The concepts involved in current alternative livestock rearing practices are also studied.

Prerequisite: SAN33I or SAP33I

Note: The Livestock Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

### SHX43I (Grade 12): Crop Science and Agricultural Business

This course applies the concepts of plant anatomy and physiology, soil science, plant reproduction, pest control and management, plant production and processing, marketing and sales to the crop production sector of agriculture. As well the common financial practices involved in operating a farm enterprise such as mortgages, insurance, leasing and borrowing money will be addressed. The future possibilities for biotechnology, equipment advancement and alternative crops will also be investigated. The future of the individual student and his /her specific career interests and options within the agricultural community will also be explored.

Prerequisite: SHX33I or SHY33I

Note: The Crop Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

#### TAS10I (Grade 9, Open): Technology and the Skilled Trades

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

Prerequisite: None

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#### COMMUNICATIONS TECHNOLOGY

#### TGJ20I (Grade 10, Open): Communications Technology

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and 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 post-secondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

# TGJ30I (Grade 11, Open): Communications Technology – Broadcast and Print Production



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 explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

# TGJ3MI (Grade 11, College/University): Communications Technology

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

### TGJ40I (Grade 12, Open): Communications Technology – Digital Imagery and Web Design



This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. 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 photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore post-secondary education, training, and career opportunities.

Prerequisite: None

# TGJ4MI (Grade 12, College/University): Communications Technology

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

Prerequisite: TGJ3MI

#### EMPHASIS OPTIONS IN COMMUNICATIONS TECHNOLOGY (at the discretion of the teacher)

TGI4MI (Grade 12, University/College): Communications Technology – Interactive Media and Animation

This is an emphasis course run in conjunction with TGJ4MI. Students selecting this course should have already taken or be taking TGJ4MI.

Prerequisite or Co-requisite: TGJ4MI

TGV4MI (Grade 12, University/College): Communications Technology – TV, Video and Movie Production

This is an emphasis course run in conjunction with TGJ4MI. Students selecting this course should have already taken or be taking TGJ4MI

Prerequisite or Co-requisite: TGJ4MI

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#### **COMPUTER TECHNOLOGY**

#### TEJ20I (Grade 10, Open): Computer Technology

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and post-secondary pathways and career opportunities in computer technology.

Prerequisite: None

Note: Students should have strong math skills.

#### TEJ3MI (Grade 11, College/University): Computer Engineering Technology

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

Note: This course is designed for students who are interested in circuit design, programming, and microprocessors. Students should have strong math skills.

#### TEJ4MI (Grade 12, College/University): Computer Engineering Technology

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore post-secondary pathways leading to careers in computer technology.

Prerequisite: TEJ3MI

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#### **CONSTRUCTION TECHNOLOGY**

#### TCJ20I (Grade 10, Open): Construction Technology

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

Prerequisite: None

### TCJ3EI (Grade 11, Workplace): Construction Engineering Technology

This course focuses on residential and light construction systems related to commercial, industrial and/or recreational construction; the development of generic employment skills; and preparation for apprenticeship and training programs. Students will learn about and gain practical experience with various types of materials, processes, labour, tools and equipment used in the construction industry; technical drawings; and auxiliary systems. They will also study industry standards and building codes; consider health and safety issues; and explore careers, the importance of lifelong learning and the impact of construction technology on society and the environment.

Prerequisite: None

Note: Students who choose a second credit should select TCC3Cl and will be practicing and refining their skills and knowledge in the completion of a construction project.

# TCJ3CI (Grade 11, College): Construction Engineering Technology

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

Prerequisite: None

Note: Students who choose a second credit should select TCC3Cl and will be practicing and refining their skills and knowledge in the completion of a construction project.

# TCJ4EI (Grade 12, Workplace): Construction Engineering Technology

This course focuses on advanced residential and more complex construction systems, as well as the introduction of heavy construction, related to commercial, industrial and/or residential construction; advanced practical workplace applications; and the development of generic employment skills and independent learning skills. Students will examine the materials, processes, labour, tools and equipment used in the construction industry; technical drawings; auxiliary systems; and landscaping. They will also study industry standards and building codes; consider health and safety issues; and explore careers, lifelong learning opportunities and the impact of construction technology on society and the environment.

Prerequisite: TCJ3EI

Note: Students who choose a second credit should select TCC4Cl and will be practicing and refining their skills and knowledge in the completion of a construction project.

# TCJ4Cl (Grade 12, College): Construction Engineering Technology

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

Prerequisite: TCJ3CI

Note: Students who choose a second credit should select TCC4Cl and will be practicing and refining their skills and knowledge in the completion of a construction project.

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#### **EMPHASIS OPTIONS IN CONSTRUCTION TECHNOLOGY**

#### TCC3EI (Grade 11, Workplace): Construction Technology

This is an emphasis course run in conjunction with TCJ3EI. Students selecting this course should have already taken or be taking TCJ3EI.

Prerequisite or Co-requisite: TCJ3EI

#### TCC4EI (Grade 11, Workplace): Construction Technology

This is an emphasis course run in conjunction with TCJ4EI. Students selecting this course should have already taken or be taking TCJ4EI.

Prerequisite or Co-requisite: TCJ4EI

#### **GREEN INDUSTRIES**

#### THJ2OI (Grade 10, Open): Green Industries

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

Prerequisite: None

#### THJ3EI (Grade 11, Workplace): Green Industries

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

Prerequisite: None

#### THJ3MI (Grade 11, University/College): Green Industries

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

Prerequisite: None

#### THJ4EI (Grade 12, Workplace): Green Industries

This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training. *Prerequisite*: THJ3EI

#### THJ4MI (Grade 12, University/College): Green Industries

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

Prerequisite: THJ3MI

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### **HAIRSTYLING & AESTHETICS**

# TXJ3El (Grade 11, Workplace): Hairstyling and Aesthetics

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

Prerequisite: None

# TXJ4EI (Grade 12, Workplace): Hairstyling and Aesthetics

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 post-secondary destinations in the hairstyling and aesthetics industry.

Prerequisite: TXJ3EI

#### EMPHASIS OPTIONS IN HAIRSTYLING AND AESTHETICS (at the discretion of the teacher)

### TXH3EI (Grade 11, Workplace): Hairstyling and Aesthetics

This course will place emphasis on the development of hairstyling skills such as haircutting, haircolouring, and updo styling. Students will gain confidence in their own ability to provide services to live models.

Prerequisite: TXJ3EI

# TXH4EI (Grade 12, Workplace): Hairstyling and Aesthetics

This course will place emphasis on the development of hairstyling skills such as advanced haircutting, haircolouring, updo styling, and chemical texturizing. Students will gain confidence in their own ability to provide services to live models.

Prerequisite: TXJ4EI

#### HOSPITALITY AND TOURISM AND THE SKILLED TRADES

#### TFJ2OI (Grade 10, Open): Hospitality and Tourism and the Skilled Trades

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

Prerequisite: None

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#### MANUFACTURING TECHNOLOGY

#### TMJ2OI (Grade 10, Open): Manufacturing Technology

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 learn about secondary and post-secondary pathways leading to careers in the industry.

Prerequisite: None

# TMJ3EI (Grade 11, Workplace): Manufacturing Technology

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.

Prerequisite: None

### TMJ3CI (Grade 11, College): Manufacturing Technology



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

Prerequisite: None

### TMJ3MI (Grade 11, College/University): Manufacturing Engineering Technology



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

Prerequisite: None

# TMJ4El (Grade 12, Workplace): Manufacturing Technology

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 related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may 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: TMJ3EI

# TMJ4CI (Grade 12, College): Manufacturing Technology

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. *Prerequisite*: TMJ3CI

# TMJ4MI (Grade 12, College/University): Manufacturing Engineering Technology

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

Prerequisite: TMJ3MI

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#### **TECHNOLOGICAL DESIGN**

#### TDJ10I (Grade 9, Open): Exploring Technological Design

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

Prerequisite: None

**Note**: This course is taught in a computer lab and will focus on the use of computerized tools including CAD/CAM, graphic design, animation, and programming.

#### TDJ20I (Grade 10, Open): Technological Design

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

Prerequisite: None

**Note**: This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology and 3D printing to projects.

# TDJ3MI (Grade 11, University/College): Technological Design

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

Prerequisite: None

**Note**: This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology and 3D printing. CNC projects may include work in conjunction with TCJ and TMJ courses.

### TDA3MI (Grade 11, University/College): Technological Design

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. Students choosing Architectural Design will develop skills and knowledge to design working drawings for homes. Students who want a thorough study of interior design, residential design and construction that will lead to careers in architecture or civil engineering or interior design should choose this option.

Prerequisite: None

# TDJ4MI (Grade 12, University/College): Technological Design

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

Prerequisite: TDJ3MI

**Note**: This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology and 3D printing. CNC projects may include work in conjunction with TCJ, and TMJ courses.

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#### **EMPHASIS OPTIONS IN TECHNOLOGICAL DESIGN**

### TDA4MI (Grade 12, University/College): Technological Design – Architectural Design

This is an emphasis course run in conjunction with TDJ4MI. Students selecting this course should have already taken or be taking TDJ3MI or TDA3MI

Prerequisite or Co-requisite: TDJ3MI

TDM4MI (Grade 12, University/College): Technological Design – Manufacturing and Industrial Design

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This is an emphasis course run in conjunction with TDJ4MI. Students selecting this course should have already taken or be taking TDJ4MI.

Prerequisite or Co-requisite: TDJ4MI

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#### TRANSPORTATION TECHNOLOGY

#### TTJ2OI (Grade 10, Open): Transportation Technology

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

Prerequisite: None

# TTJ3OI (Grade 11, Workplace): Transportation Technology – Vehicle Ownership

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

Prerequisite: None

# TTJ3Cl (Grade 11, College): Transportation Technology

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

Prerequisite: None

**Note**: Students who choose a second credit should select the emphasis courses TTA3CI and/or TTS3CI and will be practicing and refining their transportation skills and knowledge.

# TTJ4El (Grade 12, Workplace): Transportation Technology – Vehicle Maintenance

This course introduces students to 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 the future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation, and will learn about careers in the transportation industry and the skills and training required for them. *Prerequisite*: None

# TTJ4Cl (Grade 12, College): Transportation Technology

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

Prerequisite: TTJ3CI OR TTA3CI

**Note**: Students who choose a second credit should select the emphasis courses TTA4CI and/or TTS4CI and will be practicing and refining their transportation skills and knowledge.

### TTA3CI (Grade 11, College): Auto Service - Diagnostics

This practical & hands-on emphasis course enables students to become familiar with the role and basic function of today's electronic systems and components used in a variety of vehicles and powered equipment. In addition to learning about the basic operation of vehicle systems, students will also learn about electrical circuits, components, and the use of testing equipment. Students will use these and other tools to apply trouble-shooting procedures to diagnose a variety of problems. Students will develop an awareness of environmental and societal issues related to vehicle operation and use and will explore career opportunities in the transportation industry.

Prerequisite: None

# TTA4CI (Grade 12, College): Auto Service - Diagnostics

This practical & hands-on emphasis course enables students to become familiar with the role and more advanced function of today's electronic systems and components used in a variety of vehicles and powered equipment. In addition to learning about more detailed operation of vehicle systems, students will also learn about electrical circuits, components, and the use of advanced testing equipment. Students will use these and other tools to apply

trouble-shooting procedures to diagnose a variety of problems and test system components. Students will develop an awareness of environmental and societal issues related to vehicle operation and use and will explore career opportunities in the transportation industry.

Prerequisite: TTJ3CI

Note: TTA3CI is strongly recommended.

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#### **EMPHASIS OPTIONS IN TRANSPORTATION TECHNOLOGY**

#### TTS3CI (Grade 11, College): Transportation Technology – Small Engine and Recreational Equipment

This is an emphasis course run in conjunction with TTJ3CI. Students selecting this course should have already taken or be taking TTJ3CI.

Prerequisite or Co-requisite: TTJ3CI

### TTS4CI (Grade 12, College): Transportation Technology - Small Engine and Recreational Equipment

This is an emphasis course run in conjunction with TTJ4CI. Students selecting this course should have already taken or be taking TTJ4CI.

Prerequisite or Co-requisite: TTJ4CI

