



NANTYR SHORES  
SECONDARY SCHOOL

# Nantyr Shores

Secondary School

2024  
C O U R S E  
C A L E N D A R  
2025

NANTYR SHORES

# Nantyr Shores Secondary School

## About us

Nantyr Shores Secondary School is located on the shores of Lake Simcoe in the community of Innisfil just south of Barrie. Nantyr Shores takes great pride in being a community support. The staff and students at NSS take pride in creating an inclusive, tolerant environment.

## Our philosophy

Our staff believes in the importance and value of completing a secondary school education. We are dedicated to reaching every student to help them achieve a successful outcome from their secondary school experience. The Student Success Team is committed to offering every student the opportunity to learn in a safe and supportive environment. Promoting positive transitions from elementary to secondary school through to post-secondary destinations, while providing opportunities for positive adult mentorship.

## Important sections of the calendar

- Attendance
- Code of Conduct
- Diploma and Certificate Requirements
- Student Record General Information
- School Support Services and Resources
- Course Information and Specialized Programs
- Program of Study – Department listing of course descriptions

## Program highlights

- Specialist High Skills Major: Hospitality – Culinary creations/spa management
- Specialist High Skills Major: Enviroventure
- Specialist High Skills Major: Construction
- Specialist High Skills Major: Health and Wellness
- French Immersion

## Course selection information

### Grade 8

Parent Information Night, Jan. 17, 2024 (6:00-7:30 p.m.)

Course Selections due Jan. 26, 2024 (changes until Feb. 29, 2024)

### Grade 9-11

Course Selections due March 1, 2024

The Secondary section of the SCDSB website provides families and students with detailed, accurate, and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. Additionally, the website provides information on county-wide programs, Specialist High Skills Majors, school-based supports, and Student Success initiatives. To access the page, visit [www.scdsb.on.ca/secondary/planning\\_for\\_high\\_school](http://www.scdsb.on.ca/secondary/planning_for_high_school).

This information is also available in the SCDSB Secondary Student Handbook in a downloadable, printable format and can be accessed on the SCDSB website at the link above.

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Drama	<a href="#">ADA1O</a>	<a href="#">ADA2O</a>	<a href="#">ADA3O</a>	<a href="#">ADA4E</a>
Drama (University/College)			<a href="#">ADA3M</a>	<a href="#">ADA4M</a>
Drama – Film/Video <b>NEW</b>		<a href="#">ADV2O</a>	<a href="#">ADV3M</a>	<a href="#">ADV4M</a>
Drama – Production (University/College)			<a href="#">ADD3M</a>	<a href="#">ADD4M</a>
Dance	<a href="#">ATC1O</a>	<a href="#">ATC2O</a>	<a href="#">ATC3O</a>	<a href="#">ATC4E</a>
Dance (University/College)			<a href="#">ATC3M</a>	<a href="#">ATC4M</a>
Media Arts		<a href="#">ASM2O</a>	<a href="#">ASM3O</a>	
Media Arts (University/College)			<a href="#">ASM3M</a>	<a href="#">ASM4M</a>
Music – Instrumental	<a href="#">AMI1O</a>	<a href="#">AMI2O</a>	<a href="#">AMI3O</a>	
Music – Instrumental (University/College)			<a href="#">AMI3M</a>	<a href="#">AMI4M</a>
Music – Guitar		<a href="#">AMG2O</a>	<a href="#">AMG3O</a>	
Music – Keyboarding		<a href="#">AMK2O</a>	<a href="#">AMK3O</a>	<a href="#">AMK4M</a>
			<a href="#">AMK3M</a>	
Music – Vocal	<a href="#">AMV1O</a>	<a href="#">AMV2O</a>	<a href="#">AMV3O</a>	
Music – Vocal (University/College)			<a href="#">AMV3M</a>	<a href="#">AMV4M</a>
Music – Repertoire (University/College) <b>NEW</b>			<a href="#">AMR3M</a>	<a href="#">AMR4M</a>
Visual Arts	<a href="#">AVI1O</a>	<a href="#">AVI2O</a>	<a href="#">AVI3O</a>	
Visual Arts (University/College)			<a href="#">AVI3M</a>	<a href="#">AVI4M</a>
Arts Visuels (French Immersion)	<a href="#">AVI1OU</a>			
Visual Arts – Digital Media	<a href="#">AWS1O</a>			
Visual – Photography (University/College)			<a href="#">AWQ3M</a>	<a href="#">AWQ4M</a>
Yearbook ( <b>Block2A in online course selection</b> ) <b>NEW</b>			<a href="#">AWE3M</a>	<a href="#">AWE4M</a>
(2 credit Package at either grade 11 or grade 12-university/college)			<a href="#">AWS3M</a>	<a href="#">AWS4M</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>BUSINESS</b>				
Business Leadership: Management Fundamentals (University/College)				<a href="#">BOH4M</a>
Building the Entrepreneurial Mindset <b>NEW</b>	<a href="#">BEM1O</a>			
Launching and Leading a Business <b>NEW</b>		<a href="#">BEP2O</a>		
Financial Accounting Fundamentals (University)			<a href="#">BAF3M</a>	
Financial Accounting Principles (University)				<a href="#">BAT4M</a>
Marketing: Goods, Services, and Events (College)			<a href="#">BMI3C</a>	
Marketing: Retail and Service (Workplace)			<a href="#">BMX3E</a>	
Entrepreneurship: The Venture (College)			<a href="#">BDI3C</a>	
Entrepreneurial Studies: Venture Planning (College)				<a href="#">BDV4C</a>
International Business (University/College)				<a href="#">BBB4M</a>
Sports and Entertainment Marketing, Grade 12 (University)				<a href="#">IDC4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
Exploring Canadian Geography (De-streamed)	<a href="#">CGC1W</a>			
Explorer la géographie Canadienne (De-streamed) (French Immersion )	<a href="#">CGC1WU</a>			
Forces of Nature: Physical Processes and Disasters (Univ./College)			<a href="#">CGF3M</a>	
Travel and Tourism: A Geographic Perspective (Open)			<a href="#">CGG3O</a>	
Canadian History since World War I (Academic)		<a href="#">CHC2D</a>		
Canadian History since World War I (Applied)		<a href="#">CHC2P</a>		
Canadian History since World War I (Locally developed)		<a href="#">CHC2L</a>		

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
Histoire du Canada depuis la Première Guerre Mondiale (French Immersion)		<a href="#">CHC2DU</a>		
Histoire du Canada depuis la Première Guerre Mondiale (French Immersion)		<a href="#">CHC2PU</a>		
Civics and Citizenship (half credit taken with a half Careers) ( <b>CIV2CA in on-line course selection</b> )		<a href="#">CHV2OH</a>		
Éducation à la citoyenneté/Exploration de carrière (half credit taken with a half Careers) ( <b>CIVCAU in the on-line course selection</b> )		<a href="#">CHV2OU</a>		
American History (University)			<a href="#">CHA3U</a>	
World History to the End of the Fifteenth Century (Univ./College)			<a href="#">CHW3M</a>	
World History since the Fifteenth Century (College)				<a href="#">CHY4C</a>
World History since the Fifteenth Century (University)				<a href="#">CHY4U</a>
World History since 1900: Global and Regional Interactions(Open)			<a href="#">CHT3O</a>	
Understanding Law (University/College)			<a href="#">CLU3M</a>	
Understanding Law in Everyday Life (Workplace)			<a href="#">CLU3E</a>	
Legal Studies (College)				<a href="#">CLN4C</a>
Canadian and International Law (University)				<a href="#">CLN4U</a>
The Individual and the Economy (University/College) <b>NEW</b>			<a href="#">CIE3M</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>COMPUTER STUDIES</b>				
Digital Technology and Innovations in the Changing World (Open)		<a href="#">ICD2O</a>		
Introduction to Computer Science (University)			<a href="#">ICS3U</a>	
Computer Science (University)				<a href="#">ICS4U</a>
Introduction to Computer Programming (College)			<a href="#">ICS3C</a>	
Computer Programming(College)				<a href="#">ICS4C</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CO-OPERATIVE EDUCATION</b>				
Designing Your Future (2 credits)			<a href="#">GLN4O2</a>	<a href="#">GLN4O2</a>
Designing Your Future (4 credits)			<a href="#">GLN4O4</a>	<a href="#">GLN4O4</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>				
English (De-streamed)	<a href="#">ENL1W</a>			
English (Academic)		<a href="#">ENG2D</a>		
English (Applied)		<a href="#">ENG2P</a>		
English (Locally Developed)	<a href="#">ENG1L</a>	<a href="#">ENG2L</a>		
English (College)			<a href="#">NBE3C</a>	<a href="#">ENG4C</a>
English (University)			<a href="#">NBE3U</a>	<a href="#">ENG4U</a>
English (Workplace)			<a href="#">NBE3E</a>	<a href="#">ENG4E</a>
English as a Second Language	<a href="#">ESLAO1</a>	<a href="#">ESLAO1</a>	<a href="#">ESLAO1</a>	<a href="#">ESLAO1</a>
Literacy Course (Open)			<a href="#">OLC3O</a>	<a href="#">OLC4O</a>
Writers Craft (University)				<a href="#">EWC4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<a href="#"><u>FRENCH AND INTERNATIONAL LANGUAGES</u></a>				
Core French (Common Curriculum)	<a href="#"><u>FSF1D</u></a>			
Core French (Academic/University)		<a href="#"><u>FSF2D</u></a>	<a href="#"><u>FSF3U</u></a>	<a href="#"><u>FSF4U</u></a>
Core French (Applied)		<a href="#"><u>FSF2P</u></a>		
Core French (Open)	<a href="#"><u>FSF1O</u></a>			
French Immersion	<a href="#"><u>FIF1DU</u></a>			
French Immersion (Academic)		<a href="#"><u>FIF2DU</u></a>		
French Immersion (Applied)		<a href="#"><u>FIF2PU</u></a>		
French Immersion (Open)			<a href="#"><u>FIF3OU</u></a>	
French Immersion (University)			<a href="#"><u>FIF3UU</u></a>	
French Immersion (Open) <b>NEW</b>				<a href="#"><u>FIF4OU</u></a>
French Immersion (University) <b>NEW</b>				<a href="#"><u>FIF4UU</u></a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<a href="#"><u>GUIDANCE &amp; CAREER EDUCATION &amp; SPECIAL EDUCATION</u></a> (* Only for students with an Individual Education Plan)				
Learning Strategies: Skills for Success In Secondary School	<a href="#"><u>GLE10*</u></a>	<a href="#"><u>GLE20*</u></a>		
Learning Strategies: Skills for Success After Secondary School			<a href="#"><u>GLE30*</u></a>	<a href="#"><u>GLE40*</u></a>
Career Studies (half credit taken with a half Civics and Citizenship) (CIV2CA in on-line course selection)		<a href="#"><u>GLC2OH</u></a>		
Éxploration de carrière (half credit taken with civics) (CIVCAE in the on-line course selection)		<a href="#"><u>GLC2OU</u></a>		
Leadership and Peer Support (Open)			<a href="#"><u>GPP3O</u></a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<a href="#"><u>HEALTH AND PHYSICAL EDUCATION</u></a>				
Healthy Active Living Education (F=female, M=male)	<a href="#"><u>PPL1OF</u></a>	<a href="#"><u>PPL2OF</u></a>	<a href="#"><u>PPL3OF</u></a>	<a href="#"><u>PPL4OF</u></a>
Vie active et santé (mixte/co-ed) (French Immersion)	<a href="#"><u>PPL1OM</u></a>	<a href="#"><u>PPL2OM</u></a>	<a href="#"><u>PPL3OM</u></a>	<a href="#"><u>PPL4OM</u></a>
Healthy Active Living Education (Gender Inclusive)	<a href="#"><u>PPL1OU</u></a>			
	<a href="#"><u>PAI1O1</u></a>			
Personal and Physical Activities (co-ed unless indicated F for Female only)		<a href="#"><u>PAF2O</u></a>	<a href="#"><u>PAF3O</u></a>	<a href="#"><u>PAF4O</u></a>
CrossFit Specific Fitness ( <b>Block F in on-line course selection</b> ) (only 1 fitness can be taken at each grade level)		<a href="#"><u>PAF2OF</u></a>	<a href="#"><u>PAF3OF</u></a>	<a href="#"><u>PAF4OF</u></a>
			<a href="#"><u>PAF3OX</u></a>	<a href="#"><u>PAF4OX</u></a>
Rugby/Football Focus (Gender Inclusive) <b>NEW</b>			<a href="#"><u>PAL3O</u></a>	
Yoga (Gender Inclusive)			<a href="#"><u>PAI3O</u></a>	<a href="#"><u>PAI4O</u></a>
Fitness Leadership (University/College)				<a href="#"><u>PLF4M</u></a>
Introduction to Kinesiology (University)				<a href="#"><u>PSK4U</u></a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<a href="#"><u>MATHEMATICS</u></a>				
Grade 9 Mathematics (De-streamed)	<a href="#"><u>MTH1W</u></a>			
Principles of Mathematics (Academic)		<a href="#"><u>MPM2D</u></a>		
Foundations of Mathematics (Applied)		<a href="#"><u>MFM2P</u></a>		
Mathematics (Locally Developed)	<a href="#"><u>MAT1L</u></a>	<a href="#"><u>MAT2L</u></a>		
Functions (University)			<a href="#"><u>MCR3U</u></a>	
Functions and Applications (University/College)			<a href="#"><u>MCF3M</u></a>	
Foundations for College Mathematics (College)			<a href="#"><u>MBF3C</u></a>	<a href="#"><u>MAP4C</u></a>
Mathematics for College Technology (College)				<a href="#"><u>MCT4C</u></a>
Mathematics for Work and Everyday Life (Workplace)			<a href="#"><u>MEL3E</u></a>	<a href="#"><u>MEL4E</u></a>
Advance Functions (University)				<a href="#"><u>MHF4U</u></a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>MATHEMATICS</b>				
Calculus and Vectors (University)				<a href="#">MCV4U</a>
Mathematics of Data Management (University)				<a href="#">MDM4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Grade 9 Science (De-streamed)	<a href="#">SNC1W</a>			
Science (Academic)		<a href="#">SNC2D</a>		
Science (Applied)		<a href="#">SNC2P</a>		
Science (Locally Developed or Workplace)	<a href="#">SNC1L</a>	<a href="#">SNC2L</a>		<a href="#">SNC4E</a>
Science (University/College) <b>NEW</b>				<a href="#">SNC4M</a>
Biology (College)			<a href="#">SBI3C1</a>	
Biology (University)			<a href="#">SBI3U</a>	<a href="#">SBI4U</a>
Chemistry (College)				<a href="#">SCH4C</a>
Chemistry (University)			<a href="#">SCH3U</a>	<a href="#">SCH4U</a>
Environmental Science (Workplace)			<a href="#">SVN3E</a>	
Environmental Science (University/College)			<a href="#">SVN3M</a>	
Physics (College)				<a href="#">SPH4C</a>
Physics (University)			<a href="#">SPH3U</a>	<a href="#">SPH4U</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCE AND THE HUMANITIES</b>				
Exploring Family Studies (Open)	<a href="#">HIF1O</a>			
Food and Nutrition (Open)		<a href="#">HFN2O</a>		
Living, Spaces and Shelters (Open)			<a href="#">HLS3O</a>	
Food and Culture (University/College)			<a href="#">HFC3M</a>	
Challenge and Change in Society (University)				<a href="#">HSB4U</a>
Introduction to Anthropology (College)			<a href="#">HSP3C</a>	
Introduction to Anthropology (University)			<a href="#">HSP3U</a>	
Introduction à l'Anthropologie, Psychologie et Sociologie (Collège)			<a href="#">HSP3CU</a>	
Introduction à l'Anthropologie, Psychologie et Sociologie (Universitaire)			<a href="#">HSP3UU</a>	
Nutrition and Health (College)				<a href="#">HFA4C</a>
Nutrition and Health (University)				<a href="#">HFA4U</a>
Personal Life Management (Open)				<a href="#">HIP4O</a>
Raising Healthy Children			<a href="#">HPC3O</a>	
Families in Canada (University)				<a href="#">HHS4U</a>
Clothing (Open)		<a href="#">HNL2O</a>		
Understanding Fashion (College)			<a href="#">HNC3C</a>	
The World of Fashion (University/College)				<a href="#">HNB4M</a>
World Religions & Belief Traditions: Perspectives, Issues, & Challenges (University/Colleges)			<a href="#">HRT3M</a>	
Philosophy Questions and Theories (University)				<a href="#">HZT4U</a>
Equity, Diversity and Social Justice (Workplace)			<a href="#">HSE3E</a>	
Equity and Social Change: From Theory to Practice (University/College)				<a href="#">HSE4M</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<u>Special Courses/Packages</u> *Application required				
*Enviro Venture ( <b>Block 4A</b> in on-line course selection) (4 credit Package-includes choice of Nutrition and Health & Grade 12 English at either University or College level)				<a href="#">CGR4M</a> <a href="#">PLF4M</a> <a href="#">HFA4U or</a> <a href="#">HFA4C</a> <a href="#">ENG4U or</a> <a href="#">ENG4C</a>
*Leadership ( <b>Block 2B</b> in on-line course selection) (2 credit package – grade 11 open level and grade 12 University level)				<a href="#">IDP3O</a> <a href="#">IDP4U</a>
Yearbook ( <b>Block 2A</b> in on-line course selection) (2 credit Package at either grade 11 OR grade 12 University/College level)			<a href="#">AWE3M</a> <a href="#">AWS3M</a>	<a href="#">AWE4M</a> <a href="#">AWS4M</a>
CrossFit Fitness ( <b>Block F</b> in on line course selection)			<a href="#">PAF3OX</a>	<a href="#">PAF4OX</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<u>TECHNOLOGICAL EDUCATION</u>				
Exploring Computer Technology	<a href="#">TEJ1O</a>			
Communications Technology Communication Technology (University/College)	<a href="#">BLOCKD</a>	<a href="#">TGJ2O</a>	<a href="#">TGJ3M</a>	<a href="#">TGJ4M</a>
Construction Technology	<a href="#">BLOCKC</a>	<a href="#">TCJ2O</a>	<a href="#">TCJ3E</a>	<a href="#">TCJ4E</a>
Hairstyling and Aesthetics	<a href="#">TXJ1O</a>	<a href="#">TXJ2O</a>	<a href="#">TXJ3E</a>	<a href="#">TXJ4E</a>
Hospitality and Tourism Hospitality and Tourism: Baking Hospitality and Tourism: Cooking		<a href="#">TFJ2O</a>	<a href="#">TFB3E</a> <a href="#">TFC3E</a>	<a href="#">TFB4E</a> <a href="#">TFC4E</a>
Technological Design Technological Design (University/College)	<a href="#">BLOCKD</a>	<a href="#">TDJ2O</a>	<a href="#">TDJ3M</a>	<a href="#">TDJ4M</a>
Transportation Technology Transportation Technology (College)	<a href="#">BLOCKC</a>	<a href="#">TTJ2O</a>	<a href="#">TTJ3C</a>	<a href="#">TTJ4C</a>

SCDSB eLearning					
Departments and Course Titles		Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>	Media Arts (open)		<a href="#">ASM2OV</a>		
	Visual Arts – Digital Media (open)			<a href="#">AWS3OV</a>	
	Visual Arts (Univ./College)			<a href="#">AVI3MV</a>	
<b>BUSINESS</b>	International Business Fundamentals (Univ./College)				<a href="#">BBB4MV</a>
	Business Leadership (Univ./College)				<a href="#">BOH4MV</a>
	Marketing: Goods, Services, Events (College)			<a href="#">BMI3CV</a>	
	Entrepreneurship: The Venture (College)			<a href="#">BDI3CV</a>	
	Marketing: Retail and Service (Workplace)			<a href="#">BMX3EV</a>	
	Financial Accounting Fundamentals (Univ./College)			<a href="#">BAF3MV</a>	
	Canadian and International Law (University)				<a href="#">CLN4UV</a>
	World Issues: A Geographic Analysis				<a href="#">CGW4UV</a>
<b>CANADIAN AND WORLD STUDIES</b>	Legal Studies (College)				<a href="#">CLN4CV</a>
	The Environment and Resource Management (Univ./College)				<a href="#">CGR4MV</a>
	Travel and Tourism: A Geographic Perspective (Open)			<a href="#">CGG3OV</a>	
	Understanding Canadian Law (Univ./College)			<a href="#">CLU3MV</a>	
	Civics (Open)		<a href="#">CHV2OV</a>		
	Civics (Open) <b>FRENCH</b>		<a href="#">CHV2OUV</a>		
	Exploring Canadian Geography (De-streamed)	<a href="#">CGC1WV</a>			
	Exploring Canadian Geography (De-streamed) <b>FRENCH</b>	<a href="#">CGC1WUV</a>			
	English (University)				<a href="#">ENG4UV</a>
	English (College)				<a href="#">ENG4CV</a>
<b>ENGLISH</b>	Writer's Craft (University)				<a href="#">EWC4UV</a>
	English: Understanding Contemporary First Nations, Métis and Inuit Voices (University)			<a href="#">NBE3UV</a>	
	English: Understanding Contemporary First Nations, Métis and Inuit Voices (College)			<a href="#">NBE3CV</a>	
	Media Studies (Open)			<a href="#">EMS3OV</a>	
<b>GUIDANCE AND CAREER EDUCATION</b>	Career Studies (Open)		<a href="#">GLC2OV</a>		
	Career Studies (Open) <b>FRENCH</b>		<a href="#">GLC2OUV</a>		
	Designing Your Future (Open)			<a href="#">GWL3OV</a>	
<b>MATH</b>	Data Management (University)				<a href="#">MDM4UV</a>
	Advanced Functions (University)				<a href="#">MHF4UV</a>
	Foundation for College Mathematics (College)				<a href="#">MAP4CV</a>
	Functions (University)			<a href="#">MCR3UV</a>	
	Foundations of Mathematics (College)			<a href="#">MBF3CV</a>	
	Mathematics for Work and Everyday Life (Workplace)			<a href="#">MEL3EV</a>	
	Mathematics for Work and Everyday Life (Workplace)				<a href="#">MEL4EV</a>
<b>HEALTH AND PHYSICAL EDUCATION</b>	Kinesiology (University)				<a href="#">PSK4UV</a>
	Health for Life (College)			<a href="#">PPZ3CV</a>	
	Physical Education: Personal and Fitness Activities (Open)	<a href="#">PAF1OV</a>			



<b>SCIENCE</b>	Science (Univ./College)				<a href="#">SNC4MV</a>
	Science (Workplace)				<a href="#">SNC4EV</a>
	Biology (University)				<a href="#">SBI4UJ</a>
	Environmental Science (Workplace)			<a href="#">SVN3EV</a>	
	Chemistry (University)			<a href="#">SCH3UV</a>	<a href="#">SCH4UV</a>
<b>SOCIAL STUDIES</b>	Philosophy: Questions & Theories (University)				<a href="#">HZN4UV</a>
	Human Growth & Development (Univ./College)				<a href="#">HHG4MV</a>
	Equity and Social Justice (Univ./College)				<a href="#">HSE4MV</a>
	Personal Life Management (Open)				<a href="#">HIP4OV</a>
	Food and Culture (Univ./College)			<a href="#">HFC3MV</a>	
	Food and Culture (University/College) <b>FRENCH</b>			<a href="#">HFC3MUV</a>	
	Gender Studies (Univ./College)			<a href="#">HSG3MV</a>	
	Introduction to Anthropology, Psychology and Sociology (University)			<a href="#">HSP3UV</a>	
	Families in Canada (University)				<a href="#">HHS4UV</a>
	Challenge and Change (University)				<a href="#">HSB4UV</a>

**NOTE: The above courses are being offered online.** Students will select these courses in myBlueprint at the time of course selection. **To be successful in online courses, students should:**

- Sign in and participate in course activity daily.
- Interact with other students in the discussion area, including small group collaboration.
- Expect to spend 75 minutes each day plus homework time on the course.

**Things to remember when taking an eLearning course:**

- Students taking eLearning courses must have access to a computer (laptop or desktop) and a reliable internet connection. Smartphones and tablets are not sufficient.
- Students with online courses are not always directly supervised. It is expected that they work independently and with their teacher.
- Attendance is taken weekly in eLearning courses and students will be marked absent if they do not engage with the course in any given week.
- Students will be removed from courses for non-attendance.
- Courses are hosted through Brightspace (D2L) and teachers may also communicate with students through their SCDSB email.

Correspondence regarding eLearning courses will be sent to the student's SCDSB email. It is the student's responsibility to check this regularly.

## 2024 Summer School Courses

### [Summer School Elearning Information](#)

Edutavel is an SCDSB approved *Independent Travel Company* offering credit based learning opportunities during March break and in the summer, for a fee. Information and registration details are available on the Edutavel [website](#).

## 2024-2025 Night School Courses

### [Night School Information](#)

# SCDSB Secondary School Handbook

## Land Acknowledgement

Simcoe County District School Board acknowledges that we are situated on the traditional land of the Anishnaabeg people. We acknowledge the enduring presence of First Nation, Métis and Inuit people on this land and are committed to moving forward in the spirit of reconciliation and respect.

## Mission and Vision

Our mission and vision outline what we do and what we want to achieve and provide direction for the board's strategic plan. For more information, visit [www.scdsb.on.ca](http://www.scdsb.on.ca) and select 'About', then 'Goals and Reporting', then 'Strategic Plan'.

## Mission Statement

We inspire and empower learning for life.

## Vision Statement

A community of learners achieving full potential.

## Strategic Priorities

The SCDSB strategic plan provides a framework to direct our programs, initiatives and daily operations to achieve our overall goal of student success. The SCDSB is committed to creating a culture of belonging, engagement and success for all through deliberate actions in four key areas that form the Strategic Priorities: Well-being, Diversity, Equity and Inclusion, Community, and Excellence in Teaching and Learning. Rooted in the Strategic Plan are ten universal themes that reflect the voices and values of the SCDSB. These ten themes will be woven throughout our operational plans and will provide guidance and intentionality to the learning and work we do as a system: Accountability, Identity, Safety, Collaboration, Innovation, Respect, Support, Trust, Transparency and Celebration.

[Learn more about the SCDSB's Strategic Priority](#)

## Supporting diversity, equity and inclusion

The SCDSB is committed to an equitable education system that upholds and reflects the principles of fair and inclusive education which permeates policies, programs, practices and operations. The board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services and resources are critical to the achievement of successful educational and social outcomes for those served by our school system as well as for those who serve our system.

[Learn more Diversity, Equity and Inclusion in the SCDSB](#)

## Indigenous education

The SCDSB's Indigenous Education department supports the achievement and well-being of self-identified First Nation, Métis and Inuit students. The department provides direct support to students while also providing opportunities for all SCDSB students and staff to develop a greater understanding of the history, culture and contributions of Indigenous peoples in our communities and across Canada.

## **Self-identification of First Nation, Métis and Inuit students**

First Nation, Métis and Inuit students are invited to participate in the SCDSB's voluntary, confidential self-identification process. The SCDSB collects First Nation, Métis and Inuit self-identification data to support student success, reduce gaps in student achievement and support a sense of belonging. Information that is collected is used to inform program planning and services that are relevant for First Nation, Métis and Inuit learners. Disclosing First Nation, Métis and Inuit ancestry is completely voluntary and confidential. No proof of ancestry is required. Students and families are asked to contact their school office if they wish their child to self-identify.

[Learn More about Indigenous Education in the SCDSB](#)

## **Special education**

Students learn in many ways. Students may need different supports and programs beyond the accommodations regularly provided in the classroom to reach their full potential.

These may include any or all the following:

- additional support provided by specialized and qualified staff and may include a special education resource teacher (SERT) and/or an educational assistant, as required
- an Individual Education Plan (IEP)
- assistive technology
- a special education class placement

[Learn more about Special Education in the SCDSB](#)

## **Graduation coaches**

The SCDSB has graduation coaches for Black, Indigenous, and LGBTQ students. Graduation coaches engage in high school graduation assistance activities and work with students, school faculty and staff and parents/guardians. Graduation coaches aid secondary school students, individually and in groups, regarding high school graduation and completion. They support students in a variety of areas, including:

- analyzing data to identify students or subgroups with potential high school graduation issues
- planning, implementing, and tracking individual high school graduation plans
- identifying and resolving barriers to graduation
- facilitating career choices and planning

## **Supporting mental health and well-being**

The SCDSB recognizes the importance of positive mental health as it is linked to overall well-being, achievement and positive outcomes for youth. We are committed to improving the quality of mental health support available to our students. We provide training for school staff to help them recognize signs that a student may need additional support. We also rely on the help of community agencies.

The SCDSB focuses on mental health and well-being promotion, prevention, and early intervention for all students, prioritizing it as a key condition for learning and flourishing. This is incorporated through curriculum and teaching practices that focus on social-emotional skill building and resilience, and school and classroom environments that are welcoming, inclusive, and understanding.

Students requiring additional support due to emerging mental health concerns can access group and individual interventions provided by child and youth workers in some elementary schools and by social workers in elementary and secondary schools.

## Community Supports

24-hour mental health crisis line 1-888-893-8333 or 705-728-5044

Canadian Mental Health Association 1-800-461-4319

Kids Help Phone 1-800-668-6868

Kinark Child and Family Services 1-888-454-6275

Mobile Crisis Line 1-888-893-8333 or 1-855-310-COPE (2673)

New Path Youth and Family Services 705-725-7656

Access the 211 directory by phone (dial 2-1-1) or at [www.211ontario.ca](http://www.211ontario.ca) for information on community resources related to a specific concern.

[Learn more about Mental Health and Well-being in the SCDSB](#)

## High school diploma requirements

### Ontario Secondary School Diploma (OSSD)

Students need to earn 30 credits and complete additional requirements as determined by the Ministry of Education, to graduate from high school. To earn their OSSD, student must complete the following:

- 19 compulsory credits
- 11 optional credits
- 40 hours community involvement
- Provincial literacy requirement (OSSLT)
- Two online learning credits

### Credit requirements

Students must earn the following compulsory credits to obtain the OSSD:

- 4 credits in English
- 3 credits in mathematics
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics
- 1 credit in grade 9 or 10 technology

Students must also complete one compulsory credit from each of the following groups:

- Group 1: English or French as a second language, a Native language, a classical or an international language, social sciences and the humanities, Canadian and world studies, guidance and career education or cooperative education
- Group 2: Health and physical education, the arts, business studies, French as a second language or cooperative education
- Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education or cooperative education.

[Learn more about graduation requirements on the Ministry of Education Website](#)

## Community involvement

Students must complete 40 hours of community involvement to receive their high school diploma. The aim of this requirement is to encourage students to develop both civic responsibility and a desire to play a role in strengthening their community. Students may begin to accumulate community involvement hours in the summer before they enter Grade 9.

[More Information about Community Involvement](#)

## Literacy requirement

Students take the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. The test measures if they are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. If students are unsuccessful the first time the test is written, they will have another opportunity to write, or to take the Ontario Secondary School Literacy Course in place of the test.

For more information about provincial testing, visit [www.eqao.com](http://www.eqao.com).

## Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning the OSSD and who have earned a minimum of 14 credits, seven of which satisfy the compulsory credit requirements.

### Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian Geography or history
  - 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts, technological education, or computer studies

### Optional Credits (total of 7)

- 7 credits selected by the student from available courses.

### Certificate of accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain adaptive programs, or other kinds of additional training, or who plan to find employment after leaving school.

## Program and course selection

Parents/guardians have an important role to play in helping students research and select program and course options. Decisions made in high school lead to the achievement of future life goals. Students can create course plans using [myBlueprint](#).

Talk with your teen about what they're interested in. There are many opportunities to explore options while in high school. Transitions also exist between post-secondary destinations. For example, a college diploma can provide advance standing for a university degree program. Your child may not know what their post-secondary goals are at this point—that's okay.

## **Course calendar and course selection process**

Course selection begins in January every year. There are certain courses students are required to take (compulsory), and others that they can choose (optional). Specific school course calendars can be found under the Secondary Planning for High School section of the board's website: [https://www.scdsb.on.ca/secondary/planning\\_for\\_high\\_school](https://www.scdsb.on.ca/secondary/planning_for_high_school)

## **Pathways and learning for all**

### **Future planning**

School staff work together with students and parents/guardians to help them create an individual pathway plan (IPP) for students. Encouraging your teen to try a range of programs and courses, and valuing all post-secondary pathways (apprenticeship, college, workplace, and university), will help keep options open for your teen. Students will be more driven and motivated if they're encouraged to pursue a pathway and discipline that aligns with their own interests.

### **Pathways**

There are five post-secondary pathways that students may choose: apprenticeship, college, community, university, and work. The SCDSB offers programs and resources to support students in achieving their goals, no matter what pathway they choose.

It is important to keep in mind that pathways are individual, flexible, and dynamic. Pathways may be straight and direct, or they may also take some turns or bends along the way. There is always more than one way to reach the destination, and every student's pathway is unique to that student.

- Apprenticeship
- College
- Community
- University
- Work

### **Programs and resources to support student pathways**

Our schools offer a range of programs and courses that cater to individual needs and interests. Find out what's available at your school in the course calendar. Course calendars are posted at [www.scdsb.on.ca](http://www.scdsb.on.ca) under 'Secondary' and 'Planning for High School'.

### **Advanced placement**

Grade 11 and 12 students at SCDSB high schools have the option to take Advanced Placement (AP) courses. The courses are designed to cover the Ontario curriculum, while providing accelerated and advanced level programming to prepare students to write American College Board examinations. Students can earn a university credit while still in high school, gain admission to university or both, depending on the university.

[Learn more about AP Opportunities](#)

### **Cooperative education (co-op)**

Cooperative education (co-op) is a course that allows Grade 11 and 12 students to earn high school credits while completing a work placement in the community. Co-op credits provide students with an opportunity to build on their skills, gain practical work experience and prepare for their future. Together, the employer, student, and teacher work together to provide students with challenging growth and learning opportunities.

[Learn more about Co-op](#)

## **Credit recovery**

Credit recovery is designed to help high school students meet the expectations of a course they have completed but for which they have received a failing grade. Students can earn a credit without having to repeat the entire course. Students are referred to the credit recovery program through the school's student success team.

## **Dual credits**

Dual credits give secondary students the opportunity to sample post-secondary education, work in college labs, experience a new environment and build their confidence, while gaining credit in both secondary school and college. Students take a college credit from a college faculty member and must meet the requirements to pass. If successful, they are given an optional credit at secondary school and are issued a college transcript.

[Learn more about Dual Credits](#)

## **French as a second language (FSL)**

The SCDSB currently supports three FSL programs: Core French, Extended French, and French Immersion. Participation in FSL programs reflects the diversity of the student population, including students with special education needs and English language learners.

[Learn more about FSL in the SCDSB](#)

## **Guidance departments**

The secondary school guidance department serves the school community in a variety of ways:

- provides information on post-secondary (workplace, college, apprenticeship, university) and career pathways
- helps individual students envision a plan for post-secondary and target short- and longterm goals
- helps students identify programs that support their learning styles, interests, and needs
- coaches in career/life planning, including college and university scholarship application process
- provides personal support and referrals to community resources
- supports students in academic planning and course selection
- supports students in establishing effective study habits and exam preparation
- supports students with life skills like decision-making, problem solving, conflict resolution, stress and time management and relationship awareness.

You or your student can make an appointment to visit the guidance office at any time during the school year. Drop-in appointments may be available.

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

OYAP is available to all full-time students who are at least 16 years old and have 16 high school credits. Students must be taking cooperative education and may be registered as an apprentice to their employer with the Ministry of Labour, Training and Skills Development. All the hours they work in co-op and any part-time work may then be credited towards their apprenticeship.

[More about OYAP](#)

## **Simcoe Shores Secondary School**

The SCDSB has an alternative secondary school, with locations throughout Simcoe County. The program is designed for students who have difficulty coping with a large school setting, and who may benefit from the small class sizes, one-on-one assistance, flexibility, and close relationships with the teachers.

[Learn more about Simcoe Shores Secondary School](#)

## **Skilled trades and technological education**

The SCDSB has invested in its technological education programs to ensure students have access to industry-standard equipment and current, relevant course content. Please note that not all courses are offered in every school. Refer to your school's course calendar to see the available courses.

Technological courses available in SCDSB schools

- Grade 9 and 10 Technology in the Skilled Trades
- communications technology
- computer technology
- construction technology
- green industries
- hairstyling and aesthetics
- health care technology
- hospitality and tourism
- manufacturing technology
- technological design
- transportation technology

## **Specialist High Skills Major (SHSM)**

SHSM programs are sector-specific programs that start in Grade 11. Programs are made up of a bundle of eight to ten courses to suit students pursuing apprenticeship, college, university, or workplace destinations. In a SHSM, students:

- Participate in field trip opportunities connected with a specific sector
- Earn valuable industry-related certifications and training related to the selected sector
- Develop important on-the-job skills and work habits through cooperative education placements.

For more information about SHSM programs available at SCDSB schools, visit [www.myshsm.ca](http://www.myshsm.ca)

## **Student success teams**

Student success teams work together to ensure smooth transitions for students between grades, from elementary to secondary school, and after graduation. As students progress, they are encouraged to become the architects of their own learning.

Elementary and secondary student success teachers ensure that all students can succeed, despite any potential obstacles that can otherwise affect learning. These teachers work with students in one-on-one, small groups and classroom settings to provide the support necessary for successful transitions in school and life. Student success teachers work in collaboration with classroom teachers, guidance, special education teachers, administration, and community partners to create a wide circle of support for students who need extra attention or who struggle to remain engaged and motivated.



## **Additional ways to earn credits.**

### **E-Learning**

E-Learning allows students to take courses online. eLearning courses offer flexibility of choice and timing, as students manage their learning independently. Find more information about eLearning at [www.scdsb.on.ca](http://www.scdsb.on.ca) under 'Secondary'.

- For a list of course offerings, please see the website: <https://prism.elearningstudents.ca/>

Click to view the most current course offerings for the current (or next) school year. When prompted to choose a school board, select "ALL BOARDS" for an exhaustive list of offerings. For more course information, including a detailed description as well as any prerequisite course requirements, use a search engine to look for the "course title" and "curriculum expectations".

**[Click here](#) to see a list of SCDSB's eLearning offerings for 2024-25. Please see your Guidance Counsellor to register for any E-Learning courses offered in 2024-25.**

### **PLAR**

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit granting process whereby students may obtain credits for prior learning. This includes knowledge and skills that students have acquired in both formal and informal ways, outside of secondary school. Students should speak with a guidance counsellor for further information and to start the PLAR referral process.

### **Summer school, night school and travel credits**

Students can complete credits outside of regular school hours. Summer school provides options for students who want to reach ahead or earn credits while travelling. Night school is great for students who need more flexibility in their schedule. Find out more about summer and night school at [www.thelearningcentres.com](http://www.thelearningcentres.com)

## **Assessment, evaluation and reporting.**

The main purpose of assessment, evaluation and reporting is to improve student learning. Staff use their professional judgment to support students in meeting curriculum expectations and developing learning skills. Assessment information can be gathered over time in a variety of ways, including, but not limited to:

- observing students complete tasks and interact with others
  - conversations with students about their learning
  - projects and/or assignments
  - presentations, performance tasks, portfolios, tests
- Reporting to parents/guardians through report cards provides information about:
- student achievement of curriculum expectations
  - student demonstration of specific learning skills and work habits
  - student attendance including times late and days absent, if applicable.

### **Reporting periods**

Secondary mid-term reports are sent home in November (Semester One) and April (Semester Two). Secondary final reports are sent home in February and July. Student/teacher/parent/guardian conferences take place in October and March.

# SPECIALIZED PROGRAMS

## SPECIALIZED PROGRAMS

*In some cases, students entering secondary school require a specialized program to support them as they work toward an Ontario Secondary School Diploma, an Ontario Secondary School Certificate or Certificate of Accomplishment.*

## FRENCH IMMERSION

### French Immersion, Grade 9, 10, 11 and 12

Nantyr Shores implemented our French Immersion Program in September 2021 to support local students who have participated in French Immersion programs at their elementary school. That initial FI class is heading into Grade 12 in September 2024 and will be our first FI graduating class in June 2025. It is expected that any student who registers in the Grade 9 program will continue to the end of the program year as long as a satisfactory academic standing is maintained. During this time, the student will accumulate the necessary ten credits in order to receive the French Immersion Certificate issued through the Simcoe County District Board of Education. In Grade 9, students will earn four credits towards their required ten. Students are expected to enroll in the French Immersion Language course (FIF1D/PU), as well as Geography (CGC1D/PU), Health and Physical Education (PPL1OU) and Visual Art (AVI1OU). In Grade 10, students will earn 3 FI credits: the French Immersion Language course (FIF2DU/PU), Civics and Career Studies (CHV2OU/GLC2OU) and Canadian History (CHC2DU/PU). In Grade 11, students will earn 2 FI credits: the French Immersion Language course (FIF3UU/OU) and a French Immersion Social Science credit (HSP3UU/CU OR HFC3MU). In Grade 12, students will earn 1 FI credit: the French Immersion Language course (FIF4UU/OU).

## SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAMS

A **Specialist High Skills Major (SHSM)** is a Ministry of Education approved program that provides students with a bundle of 8-10 courses that allow Grade 11 and 12 students to focus their learning on a specific sector while getting their high school diploma. A Specialist High Skills Major enables students to customize their high school experience to suit their interests and talents and prepare for a successful postsecondary transition while fulfilling the requirements of the Ontario Secondary School Diploma (OSSD). The major enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning environment more engaging for students, focuses them on graduation and prepares them to pursue their career goals. It is advised (but not required) for either the Culinary Creations, Salon & Spa Services, Enviroventure and Construction Majors to plan ahead and enroll in the major at the beginning of the Grade 11 year. This will help to facilitate the completion the SHSM requirements over the senior years. Please make an appointment with a Guidance teacher for more information. For a full list of all SHSM programs available at SCDSB secondary schools, see [www.myshsm.ca](http://www.myshsm.ca)

**Nantyr Offers 4 SHSM Programs that students can take in grade 11 and 12:**

**Hospitality & Tourism (Culinary Creations or Salon & Spa Services), Enviroventure, Construction and Health & Wellness.**

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## HOSPITALITY & TOURISM – Culinary Creations

This program is open to all senior students that may have an interest in culinary training and aspects of the hospitality industry. Grade 11 and 12 SHSM students have priority scheduling into grade 11 and 12 hospitality credits. In addition, SCDSB has partnered with Georgian College to offer a high school credit/college credit combo, called a Dual Credit in Basic Baking and Pastry Skills. There is no cost involved for signing up in this program and it will bring added value to your high school diploma and resume. As part of this program, students will receive specific certificate training courses which include, but are not limited to:

- Standard First Aid/CPR – Level C with AED
- WHMIS – GHS
- portfolio development
- customer service training
- safe food handling (basic)
- SMART serve

All participants will be exposed to industry related tours and will have the opportunity to hear from guest speakers associated with the industry and participate in Skills Ontario related events. Once you complete all the requirements of the SHSM program, students will receive an embossed seal on their diploma to assist students with their next step or job interview.

For more information on this program, please contact Ryan Sharp at [rsharp@scdsb.on.ca](mailto:rsharp@scdsb.on.ca)

Course Titles		Grade 11		Grade 12	
Major Credits* <ul style="list-style-type: none"> <li>• minimum 4 required.</li> <li>• any combination of Gr. 11 and Gr. 12 credits within the Bundle</li> <li>• up to 3 additional cooperative education credits may be utilized towards the Major Credit requirements</li> </ul>	Major Focus	TXJ3E1 TFJ3E1 TFB/CE CGG3O1 CGF3M1 HSP3C1 GPP3O1	PAI3O1 PPL3OF PPL3OM SCH3U1 SBI3C/U1 SVN3E/M	TXJ4E1 TFJ4E1 TFB/C3 CGR4M1 CGW4U1 HPD4C1 HFA4C1 HHG4M1	HFA4U1/D PAI4O1 PPL4OF PPL4OM SBI4U1 SCH4U1 <u>Dual Credit</u> – Basic Baking & Pastry Skills
English	English	ENG3C1 ENG3E1	ENG3U1 OLC3O1	ENG4C1 ENG4E1	ENG4U1 OLC4O1
Mathematics+ <ul style="list-style-type: none"> <li>• 1 or 2 required (depending on post-secondary pathway)</li> </ul>	Mathematics	MBF3C1 MCR3U1	MCF3M1 MEL3E1	MAP4C1 MCT4C1 MEL4E1	MDM4U1 MHF4U1
Other* <ul style="list-style-type: none"> <li>• minimum 1 required.</li> <li>• one Major Credit in the Bundle or one additional Cooperative Education credit may be utilized to fulfill the requirement</li> </ul>	Business Studies or Science	BDI3C1 BMI3C1 BAF3M1 BMX3E1	SBI3C1 SBI3U1 SCH3U1 SVN3E1 SVN3M1	BOH4M1 BBB4M1 BDV4C1 BOG4E1 GLS4O1 GLE4O1	SBI4U1
Co-op <ul style="list-style-type: none"> <li>• Minimum 2 Credits Required</li> </ul>	Cooperative Education <ul style="list-style-type: none"> <li>• Placement related to SHSM program</li> </ul>	GWL3O2 (2 credit)		GWL3O2 (2 credit)	

## HOSPITALITY & TOURISM – Salon & Spa Services

This program is open to all senior students that may have an interest in aspects of the hospitality and wellness fields industry from cooks, hairstylists to aestheticians. There is no cost involved for signing up in this program and it will bring added value to your high school diploma and resume. As part of this program, students will receive specific certificate training courses which include, but are not limited to:

- Standard First Aid/CPR – Level C with AED
- WHMIS – GHS
- portfolio development
- customer service training
- hair and eyelash extension training

All participants will be exposed to industry related tours and will have the opportunity to hear from guest speakers associated with the industry and participate in Skills Ontario related events. Once you complete all the requirements of the SHSM program, students will receive an embossed seal on their diploma to assist students with their next step or job interview.

For more information on this program, please contact Krista McClean at [kmcclean@scdsb.on.ca](mailto:kmcclean@scdsb.on.ca).

Course Titles		Grade 11		Grade 12	
Major Credits* <ul style="list-style-type: none"> <li>• minimum 4 required.</li> <li>• Any combination of Gr. 11 and Gr. 12 credits within the Bundle</li> <li>• up to 3 additional cooperative education credits may be utilized towards the Major Credits requirements</li> </ul>	Major Focus	TXJ3E1 TFJ3E1 TFB/CE CGG3O1 CGF3M1 HSP3C1 GPP3O1	PAI3O1 PPL3OF PPL3OM SCH3U1 SBI3C/U1 SVN3E/M	TXJ4E1 TFJ4E1 TFB/C3 CGR4M1 CGW4U1 HPD4C1 HFA4C1 HHG4M1	HFA4U1/D PAI4O1 PPL4OF PPL4OM SBI4U1 SCH4U1
English	English	ENG3C1 ENG3E1	ENG3U1 OLC3O1	ENG4C1 ENG4E1	ENG4U1 OLC4O1
Mathematics+ <ul style="list-style-type: none"> <li>• 1 or 2 required</li> </ul>	Mathematics	MBF3C1 MCR3U1	MCF3M1 MEL3E1	MAP4C1 MCT4C1 MEL4E1	MDM4U1 MHF4U1
Other* <ul style="list-style-type: none"> <li>• minimum 1 required.</li> <li>• one Major Credit in the Bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</li> </ul>	Business Studies or Science	BDI3C1 BMI3C1 BAF3M1 BMX3E1	SBI3C1 SBI3U1 SCH3U1 SVN3E1 SVN3M1	BOH4M1 BBB4M1 BDV4C1 BOG4E1 GLS4O1 GLE4O1	SBI4U1
Co-op <ul style="list-style-type: none"> <li>• Minimum 2 Credits Required</li> </ul>	Cooperative Education <ul style="list-style-type: none"> <li>• Placement related to SHSM program</li> </ul>	GWL3O2 (2 credit)		GWL3O2 (2 credit)	

## ENVIRONMENT – Enviroventure

This program is open to all senior students that may have an interest in the environment. Students enrolled in the Enviroventure program will earn valuable environmental expertise in this outdoor leadership and experiential based package of courses. The core of the major involves a 4-credit program (CGR4M, HFA4U, PLF4M and ENG4U) taken in either grade 11 or 12. As part of this program, students will receive specific certificate training courses and participate in experiential training opportunities which include, but are not limited to:

- Standard and Wilderness First Aid/CPR – Level C with AED
- WHIMIS
- ORCKA Basic Canoe levels
- Leave No Trace principles
- Tree Identification
- Outdoor Cooking
- GPS and mapping skills
- Community Leadership - Grade 5 teaching program
- Winter Camping
- Canoe Tripping
- Hiking Expeditions
- Team Building and Leadership Training

This SHSM program will bring added value to your high school diploma and resume. SHSM programs are designed to give students a “leg-up” to pursue post-secondary opportunities in a variety of employment sectors. Once you complete all the requirements of the SHSM program, students will receive an embossed seal on their diploma to assist students with their next step or job interview.

For more information on this program, please contact Mark Gaynik at [mgaynik@scdsb.on.ca](mailto:mgaynik@scdsb.on.ca).

Course Titles		Grade 11		Grade 12	
Major Credits* <ul style="list-style-type: none"> <li>• minimum 4 required.</li> <li>• any combination of Gr. 11 and Gr. 12 credits within the Bundle</li> <li>• up to 3 additional cooperative education credits may be utilized towards the Major Credit requirement.</li> </ul>	Major Focus	CGG3O1 CGF3M1 CHW3M1 CLU3M1 PAD3OE PAI3O1	PPL3OF/M SCH3U1 SBI3U1 SBI3C1 SVN3E/M TDJ3M1	CGR4E/M/D HSB4U1 HFA4U/C/D PLF4M1/D SNC4E/M	SBI4U1 SCH4C/U SPH4C/U TDJ4M1
English	English	ENG3C1 ENG3E1	ENG3U1 OLC3O1	ENG4C1 ENG4E1	ENG4U1 OLC4O1
Mathematics+ <ul style="list-style-type: none"> <li>• 1 required</li> </ul>	Mathematics	MBF3C1 MCR3U1	MCF3M1 MEL3E1	MAP4C1 MCT4C1 MEL4E1	MDM4U1 MHF4U1 MCV4U1
Co-op <ul style="list-style-type: none"> <li>• Minimum 2 Credits Required</li> </ul>	Cooperative Education <ul style="list-style-type: none"> <li>• Placement related to SHSM program</li> </ul>	GWL3O2 (2 credit)		GWL3O2 (2 credit)	

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# CONSTRUCTION

This program is open to all senior students that may have an interest in all aspects of the construction industry from labourer to engineer. There is no cost involved for signing up in the Construction SHSM and it will bring added value to your high school diploma and resume. As part of this program, students will receive specific certificate training courses which include, but are not limited to:

- Working at Heights
- Construction Health & Safety Awareness
- Standard First Aid/CPR – Level C with AED
- WHMIS – GHS
- Chainsaw safety training
- Basic electrical safety
- CAD/CAM training
- Elevated work platform

All participants will be exposed to industry related tours, community-based and CNC projects, and will have the opportunity to hear from guest speakers associated with the construction industry and participate in Skills Ontario related events. Once you complete all the requirements of the SHSM program, students will receive an embossed seal on their diploma to assist students with their next step or job interview.

For more information on this program, please contact Jared McCord at [jmccord@scdsb.on.ca](mailto:jmccord@scdsb.on.ca)

Course Titles		Grade 11		Grade 12	
Major Credits* <ul style="list-style-type: none"> <li>• minimum 4 required.</li> <li>• any combination of Gr. 11 and Gr. 12 credits within the Bundle</li> <li>• up to 3 additional cooperative education credits may be utilized towards the Major Credit requirement</li> </ul>	Major Focus	TCJ3E1 TDJ3O1 TTJ31 HLS3O	TDJ3M1 ICS3U/C1 SPH3U1	TCJ4E1 TDJ4E1 TDJ4M1	TTJ4C1 SPH4U1 SPH4C1
English	English	ENG3C1 ENG3E1 ENG3U1	NBE3C1 NBE3E1 NBE3U1	ENG4C1 ENG4E1	ENG4U1 OLC4O1
Mathematics <ul style="list-style-type: none"> <li>• minimum 1 or 2 required (depending on post-secondary pathway)</li> </ul>	Mathematics	MBF3C1 MCR3U1	MCF3M1 MEL3E1	MAP4C1 MCT4C1 MEL4E1	MDM4U1 MHF4U1
Other* <ul style="list-style-type: none"> <li>• minimum 1 required.</li> <li>• one Major Credit in the Bundle or one additional Cooperative Education credit may be utilized to fulfill this requirement</li> </ul>	Business Studies or Science	BDI3C1 BMI3C1 BAF3M1 BTA3O1	SCH3U1 SVN3E1 SVN3M1	BOH4M1 BAT4M1 BDV4C1 BBB4M1 GLS4O1 GLE4O1	SCH4C1 SCH4U1 SNC4E1 SNC4M1 SPH4C1 SPH4U1
Co-op <ul style="list-style-type: none"> <li>• Minimum 2 Credits Required</li> </ul>	Cooperative Education <ul style="list-style-type: none"> <li>• Placement related to SHSM program</li> </ul>	GLN4O2 (2 credit) or GLN4O4 (4 credit)			

# ARTS

**STUDENTS MUST EARN ONE CREDIT IN ART. STUDENTS CAN TAKE AN ADDITIONAL ART CREDIT TO SATISFY A GROUP TWO COMPULSORY CREDIT.**

## DANCE

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### **ATC10 Dance, Grade 9 (Open)**

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.

### **ATC20 Dance, Grade 10 (Open)**

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**

### **ATC30 Dance, Grade 11 (Open)**

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

**Prerequisite: Dance, Grade 9 or 10, Open**

### **ATC3M Dance, Grade 11 (University/College Preparation)**

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

**Prerequisite: Dance, Grade 9 or 10, Open**

### **ATC4M Dance, Grade 12 (University/College Preparation)**

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

**Prerequisite: Dance, Grade 11, University/College Preparation**

### **ATC4E Dance, Grade 12 (Workplace Preparation)**

This course enables students to develop performance and interpersonal skills through the study of dance. Students will apply the elements of dance and the tools of composition to develop a physical vocabulary that can be used to create and communicate through dance. Students will research and explain how physical, intellectual, and artistic skills developed in the dance arts are transferable to a wide range of careers and workplace environments. They will develop an understanding of practices associated with healthy living, the benefits of self-discipline, and the importance of continuing engagement in the arts.

**Prerequisite: Dance, Grade 11, Open**

**ADA10 Drama, Grade 9 (Open)**

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

**ADA20 Drama, Grade 10 (Open)**

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

**Prerequisite: None**

**ADV20 Drama – Film/Video, Grade 10 (Open) NEW**

This course requires students to create and perform dramatic presentations. Students will analyze, interpret, and perform dramatic works. Students will research various acting styles and conventions focusing on acting for the camera. Students will learn acting for the camera, screenwriting, scene structures, acting styles, genres of film and how to integrate technology into their products.

**Prerequisite: None**

**ADA30 Drama, Grade 11 (Open)**

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

**Prerequisite: None**

**ADV3M/4M Drama – Film/Video, Grade 11 or 12 (University/College Preparation) NEW**

This course requires students to create and perform dramatic presentations. Students will analyze, interpret, and perform dramatic works. Students will research various acting styles and conventions focusing on Film/Video. Students will learn acting for the camera, screenwriting, scene structures, acting styles, genres of film and how to integrate technology into their products.

**Prerequisite: None**

**ADA3M Drama, Grade 11 (University/College Preparation)**

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

**Prerequisite: Drama, Grade 9 or 10, Open**

**ADD3M Dramatic Arts - Production, Grade 11 (University/College Preparation)**

The focus of this course will be the production of a full-scale dramatic performance. This will provide students with the opportunity to communicate their ideas through dramatic performance for various audiences. This course emphasizes the acquisition and application of knowledge and skills related to production, creation and interpretation of works involving dance, media music and/or visual arts.

**Prerequisite: Drama, Grade 9 or 10, Open**

**ADD4M Dramatic Arts - Production, Grade 12 (University/College Preparation)**

The focus of this course will be the production of a full-scale dramatic performance. This will provide students with the opportunity to communicate their ideas through dramatic performance for various audiences. This course emphasizes the acquisition and application of knowledge and skills related to production, creation and interpretation of works involving dance, media music and/or visual arts.

**Prerequisite: Drama, Grade 11, Drama or Drama Production**



**ADA4M Drama, Grade 12 (University/College Preparation)**

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

**Prerequisite:** Drama, Grade 11, University/College Preparation

**ADA4E Drama, Grade 12 (Workplace Preparation)**

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

**Prerequisite:** Drama, Grade 11, Open

**Media Arts**

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**ASM2O Media Arts, Grade 10 (Open)****ASM2OV Media Arts, Grade 10 (Open) Elearning**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite:** None

**ASM3O Media Arts, Grade 11 (Open)**

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

**Prerequisite:** None

**ASM3M Media Arts, Grade 11 (University/College Preparation)**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyze the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

**Prerequisite:** Media Arts, Grade 10, Open

**ASM4M Media Arts, Grade 12 (University/College Preparation)**

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite:** Media Arts, Grade 11, University/College Preparation

**AWS3OV Digital Media, Grade 11 (Open) Elearning**

This course uses digital media for the creation of fine art and graphic design. Students will use computer software, as the medium, to create artistic images by learning various illustration techniques, image manipulation and processes, techniques, and styles. Students will also learn how to use these skills and create graphic designs such as posters. Understanding of the elements and principles of design, visual literacy, will teach students how to make effective compositions and analyze others. The history of digital art and graphic design will be studied.

**Prerequisite:** Visual Arts or Digital Media, Grade 9 or 10 Open recommended

**AMI10 Music, Grade 9 (Open)**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

**AMV10 Vocal Music, Grade 9 (Open)**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

**AMI20 Music, Grade 10 (Open)**

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

**Prerequisite: None**

**AMG20 Music (Guitar), Grade 10 (Open)**

This class is designed for the beginning guitar student. Students will learn and apply music fundamentals to the guitar. Included in those fundamentals are proper technique, reading notation, fingerboard geography, rhythmic skills, style and interpretation, and performance etiquette.

**Prerequisite: None**

**AMV20 Music – Vocal/Choral, Grade 10 (Open)**

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

**AMK20 Music – Keyboarding, Grade 10 (Open)**

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

**AMI30 Music, Grade 11 (Open)**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

**Prerequisite: None**

**AMI3M Music, Grade 11 (University/College Preparation)**

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

**Prerequisite: Music, grade 9 or 10, Open**

**AMG30 Music (Guitar), Grade 11 (Open)**

This course develops guitar techniques and the rudiments of music. Students learn to read music, to play chords, and to develop techniques that can be used in playing classical and popular music.

**Prerequisite: None**

**AMK30/M/4M Music – Keyboarding, Grade 11 (Open), 11 & 12 (University/College Preparation)**

This course emphasizes the creation and performance of keyboard 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. Students will be learning the basics of keyboard/piano skills and develop their playing ability. General music theory will be taught to assist with students' understanding and to further develop their playing, as well as literacy and numeracy skills in and outside of musical contexts. Students will have opportunities to showcase their independent work by practicing and performing on their own keyboard, group work through playing as a group or duo setting, as well as communication skills through performances. A day could look like having a theory lesson, working through a new scale/skill as a class with everyone's keyboard on, transitioning to independent practice with headphones on while I check in on students individually, and then move on to composition/creation tasks. There are numerous opportunities for assessment and evaluation through theory tests, performances, composition and research assignments, and ear training to name a few.

**Prerequisite: None**

**AMV3M Vocal-Choral/Music, Grade 11 (University/College Preparation)**

Students will continue to develop performance skills in both solo and ensemble settings. Activities in music history are introduced while skills in listening, creativity, and intermediate theory will continue. This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

**Prerequisite: Music, grade 9 or 10, Open, or grade 10 Vocal/Choral**

**AMV3O Vocal-Choral/Music, Grade 11 (Open)**

Students will continue to develop performance skills in both solo and ensemble settings. Activities in music history are introduced while skills in listening, creativity, and intermediate theory will continue. This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

**Prerequisite: None**

**AMI4M Music, Grade 12 (University/College Preparation)**

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

**Prerequisite: Music, grade 11, University/College Preparation**

**AMV4M Vocal-Choral/Music, Grade 12 (University/College Preparation)**

This vocal music course focuses on the enjoyment of different genres of music. Development of solo, ensemble, and choral settings will continue. This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

**Prerequisite: Vocal/choral, grade 11**

**AMR3/4M Music – Repertoire, Grade 11 or 12 (University/College Preparation) *NEW***

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 analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. This course focuses on Music – Repertoire

**Prerequisite: Music, grade 11, University/College Preparation**

**AVI10 Visual Arts, Grade 9 (Open)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Students will demonstrate the specific and overall expectations of this course with hands-on applications in watercolour painting, drawing, 3D sculpture and work in clay.

**AVI10U Arts Visuels (Visual Arts), Grade 9 (Open)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Students will demonstrate the specific and overall expectations of this course with hands-on applications in watercolour painting, drawing, 3D sculpture and work in clay.

**Prerequisite: Students must be part of the French immersion program**

**AWS10 Visual Arts – Digital Media, Grade 9 (Open)**

With a focus on emergent technologies (e.g. computer graphics, digital camera, scanner), this course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various mediums through working with processes, techniques, and styles. Students will learn and use methods of analysis and criticism and characteristics of art.

**AVI20 Visual Arts, Grade 10 (Open)**

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

**Prerequisite: None**

**AVI30 Visual Arts, Grade 11 (Open)**

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

**Prerequisite: None**

**AVI3M Visual Arts, Grade 11 (University/College Preparation)****AVI3MV Visual Arts, Grade 11 (University/College Preparation) Elearning**

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

**Prerequisite: Visual Arts, grade 9 or 10, Open**

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

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

**Prerequisite: Visual Arts, grade 11, University/College Preparation**

**AWQ3M Digital Photography & Imaging, *Grade 11* (University/ College Preparation)**

This course will use photography as the primary medium in the continuing study of art, design and art history. Students will study lighting, texture, action, perspective portraiture and presentation as they pertain to photography along with advance camera and computer development techniques. It is recommended that students have a digital camera for personal use however course cameras are available.

**Prerequisite: Visual Arts, grade 9 or 10, Open**

**AWQ4M Digital Photography & Imaging, *Grade 12* (University/ College Preparation)**

This is a hands-on program providing students with both technical and visual communication skill in the digital photography and imaging industry. The content focuses on digital photography, composition, commercial layouts, history of photography and career options. Digital knowledge and skills will be integrated with the fundamentals of photography to emphasize the creation of images that communicate effectively the desired criteria of the units such as portraiture, architecture, commercial, special effects, and mixed media. Students will produce a professional portfolio suitable for college or university requirements.

**Prerequisite: Photography, grade 11, University/College Preparation**

# BUSINESS STUDIES

STUDENTS MAY CHOOSE TO TAKE A CREDIT IN BUSINESS STUDIES TO SATISFY THE GROUP TWO COMPULSORY CREDIT.

Business

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## **BEM10 Building the Entrepreneurial Mindset, Grade 9, (Open) NEW**

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

## **BEP20 Launching and Leading a Business, Grade 10, (Open) NEW**

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

**Prerequisite: None**

## **BDI3C Entrepreneurship: The Venture, Grade 11 (College)**

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**

## **BMI3C Marketing: Goods, Services, Events Grade 11 (College)**

### **BMI3CV Marketing: Goods, Services, Events Grade 11 (College) Elearning**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite: None**

## **BAF3M Financial Accounting Fundamentals, Grade 11 (University/College Preparation)**

### **BAF3MV Financial Accounting Fundamentals, Grade 11 (University/College Preparation) Elearning**

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**

## **BMX3E Marketing: Retail & Service, Grade 11, (Workplace Preparation)**

### **BMX3EV Marketing Retail & Service, Grade 11, (Workplace Preparation) Elearning**

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing –related positions in the workplace.

**Prerequisite: None**

**BOH4M Business Leadership: Management Fundamentals, Grade 12 (University/College Preparation)**

**BOH4MV Business Leadership Management Fundamentals, Grade 12 (University/College Preparation) Elearning**

This course focuses on ways in which organizations deal with issues affecting their competitiveness in a changing technological and global business environment. Students will analyze various leadership techniques and study various issues such as ethics in business, social responsibility, management of group dynamics, uses of information technology, workplace stress and conflict, motivation of employees, and globalization. Students will also investigate the management of a diverse workforce within an organization and the importance of strategic planning

**Prerequisite: None**

**BDV4C Entrepreneurial Studies: Venture Planning, Grade 12 (College Preparation)**

This course focuses on the application of entrepreneurial characteristics and skills. Students will learn how to develop a venture plan. In making the plan, they will consider available resources, analyze the potential market base, identify legal requirements and available financing, evaluate all aspects of the plan, and identify the management skills and technology that would be required in carrying out their plan.

**Prerequisite: None**

**BAT4M Financial Accounting Principles, Grade 12 (University/College Preparation)**

This course emphasizes the study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects of using different methods of inventory valuation and adjusting and reversing entries on financial statements. Students will also study the various ways of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

**Prerequisite: Financial Accounting Fundamentals, grade 11, University/College Preparation**

**BBB4M International Business, Grade 12 (University/College Preparation)**

**BBB4MV International Business, Grade 12 (University/College Preparation) Elearning**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

**Prerequisite: None**

**IDC4U Sports & Entertainment Marketing, Grade 12 (University Preparation)**

This course builds on students' existing interests in sports and entertainment while making connections to the business and marketing side of the industry. The class will conduct community and school interest surveys in order to initiate projects that will be valued by the target market – our community. Students will focus on the use of technological resources and applications to plan, implement, communicate, and execute activities and various school and community promotions. The course will place a large emphasis on sport management and marketing, event and promotional management and application of business software to assist in the students' project management strategies.

**Prerequisite: Career Studies, grade 10.**

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# CANADIAN & WORLD STUDIES

STUDENTS MUST EARN ONE CREDIT IN GRADE 9 GEOGRAPHY AND ONE CREDIT IN GRADE 10 HISTORY. STUDENTS CAN TAKE A SENIOR CREDIT IN CANADIAN & WORLD STUDIES TO SATISFY A GROUP ONE COMPULSORY CREDIT.

## GEOGRAPHY

### **CGC1W Exploring Canadian Geography, Grade 9 (De-streamed)**

#### **CGC1WV Exploring Canadian Geography, Grade 9 (De-streamed) Elearning**

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

### **CGC1WU Explorer la géographie Canadienne, 9e théorique (De-streamed)**

#### **CGC1WUV Explorer la géographie Canadienne, 9e théorique (De-streamed) Elearning**

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

**Prerequisite: Students must be in the French immersion program**

### **CGF3M Forces of Nature: Physical Processes and Disasters, Grade 11 (University/College Preparation)**

This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them.

**Prerequisite: Canadian Geographic Issues, grade 9, Academic or Applied**

### **CGG3O Travel and Tourism: A Geographic Perspective, Grade 11 (Open)**

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

**Prerequisite: Canadian Geographic Issues, grade 9, Academic or Applied**

### **CGW4UV World Issues: A Geographic Analysis, Grade 12 (University Preparation) Elearning**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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



### **CGR4MV: The Environment and Resource Management, Grade 12 (University/College Preparation) Elearning**

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

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

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## HISTORY

### **CHC2D History since World War I, Grade 10 (Academic)**

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

**Prerequisite:** None

### **CHC2DU Histoire du Canada depuis la Première Guerre Mondiale**

See description for Grade 10 Academic History (CHC2D1)

### **CHC2P History since World War I, Grade 10 (Applied)**

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

**Prerequisite:** None

### **CHC2PU Histoire du Canada depuis la Première Guerre Mondiale**

See description for Grade 10 Applied History (CHC2P1)

### **CHC2L History since World War I, Grade 10 (Locally Developed)**

This course connects students with key people, events, and themes in Canadian history from World War I to the present. Students extend their analytical, communication, and mathematical literacy skills by making connections between the past and their lives. This course prepares students for grades 11 and 12 Workplace Preparation history courses.

**Prerequisite:** None

### **CHV2OH Civics & Citizenship, Grade 10 (Open) (.5 Credit) (CIV2CA in on-line course selection)**

### **CHV2OV Civics & Citizenship, Grade 10 (Open) (.5 Credit) Elearning**

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

### **CHV2OU Éducation à la citoyenneté, Grade 10 (.5 Credit) (CIVCAU in on-line course selection)**

### **CHV2OUV Éducation à la citoyenneté, Grade 10 (.5 Credit) Elearning**

Students in French Immersion will take Civics in French.

See the description of Grade 10 Civics.

**Note:** This is a 0.5 credit.

**CHA3U American History, Grade 11 (University/College Preparation)**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They 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 forces in American history.

**Prerequisite:** Canadian History since World War I, grade 10, Academic or Applied

**CHW3M World History to the End of the Fifteenth Century, Grade 11 (University/College Preparation)**

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

**Prerequisite:** Canadian History since World War I, grade 10, Academic or Applied

**CHT30 World History since 1900: Global & Regional Interactions, Grade 11 (Open)**

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts as well as responses to social, economic, and political developments in various countries and regions. 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 historical developments and events, including those that continue to affect people in various parts of the world.

**Prerequisite:** Canadian History since World War I, grade 10, Academic or Applied, or a locally developed compulsory course (LDCC)

**CHY4C World History since the Fifteenth Century, Grade 12 (College Preparation)**

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

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

**CHY4U World History since the Fifteenth Century, Grade 12 (University Preparation)**

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.

**ECONOMICS****CIE3M The Individual and the Economy, Grade 11, (University/College Preparation) NEW**

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

**Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

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**CLU3M Understanding Canadian Law, Grade 11 (University/College Preparation)**

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

**Prerequisite:** Canadian History since World War I, grade 10, Academic or Applied

**CLU3E Understanding Canadian Law in Everyday Life, Grade 11 (Workplace Preparation)**

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

**Prerequisite:** Canadian History since World War I, grade 10, Academic or Applied, or a locally developed compulsory course (LDCC)

**CLN4U Canadian & International Law, Grade 12 (University Preparation)****CLN4UV Canadian & International Law, Grade 12 (University Preparation) Elearning**

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

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

**CLN4C Legal Studies, Grade 12 (College Preparation)**

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 impact. They will investigate 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 inquiry process to investigate the role of law in a changing society and will develop conflict-resolution skills needed for negotiation.

**Prerequisite:** Civics and Citizenship, grade 10

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# COMPUTER STUDIES

## **ICD20 Digital Technologies and Innovations in the Changing World, *Grade 10 (Open)***

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**

## **ICS3U Introduction to Computer Science, *Grade 11 (University Preparation)***

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.

**Prerequisite: None**

## **ICS3C Introduction to Computer Programming, *Grade 11 (College Preparation)***

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

**Prerequisite: None**

## **ICS4U Computer Science, *Grade 12 (University Preparation)***

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: Introduction to Computer Science, Grade 11, University Preparation**

## **ICS4C Computer Programming *Grade 12 (College Preparation)***

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

**Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation**

# CO-OPERATIVE EDUCATION PROGRAM

***\*Additional Application Required\****

Available Online at <http://nss.scdsb.on.ca>

Under Guidance, select course selections, and then [Co-op Application](#)

## CO-OP CAN SATISFY UP TO TWO OF THE THREE COMPULSORY CREDIT GROUPS

**GLN402 Designing Your Future, Grade 11 and 12 (Open) (2 credits)**

**GLN404 Designing Your Future, Grade 11 and 12 (Open) (4 credits)**

**Cooperative Education – GLN402 (2 credit) & GLN404 (4 credit)**

Cooperative Education (Co-op) provides students opportunities to earn high school credits while working in a community placement. Students will develop essential skills and work habits that will support them in their learning at school and afterwards. Students pursuing postsecondary pathways in apprenticeship, college, military, university, and directly to the workplace would benefit from the experience of co-op to confirm their career interests.

Cooperative education courses are at the open level and may be counted towards 12 optional credits required for graduation and/or for up to 2 of the 3 compulsory Group 1, 2 or 3 credits required for graduation.

### How Does Co-op Work?

- The program is delivered in two (2) credit (morning/afternoon) or four (4) credit (full school day) work placements based on their work and learning interests of students
- Students will attend a business, organization, or community placement of interest where they will complete on-the-job tasks that will further develop their essential skills and work habits
- Prior to attending a work placement students will complete job readiness tasks
- Credits are granted based on the time spent in the placement where knowledge & skills acquired and related assignments
- Some placements require a supplemental application such as Royal Victoria Regional Health Centre, the 32 Canadian Military Brigade Group, and Rogers Communication

### Why Take Co-op?

- Allows students to test out their interests and helps for future career planning
- To acquire and build upon their skills and work experience
- Helps students with obtaining or building upon their work experience
- To get firsthand experience with what employer's value and how students can be a valued worker
- Connects classroom learning with requirements in the workplace
- Skilled trades interested students who demonstrate motivation and value to their employer could start an apprenticeship through the Ontario Youth Apprenticeship Program (OYAP)
- Co-op credits count towards a student's graduation requirements
- Co-op is an integral part/requirement of Specialist High Skills Majors

### Attention Parents/Guardians:

If you are interested in mentoring a high school co-op student at your business/organization, please contact Dave Hooper at [dhooper@scdsb.on.ca](mailto:dhooper@scdsb.on.ca) to learn more about the Cooperative Education program and how it can benefit your organization!

# ENGLISH

## **ENL1W English, Grade 9 (De-Streamed)**

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.12.

## **ENG1L English, Grade 9 (Locally Developed)**

This course provides the foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the grade 10 LDCC Course. Students develop listening, talking, reading, viewing, writing skills in a variety of authentic contexts. This course is designed to help students who had difficulty meeting the expectations of the English language program in grade 7 and 8.

## **ENG2D English, Grade 10 (Academic)**

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

**Prerequisite:** English, Grade 9, Academic or Applied

## **ENG2P English, Grade 10 (Applied)**

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

**Prerequisite:** English, Grade 9, Academic or Applied

## **ENG2L English, Grade 10 (Locally Developed)**

In this course, students extend 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. Students build on their strategies and engage in the processes involved in talking, reading, viewing, writing and thinking in a variety of authentic contexts.

**Prerequisite:** Any Grade 9 English credit

## **NBE3U English: Understanding Contemporary First Nation, Metis, and Inuit Voices, Grade 11 (University Preparation)**

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

**Prerequisite:** English, Grade 10, Academic

## **NBE3C English: Understanding Contemporary First Nation, Metis, and Inuit Voices, Grade 11 (College Preparation)**

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

**Prerequisite:** English, Grade 10, Applied or Academic

**NBE3E English: Understanding Contemporary First Nation, Metis, and Inuit Voices, Grade 11 (Workplace Preparation)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. It will emphasize 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 a variety of contemporary Indigenous informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The basis of all course assignments and activities will be Indigenous. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

**Prerequisite:** English, *Grade 10, Locally Developed or Applied*

**ENG4U English, Grade 12 (University Preparation)****ENG4UV English, Grade 12 (University Preparation) Elearning**

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

**Prerequisite:** English, *Grade 11, University Preparation*

**ENG4C English, Grade 12 (College Preparation)****ENG4CV English, Grade 12 (College Preparation) Elearning**

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

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

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

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

**Prerequisite:** English, *Grade 11, Workplace Preparation, or Ontario Literacy Course*

**ESLAO1 English as a Second Language (Levels A – E)**

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.

**This course is not available on the course selection tool. Please see a guidance counsellor if you feel you qualify and could benefit from English language support.**

**OLC30 Ontario Secondary School Literacy Course, Grade 11 (Open)**

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

Eligibility requirement: Students who have been eligible to write the OSSLT and who have been unsuccessful at least once are eligible and encouraged to take the classroom course.

**Please see guidance to confirm eligibility.**

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

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

Eligibility requirement: Students who have been eligible to write the OSSLT and who have been unsuccessful at least once are eligible and encouraged to take the classroom course.

**Please see guidance to confirm eligibility.**

**OPTIONAL ENGLISH COURSE**

**STUDENTS MAY CHOOSE TO TAKE AN OPTIONAL ENGLISH COURSE TO FULFILL AN ADDITIONAL COMPULSORY GROUP ONE COMPULSORY CREDIT**

**EMS3OV: Media Studies, Grade 11 (Open) Elearning**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

**Prerequisite: English, Grade 10, Academic or Applied**

**EWC4U The Writer's Craft, Grade 12, (University Preparation)****EWC4UV The Writer's Craft, Grade 12, (University Preparation) Elearning**

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

**Prerequisite: English, grade 11, University Preparation**

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# FRENCH

**STUDENTS MUST EARN ONE CREDIT IN FRENCH. STUDENTS MUST ALSO SATISFY GROUPS ONE, TWO AND THREE, AND MAY TAKE UP TO TWO ADDITIONAL FRENCH CREDITS TO SATISFY TWO OF THE THREE COMPULSORY CREDIT GROUPS.**

## **FSF1D Core French, Grade 9 (Academic)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing 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 skills necessary for lifelong language learning.

**Prerequisite: Minimum of 600 hours of French instruction, or equivalent**

## **FSF1O French, Grade 9, (Open)**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

## **FIF1DU French Immersion, Grade 9, Academic**

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 instruction in French, or equivalent**

## **FSF2D Core French, Grade 10 (Academic)**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing 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 develop skills necessary for lifelong language learning.

**Prerequisite: Core French, grade 9, Academic or Applied**

## **FSF2P Core French, Grade 10 (Applied)**

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: Core French, grade 9, Academic or Applied**

## **FIF2DU French Immersion, Grade 10 (Academic)**

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: French Immersion, Grade 9, Academic or Applied**

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**FIF2PU French Immersion, Grade 10 (Applied)**

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: French Immersion, Grade 9, Academic or Applied**

**FSF3U Core French, Grade 11 (University Preparation)**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring 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: Core French, Grade 10, Academic**

**FIF3O French Immersion, Grade 11 (Open Preparation)**

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: French Immersion, Grade 10, Academic or Applied)**

**FIF3U French Immersion, Grade 11 (University Preparation)**

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: French Immersion, Grade 10, Academic or Applied**

**FSF4U Core French, Grade 12 (University Preparation)**

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

**Prerequisite: Core French, grade 11, University Preparation**

**FIF4O French Immersion, Grade 11 (Open Preparation)**

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: French Immersion, Grade 11, University Preparation or Open**

**FIF4U French Immersion, Grade 12 (University Preparation)**

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: French Immersion, Grade 11, University Preparation**

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# GUIDANCE & CAREER EDUCATION

## **GLC2OH Career Studies, Grade 10 (Open) (.5 credit) (CIV2CA in the on-line course selection)**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

## **GLC2OU Exploration de carrière, Grade 10 (Open) (.5 credit) (CIVCAE in the on-line course selection)**

Students in French Immersion will take Career Studies in French.

See description for Grade 10 Careers (GLC2OH)

Note: This is a 0.5 credit.

## **GPP30 Leadership and Peer Support, Grade 11 (Open)**

This course prepares students to act in leadership and peer support roles. Students 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**

## **GWL30V: Designing Your Future, Grade 11 (Open) Elearning**

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

**Prerequisite: None**

# HEALTH & PHYSICAL EDUCATION

**STUDENTS MUST EARN ONE CREDIT IN HPE. STUDENTS CAN ALSO TAKE AN ADDITIONAL HPW CREDIT TO SATISFY A GROUP TWO COMPULSORY CREDIT.**

## **PPL1OF Healthy Active Living Education (female), PPL1OM Healthy Active Living Education (male), Grade 9 (Open)**

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

## **PPL1OU Vie active et santé, 9e année, cours ouvert (Gender Inclusive, Grade 9, Open)**

This course equips French immersion 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: Students must be part of the French immersion program.**

## **PAI1O1 Healthy Active Living Education, Grade 9 (Gender Inclusive) Open**

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

## **PAF1OV: Personal and Fitness Activities, Grade 9 (Open) Elearning**

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.

## **PPL2OF Healthy Active Living Education (female), Grade 10 (Open)**

## **PPL2OM Healthy Active Living Education (male), Grade 10 (Open)**

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

**Prerequisite: None**

## **PAF2O Physical Education: Co-ed Personal & Fitness Activities, Grade 10 (Open)**

## **PAF2OF Physical Education: Girls Only Personal & Fitness Activities, Grade 10 (Open)**

This course provides various fun and fitness activities that promote lifetime fitness. Activities such as aerobic classes, step and weight training, skiing, skating, racquets, dance and body movement, and fitness games are all designed to make fitness enjoyable. Current health issues such as nutrition and weight control, personal style and care, and stress management are dealt with in this course. This introductory course is one to consider if fitness is your concern.

**Prerequisite: None**

## **PPL3OF Healthy Active Living Education (female), Grade 11 (Open)**

## **PPL3OM Healthy Active Living Education (male), Grade 11 (Open)**

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

**Prerequisite: None**

**PAF30 Physical Education: Personal & Fitness Activities, Grade 11, (Open)****PAF30F Physical Education: Girls Only Personal & Fitness Activities, Grade 11 (Open)**

This co-educational course uses the fitness centre as the home base with emphasis on daily fitness activities that promote a healthy lifestyle. The course involves cardiovascular training inside and outside the classroom, as well as strength training activities (weight room). Emphasis will be placed on designing and following a personal fitness program, setting goals and developing action plans. This course ISU requires students to do a Video Fitness Presentation for the entire class. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Although weight training will be a major component, aerobic components such as circuit training, running, rowing, and cycling will be included. Students will be introduced to the various forms of strength and conditioning programs, and they will design and follow their own personal program.

**Prerequisite: None**

**PAI30 and PAI40 Small Group Activities (Yoga), Grade 11 and 12 (Open)**

The Yoga course is designed for healthy, active students in Gr. 11 and 12 who are interested in improving or maintaining their fitness. Students will practice a variety of poses in order to develop a positive body image, increase their strength, flexibility and balance. The students will learn to reduce and control stress in their daily lives by working on breathing and relaxation techniques. Students will also demonstrate an understanding of sexual and reproductive health, demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety and describe the influence of mental health on overall well-being.

**Prerequisite: None**

**PAL301 Rugby/Football Focus, Grade 11, Open NEW**

This course emphasizes regular participation in large-group activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness, physical competence, and safety and injury prevention. Students will also study the components of healthy teammate relationships, sport psychology, drug and alcohol abuse, and personal safety. The main focus of this course will be directed towards the sports of rugby/football. It will emphasize regular participation in a variety of fitness and skill activities, (e.g., strength training, cardio, endurance and flexibility training, accomplished through a wide range of methods) that are directly related to both field sports. Students will participate in activities designed to develop goal setting, communication and social skills.

**Prerequisite: None**

**PPL40F Healthy Active Living Education (female), Grade 12 (Open)****PPL40M Healthy Active Living Education (male), Grade 12 (Open)**

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

**Prerequisite: None**

**PAF40, Physical Education: Personal & Fitness Activities, Grade 12, (Open)****PAF40F, Physical Education: Girls Only Personal & Fitness Activities, Grade 12, (Open)**

This co-educational course is a continuation of the grade eleven fitness course. The fitness centre is the home base with emphasis on a variety of cardiovascular and strength training fitness activities that promote a healthy lifestyle. Emphasis will be placed on designing a personal; fitness program for an intermediate student and helping to implement this program as the "Personal Trainer". Students will also study academic components of fitness such as weight room safety, nutrition, anatomy, hear rate and blood pressure. This advanced course is one to consider if you have a strong desire to get and stay fit for a lifetime!

**Prerequisite: None**

**PLF4M, Fitness Leadership, Grade 12, (University/College Preparation)**

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

**Prerequisite: Any health and physical education course**

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**PSK4U Introduction to Kinesiology, Grade 12 (University Preparation)**

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

**Prerequisite:** Any grade 11 U or U/C course in Science, or any grade 11 or 12 Open course in Health and Physical Education

**PAF3/4OX, Physical Education: Personal & Fitness Activities – CrossFit Specific (Block F in online selections), Grade 11 & 12 (Open)**

The CrossFit specific course combines foundational movements and knowledge to increase student fitness. Students will master foundational movements such as: squat, dead lift, presses, pull-ups etc. and then combine these movements into various CrossFit Workouts of the day. Students will attempt to improve on their results throughout the year using bench mark standards and personal bests. Students will be evaluated on their ability to explain and demonstrate movements, effort in obtaining their goals, and various fitness tests that assess all facets of fitness.

**Prerequisite:** None

**PPZ3CV: Health for Life, Grade 11 (College Preparation) Elearning**

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

**Prerequisite:** None

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# MATHEMATICS

## **MTH1W Mathematics, Grade 9 (De-streamed)**

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**

## **MAT1L Mathematics, Grade 9 (Locally Developed)**

This course emphasizes the development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the grade 10 LDCC course. Students develop mathematical literacy, problem-solving, and communication skills related to money sense, measurement, and proportional reasoning by completing practical, authentic activities. This course is designed to help students who had difficulty meeting the expectations of the mathematics program in grade 7 and 8.

## **MPM2D Principles of Mathematics, Grade 10 (Academic)**

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

**Prerequisite: Mathematics, Grade 9, Academic**

## **MFM2P Foundation of Mathematics, Grade 10 (Applied)**

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

**Prerequisite: Mathematics, Grade 9, Applied**

## **MAT2L Mathematics, Grade 10 (Locally Developed)**

This course extends students' mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the grade 11 Mathematics Workplace Preparation course. Students strengthen their mathematical literacy, problem-solving, and communication skills related to money sense, measurement, and proportional reasoning by completing practical, authentic activities.

**Prerequisite: Mathematics, Grade 9, Locally Developed**

## **MCR3U Functions, Grade 11 (University Preparation)**

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

**Prerequisite: Mathematics, Grade 10, Academic**

## **MCF3M Functions & Applications, Grade 11 (University/College Preparation)**

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

**Prerequisite: Mathematics, Grade 10, Academic or Applied**

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**MBF3C Foundations for College Mathematics, Grade 11 (College Preparation)**

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

**Prerequisite:** Mathematics, Grade 10, Applied

**MEL3E Mathematics for Work & Everyday Life, Grade 11 (Workplace Preparation)**

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

**Prerequisite:** Mathematics, Grade 10, Locally Developed or Grade 9 Applied or Academic

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

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

**Prerequisite:** Functions, Grade 11 or Mathematics for College Technology, Grade 12

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

This course builds on student's 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 modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

**Prerequisite:** Advanced Functions, Grade 12

**Note:** In some schools, it may be necessary to take the prerequisite course concurrently with MCV4U

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

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, and the humanities will find this course of particular interest.

**Prerequisite:** Functions and Applications, Grade 11, University/College Prep. or Functions, Grade 11 University Prep.

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

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

**Prerequisites:** Foundations for College Mathematics, Functions and Applications, University/College Prep or Functions, University Preparation, Grade 11

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

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

**Prerequisites:** Functions and Applications, Grade 11 (University/College Preparation)

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**MEL4E Mathematics for Everyday Life, Grade 12 (Workplace Preparation)**

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

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

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# SCIENCE

**STUDENTS MUST EARN ONE SCIENCE CREDIT IN GRADE 9 AND ONE IN GRADE 10. STUDENTS CAN TAKE A SENIOR SCIENCE TO SATISFY A GROUP THREE COMPULSORY CREDIT.**

## **SNC1W Science, Grade 9 (De-streamed)**

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

## **SNC1L Science, Grade 9 (Locally Developed)**

This course develops science-related knowledge and skills to prepare students for success in everyday life, in the workplace, and in the science grade 11 workplace preparation course. Students explore scientific topics that connect with their lives by engaging in practical science activities. This course is designed to help students who had difficulty meeting the expectations of the mathematic and science programs in grade 7 and 8.

## **SNC2D Science, Grade 10 (Academic)**

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

**Prerequisite: Science, Grade 9, Academic or Applied**

## **SNC2P Science, Grade 10 (Applied)**

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

**Prerequisite: Science, Grade 9, Academic or Applied**

## **SNC2L Science, Grade 10 (Locally Developed)**

This course strengthens science-related knowledge and skills to prepared students for success in everyday life, in the workplace, and in the Science grade 11 Workplace Preparation course. Students explore science in the media, interactions of common materials, organisms in communities and electrical energy through practical science activities.

**Prerequisite: Science, Grade 9, Locally Developed**

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## BIOLOGY

### **SBI3U Biology, Grade 11 (University Preparation)**

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

**Prerequisite: Science, Grade 10, Academic**

### **SBI3C Biology, Grade 11 (College Preparation)**

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

**Prerequisite: Science, Grade 10, Academic or Applied**

### **SBI4U Biology, Grade 12 (University Preparation)**

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

**Prerequisite: Biology, Grade 11, University Preparation**

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## CHEMISTRY

### **SCH3U Chemistry, Grade 11 (University Preparation)**

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

**Prerequisite: Science, Grade 10, Academic**

### **SCH4U Chemistry, Grade 12 (University Preparation)**

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

**Prerequisite: Chemistry, Grade 11, University Preparation**

### **SCH4C Chemistry, Grade 12 (College Preparation)**

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

**Prerequisite: Science, Grade 10, Academic or Applied**

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## PHYSICS

### **SPH3U Physics, Grade 11 (University Preparation)**

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

**Prerequisite: Science, Grade 10, Academic**

### **SPH4U Physics, Grade 12 (University Preparation)**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to 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: Physics, Grade 11, University Preparation**

### **SPH4C Physics, Grade 12 (College Preparation)**

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

**Prerequisite: Science, Grade 10, Academic or Applied**

## OPTIONAL SCIENCE COURSES

### **SVN3M Environmental Science, Grade 11 (University/College Preparation)**

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: Science, Grade 10, Applied or Academic**

### **SVN3E Environmental Science, Grade 11 (Workplace Preparation)**

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

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

### **SNC4E Science, Grade 12 (Workplace Preparation)**

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: Science, Grade 10, Applied, or a grade 10 locally developed compulsory credit (LDCC) course in science**

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**SNC4M Science, *Grade 12 (University/College Preparation)* NEW**

This course enables students, including those pursuing postsecondary 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:** Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science.

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# SOCIAL SCIENCE

**STUDENTS MAY CHOOSE TO TAKE A CREDIT IN SOCIAL SCIENCE AND THE HUMANITIES TO SATISFY THE GROUP ONE COMPULSORY CREDIT.**

## **HIF10 Exploring Family Studies, Grade 9 (Open)**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

## **HFN20 Food & Nutrition, Grade 10 (Open)**

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

**Prerequisite: None**

## **HNL20 Clothing, Grade 10 (Open)**

This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.

**Prerequisite: None**

## **HFC3M Food and Culture, Grade 11 (University/College)**

## **HFC3MV Food and Culture, Grade 11 (University/College) Elearning**

## **HFC3MUV Food and Culture, Grade 11 (University/College) Elearning French Immersion**

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.

**Prerequisite: None**

## **HSG3MV: Gender Studies, Grade 11 (University/College Preparation) Elearning**

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**

## **HLS30 Living, Spaces and Shelters, Grade 11 (Open)**

This course analyses how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing.

**Prerequisite: None**

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**HPC30 Raising Healthy Children, Grade 11 (Open)**

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**

**HNC3C Understanding Fashion, Grade 11 (College Preparation)**

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

**Prerequisite: None**

**HSP3U Introduction to Anthropology, Psychology, & Sociology, Grade 11 (University Preparation)**

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

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

**HSP3UU Introduction à l'anthropologie, Psychologie et Sociologie, Grade 11 (Préparation Universitaire)**

Ce cours offre aux étudiants l'occasion de réfléchir de manière critique aux théories, questions et problèmes liés à l'anthropologie, à la psychologie et à la sociologie. Étudiants développera une compréhension des approches et des méthodes de recherche utilisées par scientifiques sociaux. Ils auront l'occasion d'explorer des théories à partir d'une variété de perspectives, de mener des recherches en sciences sociales et de se familiariser avec la réflexion actuelle sur un éventail de questions dans les trois disciplines.

**Prérequis : Le cours académique de 10e année en anglais ou le cours académique de 10e année cours d'histoire (études canadiennes et mondiales)**

**HSP3CU Introduction à l'anthropologie, Psychologie et Sociologie, Grade 11 (Préparation Collège)**

Ce cours présente aux étudiants les théories, les questions et les problèmes liés à anthropologie, psychologie et sociologie. Les élèves découvrent les approches et méthodes de recherche utilisées par les spécialistes des sciences sociales. Les étudiants auront la possibilité d'appliquer des théories à partir d'une variété de perspectives, de mener des recherches en sciences sociales, et de se familiariser avec les enjeux actuels au sein des trois disciplines.

**Prérequis : Aucun**

**HSP3C Introduction to Anthropology, Psychology, & Sociology, Grade 11 (College Preparation)**

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

**Prerequisite: None**

**HRT3M World Religions and Belief Traditions: Perspectives, Issues, & Challenges, Grade 11 (University/College Preparation)**

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

**Prerequisite: None**

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#### **HIP4O Personal Life Management, *Grade 12 (Open)***

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**

#### **HFA4C Nutrition and Health, *Grade 12 (College Preparation)***

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.

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

#### **HFA4U Nutrition and Health, *Grade 12 (University Preparation)***

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.

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

#### **HNB4M The World of Fashion, *Grade 12 (University/College Preparation)***

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

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

#### **HSB4U Challenge & Change in Society, *Grade 12 (University Preparation)***

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

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

#### **HHS4U Families in Canada, *Grade 12 (University Preparation)***

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

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

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**HZT4U Philosophy: Questions and Theories, Grade 12 (University Preparation)**

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

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

**HHG4MV: Human Development throughout the Lifespan, Grade 12 (University/College Preparation) Elearning**

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

**HSE3E Equity, Diversity, and Social Justice, Grade 11 (Workplace Preparation)**

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 issues.

**Prerequisite:** None

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

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.

**Students will use their new knowledge to create, plan, and lead fun activities that will inspire a celebration of diversity and community within the school environment.**

**The students will explore 5 different issues/themes related to social justice and equity and will be designing activities that they will run with the student body in an effort to strengthen the community.**

**There will be some written components, but the bulk of the assignments will be experiential.**

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

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# SPECIAL COURSES/PACKAGES

## LEADERSHIP (2 credit package)

Leadership, *Grade 11* (IDP3O) and *Grade 12* (IDP4U) (**Block 2B in the on-line course selection**)

This special program has the potential to be 2 credits toward your diploma. Students must take the IDP3O as a prerequisite for the IDP4U. This course prepares and motivates students to provide leadership within the school. Students will develop coaching, teamwork, and conflict management skills while they manage a team, convene a special event or school-wide project, and contribute positively to the school community. 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:** Career Studies, Grade 10. **Application and Interview required**

**\*Additional Application Required\***  
Available Online at <http://nss.scdsb.on.ca>  
Under Guidance, select course selections, and  
then [Leadership Application](#)

## ENVIRO VENTURE (4 credit package)

Are you up for a challenge and adventure? Are you prepared for a different learning environment? Students interested in learning more about themselves, the natural environment and their role in it may wish to apply to the Enviro Venture Program. This **4-credit program** is offered to senior students during the second semester only. Although there are no special prerequisites for students applying to this program, it is expected that students have a strong desire to work in an outdoor environment for a full semester. Students must be willing to accept the challenge of working independently and in close co-operation with their classmates. Active participation in all aspects of the program will be required. For a full description of the program, check out the Enviroventure Website at [nssenviroventure.weebly.com](http://nssenviroventure.weebly.com)

Nantyr Shores Enviroventure (**Block 4A in the on-line course selection**)

The following describes the four-credit program:

**\*Additional Application Required\***  
Available Online at <http://nss.scdsb.on.ca>  
Under Guidance, select course selections, and  
then [Enviroventure Application](#)

**PLF4ME Rec and Fitness Leadership, Grade 12 (University/College Preparation)**

This course will stress the skills necessary to enjoy a healthy lifestyle in the out-of-doors as well as the knowledge and attitudes students will require to participate in and appreciate outdoor activities. Snowshoeing, winter camping, hiking, canoeing and rock climbing are some of the activities. Personal fitness, safety, environmental impact, team building, and Co-operative learning will be emphasized throughout the course.

**CGR4ME The Environment & Resource Management, Grade 12 (University/College Preparation)**

This course investigates the complexity and fragility of ecosystems and the effects of human activities on them. Students will study the principles of sustainability and resource management and evaluate various approaches to achieving a more sustainable relationship between the environment, society, and the economy.

**Prerequisite:** Any U, U/C, or C course in Canadian and World Studies, English, or Social Sciences and Humanities

The third credit can be either HFA4U OR HFA4C (see course description in [Social Science and the Humanities](#) selection)

The fourth credit can either be ENG4U or ENG4C (see course description in [English Department](#) selection)

## YEARBOOK (two credit package)

**Nantyr Shores Yearbook, Grade 11/12 (Block 2A in the on-line course selection)** Grade 11 and 12 students in this special 2 credit program (1 course each semester) will be involved in all aspects of the production, marketing, advertising and distribution of the Nantyr Shores Yearbook. Students will also develop skills in photography, editing, layout, scheduling, writing and a variety of computer applications such as photo-retouching, graphics and desktop publishing.

Students can earn a package of credits: **AWE3M1 and AWS3M1 OR AWE4M1 and AWS4M1.**

## SPECIAL EDUCATION

To meet the individual needs of our students, there are Special Education Resource teachers available to assist students with their programs. The Central East Simcoe District Identification, Placement, and Review Committee (I.P.R.C.), the school's I.P.R.C. Committee, and the school's Special Needs Committee (S.N.C.) assist the students, parents and teachers in making the appropriate accommodations to meet their needs.

To meet the individual needs of our students, there are Special Education Resource teachers available to assist students with their programs. The Central East Simcoe District Identification, Placement, and Review Committee (I.P.R.C.), the school's I.P.R.C. Committee, and the school's Special Needs Committee (S.N.C.) assist the students, parents and teachers in making the appropriate accommodations to meet their needs.

### **GLE1O1 Learning Strategies 1: Skills for Success in Secondary School, Grade 9 (Open) (Only for students with an Individual Education Plan)**

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.

### **GLE2O1 Learning Strategies 2: Skills for Success in Secondary School, Grade 10 (Open) (Only for students with an Individual Education Plan)**

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.

### **GLE3O1 and GLE4O Learning Strategies 3: Skills for Success after Secondary School, Grade 11 (Open) (Only for students with an Individual Education Plan)**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary 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 postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

# TECHNOLOGY

STUDENTS MUST EARN ONE TECHNOLOGY CREDIT IN GRADE 9 OR 10. STUDENTS CAN TAKE AN ADDITIONAL TECHNOLOGY CREDIT TO SATISFY A GROUP THREE COMPULSORY CREDIT.

*\*Please note: A Specialist High Skills Major is available in the area of hospitality. Please see guidance for more information.*

## Grade 9 Technologies

**NOTE: Students can only take 1 technology course in grade 9\***

### TEJ10 Exploring Computer Technology, Grade 9 (Open)

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

### BLOCKC: ½ Semester of Exploring Construction Technology and ½ Semester of Exploring Transportation Technology, Grade 9 (Open)

This exploratory course introduces students to concepts and skills in construction technology (plumbing, electrical and network wiring, masonry, heating/ cooling, carpentry, and woodworking) and transportation technology (maintenance, servicing, and repair of various types of vehicles, aircraft, and/or watercraft). Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

### BLOCKD: ½ Semester of Exploring Design Technology and ½ Semester of Exploring Communication Technology, Grade 9 (Open)

This exploratory course introduces students to concepts and skills related to technological design (the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions) and communications technology, (television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation). Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

### TXJ10 Exploring Hairstyling and Aesthetics, Grade 9 (Open)

This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics, including hair, nail, and skin care applications. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

## Communications Technology

### TGJ20 Communications Technology, Grade 10 (Open)

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

**Prerequisite: None**

### TGJ3M Communications Technology, Grade 11 (University/College Preparation)

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**

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### **TGJ4M Communications Technology, Grade 12 (University/College Preparation)**

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 investigate career opportunities and challenges in a rapidly changing technological environment.

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

## **Construction Technology**

### **TCJ2O Construction Technology, Grade 10 (Open)**

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

**Prerequisite: None**

### **TCJ3E1 Construction Technology, Grade 11 (Workplace Preparation)**

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

This course will have a focus on outdoor construction.

**Prerequisite: None**

### **TCJ4E1 Construction Technology, Grade 12 (Workplace Preparation)**

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

**Prerequisite: Construction Technology, Grade 11, Workplace Preparation**

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## **Hairstyling and Aesthetics**

### **TXJ2O Hairstyling & Aesthetics, Grade 10 (Open)**

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

**Prerequisite: None**

### **TXJ3E Hairstyling & Aesthetics, Grade 11 (Workplace Preparation)**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students 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**

### **TXJ4E Hairstyling & Aesthetics, Grade 12 (Workplace Preparation)**

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

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

## **Hospitality**

### **TFJ2O Hospitality & Tourism, Grade 10 (Open)**

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

### **TFB3E Hospitality and Tourism: Baking, Grade 11 (Workplace Preparation)**

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

**Prerequisite:** None

### **TFB4E Hospitality and Tourism: Baking, Grade 12 (Workplace Preparation)**

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

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

### **TFC3E Hospitality & Tourism: Cooking, Grade 11 (Workplace Preparation)**

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

**Prerequisite:** None

### **TFC4E Hospitality & Tourism: Cooking, Grade 12 (Workplace Preparation)**

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

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

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## Technological Design

### **TDJ2O Technological Design, Grade 10 (Open)**

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

**Prerequisite: None**

### **TDJ3M Technological Design, Grade 11 (University/College)**

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**

### **TDJ4M Technological Design, Grade 12, University/College**

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 postsecondary education and training requirements for them.

**Prerequisite: Technological Design, Grade 11, University/College Preparation**

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## Transportation Technology

### **TTJ2O Transportation Technology, Grade 10 (Open)**

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

**Prerequisite: None**

### **TTJ3C Transportation Technology, Grade 11 (College Preparation)**

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 apprenticeships and college programs leading to careers in the transportation industry.

**Prerequisite: None**

### **TTJ4C Transportation Technology, Grade 12 (College Preparation)**

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: Transportation Technology, College Preparation, Grade 11**

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## NANTYR SHORES INFORMATION TIP

### GET THE INFORMATION YOU NEED ABOUT POST-SECONDARY EDUCATION ONLINE

Ontario Universities	<a href="http://www.ontariouniversitiesinfo.ca">www.ontariouniversitiesinfo.ca</a>
Ontario Colleges	<a href="http://www.ontariocolleges.ca">www.ontariocolleges.ca</a>
Apprenticeship	<a href="http://www.apprenticesearch.com">www.apprenticesearch.com</a>
Scholarship Information	<a href="http://www.scholarshipscanada.com">www.scholarshipscanada.com</a>
	<a href="http://www.studentawards.com">www.studentawards.com</a>
MyBlueprint	<a href="http://www.myblueprint.ca/simcoe">www.myblueprint.ca/simcoe</a>
Canadian colleges & universities	<a href="http://www.schoolfinder.com">www.schoolfinder.com</a>
Writing SAT's	<a href="http://www.collegeboard.com">www.collegeboard.com</a>