

LOYALIST COLLEGIATE AND
VOCATIONAL INSTITUTE



COURSE CALENDAR

2020-2021

GRIT

GROWTH

GRATITUDE

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Kingston, Ontario
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Section One:

Principal's Message

Dear students, parents and guardians;

LCVI's course selection book provides everything a student needs to make informed choices about not only their courses for next year, but for their path beyond high school. I encourage all students and families to use this resource and consult with our Student Services staff to make the best decisions possible for the future.

As you consider your options, ask yourself the following:

- Which compulsory courses do I still need to complete?
- Are there elective courses that are of interest to me?
- Should I consider expanded opportunities, like a co-op placement, dual credit at the college, or Focus Program?
- What courses are required for the college, university or workplace paths that I am considering?

The answers to these questions will best prepare you for life after high school, and will ensure that you have everything you need to get there.

LCVI prides itself on the great diversity of programming available in our district, including the most number of Focus Programs and Specialist High Skills Major (SHSM) programs in the district. Whether you are in need of workplace readiness or want to be challenged by enrichment opportunities, you will find that, and everything in between at our school.

Please don't hesitate to reach out to a member of our Student Services and Student Success team if we can be of any assistance with the course selection process.

Regards,

Anne Marie McDonald

Principal, LCVI

Values

The Loyalist Collegiate & Vocational Institute community values the opportunity to provide students with a positive learning environment. We encourage success for students learning at all levels by focussing on the individual learning style of each student. We challenge our students to be involved in the life of our school and our staff role model this expectation by being involved in all aspects of extra-curricular activities. Our role is to educate the 'whole student' as we blend lessons through our classroom experiences, field studies and our extra-curricular activities. Our school is one that is inclusive, celebrates diversity and our students' successes. Our collegial approach to education invigorates us and creates an effective staff team which in turn directly supports the students. We seek an active partnership with parents and guardians to support learning. We are passionate about student learning; fairness and compassion ensure that we treat everyone with the highest regard.

Vision

The vision at Loyalist Collegiate & Vocational Institute revolves around the concept that we believe in taking care of ourselves, each other and our school. We want to ensure that our school is a respectful and safe setting for all students to grow emotionally, socially and academically while pursuing a healthy lifestyle. We want our school to help students become responsible citizens engaged with their community, country and the world.

Purpose

Our purpose is to serve as agents of hope, helping all of our students to learn in a variety of ways about becoming responsible, global and contributing citizens. We help our students form a strong foundation from which they are able to successfully pursue rewarding challenges and reach their potential. Our students will leave with the confidence and the skills to be successful, lifelong, learners.

LCVI MOTTO

GRIT – Push through

GROWTH – Reach beyond

GRATITUDE – Choose to be grateful

Pathways to the Future

Reaching Every Student!

Apprenticeship Pathway



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

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

College Pathway



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

Consult with your guidance counsellor, attend liaison visits at your school, peruse college view books and review all program prerequisites for the programs of your choice. Transfer agreements from college to university are in place for many programs.

University Pathway



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

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

Workplace Pathway



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

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

Assessment & Evaluation

Our Key Beliefs

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

Assessment for Learning

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

Assessment of Learning

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

Assessment as Learning

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

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

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

Course Outlines

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

Limestone District School Board Achievement of Excellence Award

Workplace Pathway

Awards to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their senior credits* (grades 11 & 12)
- achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)
- complete grade 12 English in the employment pathway or take the OLC 40 course.

College Pathway

Awarded to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their student credits* (grades 11 & 12)
- achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)
- complete grade 12 English in the college pathway.

University Pathway

Awarded to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their grade 12 credits* (including open level courses).
- achieve a minimum average of 90%** in six of their grade 12 credits.
- complete grade 12 English in the university pathway.

* Please note that successful candidates do not have to achieve grades of Excellent for learning skills in the same six courses that are used for the purposes of calculating academic achievement. Any credits that the students have earned and that are recorded on the transcript should be considered (including cooperative education, dual learning, summer school, PLAR and eLearning credits).

** The percentage grade of 90% was chosen as it represents the middle percentage grade associated with level four achievements.

Honour Roll

The Honour Roll recognizes student achievement. Students achieving an average of 80% on the specified number of courses taken during the school year [September-June] are eligible.

Grade 9 - 8 Credits	Grade 10 - 8 Credits	Grade 11 - 7 Credits	Grade 12 - 6 Credits
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Section Two:

Program Planning & Course Selection

Ontario Secondary School Diploma (OSSD)

	Grade 9	Grade 10	Grade 11	Grade 12
Compulsory Courses	English* Math Science Geography French Healthy Active Living 2 additional credits from Arts, Business or Technology	English Math Science History Careers/civics + 3 electives	English Math	English
Other Compulsory Courses	<p>Students must take three other compulsory courses chosen from 3 groupings of courses before the end of Grade 12:</p> <p>Group 1 – An additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***.</p> <p>Group 2 – An additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***.</p> <p>Group 3 – An additional credit in science (Grade 11 or 12) technological education, or French as a second language**, or computer studies or cooperative education***.</p> <p>*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.</p> <p>**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.</p> <p>***A maximum of 2 credits in cooperative education can count as compulsory credits.</p> <p>†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.</p>			
Number of Optional Credits	2 Options	3 Options	5-6 Options	5-7 Options
Summary of Graduation Requirements	<p>Students need to complete the following criteria to earn their graduation diploma:</p> <ul style="list-style-type: none"> • 18 compulsory courses (as described above) • 12 optional courses (as described above) • 40 hours of Community Involvement • Successful completion of the Ontario Secondary School Literacy Test or Course. 			
Special Considerations	<ul style="list-style-type: none"> • Students attending college or university, or entering a trade or apprenticeship may find that specific high school requirements determined by an industry, college, or university are in place. Careful research should be done when selecting courses. • Students may only count 2 cooperative education courses toward their compulsory courses. Other cooperative education courses count as optional credits. • Students may count 3 English as a Second Language (ESL) courses toward their compulsory English requirements. The 4th English must be a Grade 12 English. • Up to four Dual Credits can be counted towards optional or elective credits. 			

Universities and colleges encourage students to maintain breadth in their secondary school courses and to keep their options open. Remember that to earn your diploma, you need **18 prerequisite credits, 12 optional credits, 40 hours of Community Involvement, and you must successfully complete the Ontario Secondary School Literacy Test.**

Requirements for the Ontario Secondary School Certificate (OSSC)

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

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

Requirements for the Certificate of Accomplishment

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

Community Involvement

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years, but it is recommended that students complete the hours in their first two years of high school. ***Please note: students may start to accumulate their community involvement hours beginning in July, prior to the start of their grade 9 year.*** For more information, please contact Student Services.

The Ontario Secondary School Literacy Test (OSSLT)

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

The Ontario Secondary School Literacy Course (OSSLC)

Students who have been **unsuccessful** at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course **will meet the provincial literacy requirement for graduation.**



Advanced Placement



COMMITMENT



CURIOSITY



CREATIVITY

Advantages
that last a lifetime!

What Is Advanced Placement?

The Advanced Placement Program® is a cooperative educational endeavour between The College Board, secondary schools and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take post secondary-level courses in a high school setting. Students who participate in the AP Program not only gain post secondary-level skills, but in many cases they also earn post secondary credits while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the **Advanced Placement College Board**.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, secondary schools make the commitment to organize and support at least one class that is equivalent to a first-year post secondary university course. Students who earn honours in 3 Advanced Placement course exams are automatically eligible for a scholarship at participating universities.

LCVI offers Advanced Placement courses:

- Biology (Grade 12 Biology – SBI4UE)
- Calculus AP (Grade 12 Calculus – MCV4UE)
- English Language & Composition (Grade 11 English – ENG3UE)
- English Literature & Composition (Grade 12 English - ENG4UE)
- Chemistry (Grade 12 Chemistry-SCH4UE)
- French Language & Culture (Grade 12 French - FSF4UE)
- Physics C: Mechanics (Grade 12 Physics - SPH4UE)
- Statistics: (Grade 12 math of data management - MDM4UE)

Related Ontario credits for the OSSD are listed in brackets. For more information about AP programming please contact Martha Gray at LCVI (613.546.5575).

AP[®] English Language & Composition – NBE3UE

All expectations of the AP[®] curriculum are duplicated in the Ontario Secondary High School Curriculum. The expectations in the Ontario Curriculum not covered by the AP[®] program will be addressed through the term or will be the focus of study and assessment in May and June, after the AP[®] exam.

Students will learn how to analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques. They will practice applying effective strategies and techniques in their own writing while developing a sustained argument based on readings, research, and/or personal experience. Students will produce expository, analytical, and argumentative compositions. They will review the conventions of citing primary and secondary sources.

Students will improve their own writing through developing skills as planners, researchers, analyzers, thinkers, and editors. They will revise a work to make it suitable for a different audience.

AP[®] English Literature & Composition – ENG4UE

The course is designed for students interested in exploring and analyzing challenging classical and contemporary literature.

The focus of the AP[®] English Literature and Composition course is the analysis and interpretation of dominant literary genres and themes. Central to AP[®] English Literature and Composition is for students to apply methods of literary analysis and write with a variety of purposes to increase precision in expression.

Students choosing AP[®] English Literature and Composition should be interested in studying literature of various periods and genres and using this wide reading knowledge in discussions of literary topics.

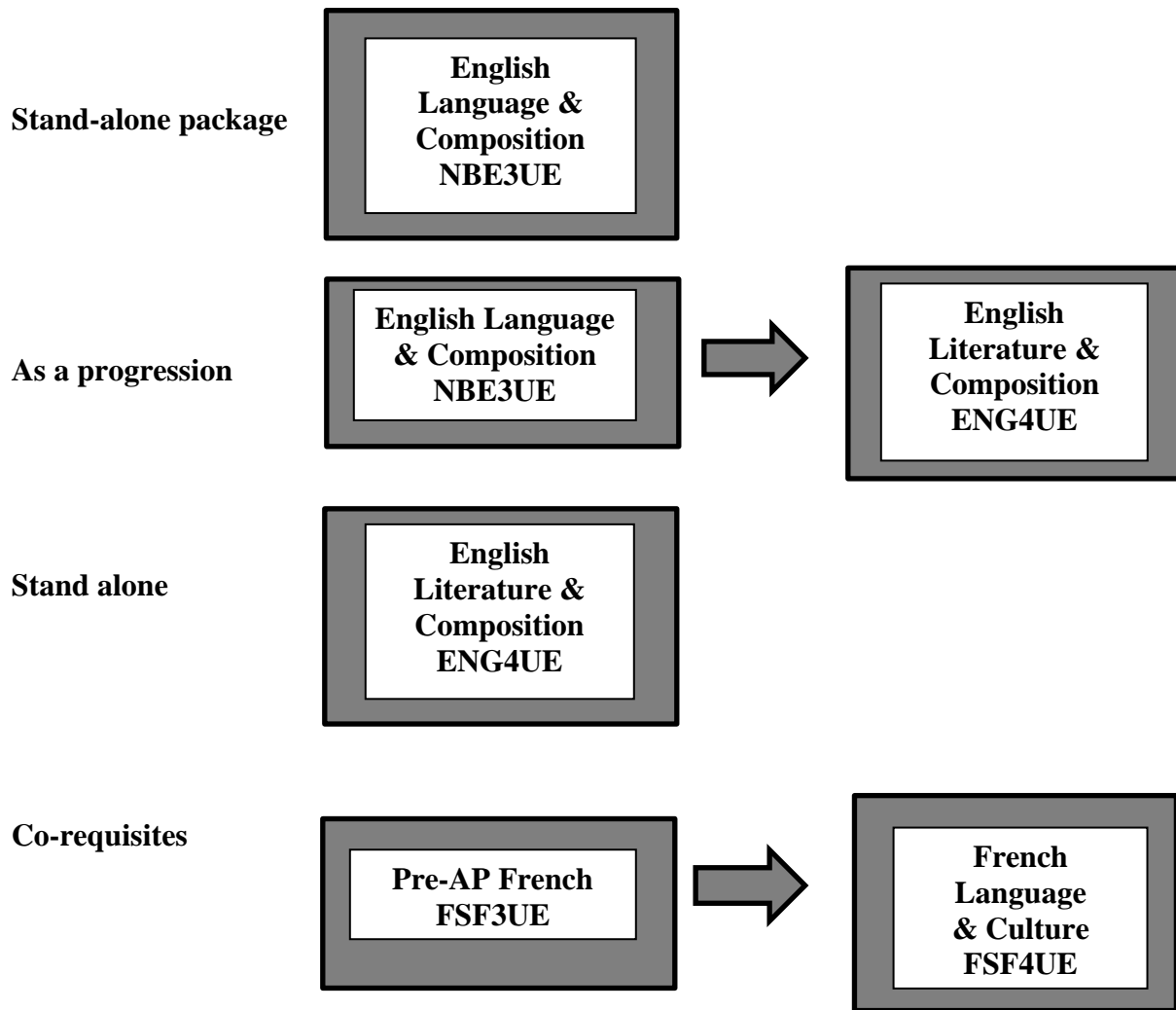
AP[®] French Language & Culture – FSF4UE

The goal of AP[®] French is for students to interact effectively and confidently with other French speakers in a variety of contexts. Fluency and communication strategies are emphasized.

Students explore the essential questions in the following six themes: Contemporary Life, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities and Beauty and Aesthetics.

Students gain an awareness appreciation of Francophone culture around the world. Students synthesize information from a variety of audio, audio-visual and written texts and engage in spoken and written interpersonal communication in a culturally appropriate manner.

Advanced Placement Potential Course Selections for Humanities



AP[®] Biology - SBI4UE

The course is framed around four underlying principles (big ideas) and seven science practices, which are based on the fundamental concepts and skills central to further study in science. The focus of the AP[®] Biology course is to develop inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. Central to AP[®] Biology is a significant laboratory component. Many of the labs are student-directed and inquiry-based to focus on the development of communication, teamwork, and critical thinking.

The AP[®] Biology exam is written following the completion of the Grade 11 and Grade 12 University Biology credits. The exam covers content from both courses.

AP[®] Calculus AB - MHF4UE + MCV4UE (2 credit package)

AP[®] Calculus extends the Ontario calculus curriculum to cover additional topics in Differential Calculus, Integrals and the Fundamental Theorem of Calculus.

The AP[®] Calculus exam is written following the completion of both Grade 12 Advanced Functions (MHF4U) and the Calculus portion of the Calculus and Vectors (MCV 4U) University Mathematics credits.

Students will write the Advanced Functions (MHF 4U) examination in the school January exam period. After the AP[®] Calculus examination in May, students will complete the vectors portion of the Calculus and Vectors course and write the MCV 4U course exam during the June exam period.

AP[®] Statistics - MDM4UE

AP[®] Statistics covers the major concepts and tools for collecting, analyzing and drawing conclusions from data through the four main themes of the course: exploring data, sampling and experimentation, anticipating patterns and statistical inference. Students will gain proficiency in the communication of statistical concepts through the development of technical writing skills. The content covered in AP[®] Statistics extends the Ontario Data Management (MDM 4U) curriculum to cover concepts that are covered in most first courses in Statistics at the University level.

AP[®] statistics makes extensive use of technology especially the use of graphing calculators which are used throughout the course and on the AP[®] exam. Students will complete the independent statistics project as part of the MDM4U course and write the MDM4U course exam in the regular school examination period.

Students taking AP[®] Statistics course (as MDM4UE) will be required to attend some additional preparation workshops held either at lunch or after school.

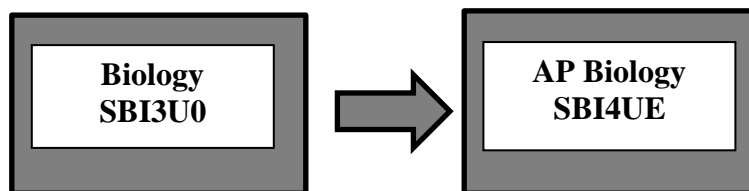
AP[®] Physics: Mechanics - SPH4UE

The course is framed around the underlying principles kinematics, dynamics, momentum, energy, rotational motion and oscillations. The course integrates both differential and integral calculus to enrich and enhance an understanding of physics. The focus of the AP[®] Physics course is to develop the student's problem solving skills. By applying the concepts learned in the course to very challenging problems at the university level students will be given the opportunity to enhance and refine their independent problem solving skills.

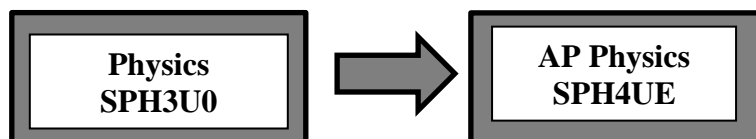
The AP[®] Physics exam is written in May. The material on the AP[®] exam is covered in the course. Students receive an SPH 4U credit after completing the course and writing the Ontario Curriculum based exam in June.

Advanced Placement Potential Course Selections for Math & Sciences

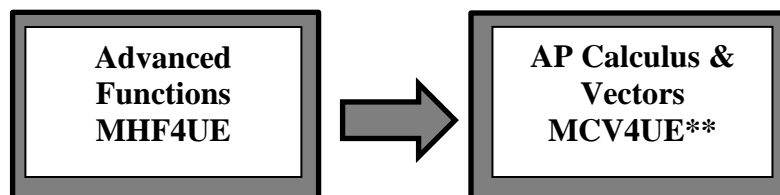
Co-requisites



Co-requisites

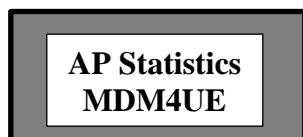


Co-requisites



**The AP Physics SPH4UE needs to be taken in conjunction with the MHF4UE + MCV4UE co-requisites

Stand-alone



*It is understood that students will have taken grade 11 math – either MCF3M0, MCR3U0 or MTC4C when enrolling in AP Statistics.

Course Offerings

Courses are listed alphabetically by subject area.

Please note: Course offerings are subject to enrolment and not all courses are offered every year

ARTS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Dramatic Arts ADA1O0	Dramatic Arts ADA2O0	Dramatic Arts ADA3O0	Dramatic Arts ADA4M0
		Dramatic Arts ADA3M0	
Music AMU1O0	Music - Beginner AMU2O0		
	Music – Advanced Instrumental AMU2OD	Music – Advanced Instrumental AMU3MD	Music – Advanced Instrumental AMU4MD
	Guitar AMG2O0	Advanced Guitar AMG3M0	Advanced Guitar AMG4M0
Band – Repertoire AMR1O0	Concert Band AMR2O0	Concert Band AMR3M0	Concert Band AMR4M0
Vocal/Choir AMV1O0	Vocal/Choral AMV2O0	Vocal/Coral AMV3M0	Vocal/Coral AMV4M0
	Dance ATC2O0	Dance ATC3M0	Dance ATC4M0
Visual Arts – Indigenous NAC1O0	Visual Arts AVI2O0	Visual Arts AVI3O0	Visual Arts AVI4E0
		Visual Arts AVI3M0	Visual Arts AVI4M0
		Media Arts AMS3O0	Media Arts AMS4O0
		Media Arts AMS3M0	Media Arts AMS4M0

Arts

Dance

Dance, Grade 10, Open (ATC200)

This course requires students to develop their dance skills and learn the theoretical basis for working with anatomical structure in executing dance movements. Student learning will include the processes that form the basis for creating dance; the historical development of dance; students' own aesthetic appreciation of dance as they participate in dance class, rehearsals, and performances; and the specialized vocabulary of dance criticism.

Dance, Grade 11, University/College Preparation (ATC3M0)

This course emphasizes the development of technical, composition, and presentation skills in one or more world dance forms. Students will acquire and refine dance skills; compose and present increasingly complex dance works; interpret and evaluate a variety of dance presentations; and study the historical development of various dance forms and the function of dance in specific cultures.

Prerequisite: ATC2O

Dance, Grade 12, University/College Preparation (ATC4M0)

This course emphasizes the development of technical proficiency and the creation and presentation of complex compositions. Students will acquire increasingly difficult technical skills; assume leadership as dancers, choreographers, and production personnel; analyse and evaluate dance performances; and study historical and cultural aspects of dance, especially of dance in Canada.

Prerequisite: ATC3M

Drama

Dramatic Arts, Grade 9, Open (ADA1O0)

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of them-selves, the art form, and the world around them.

Dramatic Arts, Grade 10, Open (ADA2O0)

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyse and reflect on the experience.

Prerequisite: None

Dramatic Arts, Grade 11, Open (ADA3O0)

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 drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

Prerequisite: None

Dramatic Arts, Grade 11, University/College Preparation (ADA3M0)

This course requires students to put together and perform dramatic presentations that deal with a variety of issues from the past and present. Students will analyse, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyse the functions of playwright, director, actor, technician, and audience.

Prerequisite: ADA2O0

Dramatic Arts, Grade 12, University/College Preparation (ADA4M0)

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

Prerequisite: ADA3M0

Instrumental and Vocal Music, Concert Band, Strings and Guitar

Music – Instrumental, Grade 9, Open (AMU100 / AMU10D)

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. Instrumental music will be the focus of this course. **This course may be divided into beginner and advanced sections, based on previous experience.**

Music experience required.

Music - Instrumental, Grade 10, Open (AMU200 / AMU20D)

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. Instrumental music will be the focus of this course. This course may be divided into beginner and advanced sections, based on previous experience.

Prerequisite: AMU100 or AMU10D

Music - Instrumental, Grade 11, University/College Preparation (AMU3MD)

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. Instrumental band will be the focus of this course.

Prerequisite: AMU200 or AMU20D

Music - Instrumental, Grade 12, University/College Preparation (AMU4MD)

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art 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 in which they make use of new technologies. Instrumental music will be the focus of this course.

Prerequisite: AMU3MD

Music – Choir, Grade 9, Open (AMV100)

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. Vocal music will be the focus of this course.

Music - Choir, Grade 10, Open (AMV200)

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be

required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Vocal music will be the focus of this course.

Music - Choir, Grade 11, University/College Preparation (AMV3M0)

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 analyse 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. Vocal music will be the focus of this course.

Prerequisite: AMV2O0

Music - Vocal, Grade 12, University/College Preparation (AMV4M0)

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art 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 in which they make use of new technologies. Vocal music will be the focus of this course.

Prerequisite: AMV3M0

Music – Repertoire Concert Band, Grade 9, Open (AMR1O0)

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. Repertoire band will be the focus of this course. (Experience Required).

Music - Repertoire Concert Band, Grade 10, Open (AMR2O0)

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

Music - Repertoire Concert Band, Grade 11, University/College Preparation (AMR3M0)

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 analyse 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. Repertoire band will be the focus of this course.

Prerequisite: AMR2O0

Music - Repertoire Concert Band, Grade 12, University/College Preparation (AMR4M0)

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art 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 in which they make use of new technologies. Repertoire band will be the focus of this course.

Prerequisite: AMR3M0

Music - Guitar, Grade 10, Open (AMG2O0)

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be

required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Guitar will be the focus of this course. This course may be divided into beginner and advanced sections, based on previous experience. **No experience required**

Music - Guitar, Grade 11, University/College Preparation (AMG3M0)

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. Guitar will be the focus of this course.

Prerequisite: AMG200

Music - Guitar, Grade 12, University/College Preparation (AMG4M0)

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art 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 in which they make use of new technologies. Guitar will be the focus of this course.

Prerequisite: AMG3M0

Visual Arts

Visual Arts, Expressing Aboriginal Cultures, Grade 9, Open (NAC100)

This course examines art and culture in Canada through an exploration of art forms – painting, sculpture, craft, storytelling, dance, and music – created by First Nation, Metis and Inuit artists. Students will learn to identify art forms and describe relationships between the art forms and indigenous traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of First Nation, Metis and Inuit identity, relationships, and sovereignty. This focus of this course is art. Students who complete NAC 100 will also meet the overall expectations for Grade 9 Visual Art and have the prerequisite for Grade 10/11 Visual Arts, including a working understanding of the Creative Process, the Elements of Design and Principles of Design and the Critical Analysis Process.

Prerequisite: None

Visual Arts, Grade 10, Open (AVI200)

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

Visual Arts, Grade 11, University/College Preparation (AVI3M0)

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as Canadian art forms and art forms from various parts of the world.

Prerequisite: NAC100 or AVI200

Visual Arts, Grade 11, Open (AVI300)

This course focuses on studio activities in one or more of the visual arts, including 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. This course introduces students to recreational arts and crafts and may include collage, painting, mask decoration and jewelry making.

Prerequisite: None

Visual Arts, Grade 12, University/College Preparation (AVI4M0)

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

Prerequisite: AVI3M0

Visual Arts, Grade 12, Workplace (AVI4E0)

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.

Prerequisite: AVI3O0, Grade 11, Open

Media Arts (New course offering for 2020-2021 to replace AWQs)

Media Arts, Grade 11, University/College (ASM3M0)

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 analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture and values.

Media Arts, Grade 11, Open (ASM3O0)

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and 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

Media Studies - Photography, Grade 12, University/College Preparation (AMS4M0)

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 analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: AMS3M0

BUSINESS STUDIES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Info. and Comm. Tech BTT1O0	Info. and Comm. Tech BTT2O0		International Bus. Fundamentals BBB4M0
cannot take both of these			Business Leadership BOH4M0

Business Studies

Information and Communication Technology in Business, Grade 9/10, Open (BTT100/200)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M0)

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

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

International Business, Grade 12, University/College Preparation (BBB4M0)

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. **This course is offered in alternate years**

Prerequisite: None

COOPERATIVE EDUCATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
		Creating Opportunities DCO200	
		Coop 1 credit COOP11	
		Coop 2 credits COOP12	
		Coop 4 credits COOP14	

Cooperative Education

What is Cooperative [CO-OP] Education?

CO-OP is a ministry-approved program that allows students to earn secondary school credits while completing a work placement. It involves the participation of students, teachers and the workplace supervisors.

Who is it for?

CO-OP programs are for secondary students who are heading for apprenticeship, college, university or the workplace. The program is geared to students in grades 11 and 12, however any student over the age of 14 could qualify.

What are the benefits?

CO-OP provides students with the opportunity to:

- Develop the essential skills and the habits required in the workplace;
- Make connections between school and career objectives;
- Explore a career to support making informed educational and career decisions;
- Develop maturity and self-confidence;
- Gain valuable work experience to build a resume for post-secondary programs and future employment;
- Earn credits towards a high school diploma;
- Complete the requirements for the Specialist High Skills and Major and OYAP.

Cooperative Education

Creating Opportunities through Co-op, Grade 11, Open (DCO300)

This course consists of a community-connected experience and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community connected experience, students will apply skill s, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

Cooperative Education Linked to a Related Course (or Courses)¹

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

Prerequisite: None

To find out which CO-OP course is the best fit for you, please see Student Services

ENGLISH

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Academic Arts English ENG1DD *Application required*	Academic Arts English ENG2DD *Application required*	Advanced Placement English Language and Composition NBE3UE	Advanced Placement English Literature and Composition ENG4UE
AP Prep English ENG1DE *Application required*	AP Prep English ENG2DE *Application required*		
English ENG1D0	English ENG2D0	English ENG3U0	English ENG4U0
			Writer's Craft EWC4U0
English ENG1L0	English ENG2L0	English – Contemporary Aboriginal Voices NBE3E0	English ENG4E0
Literacy Skills ELS2O0 *This course is taken in grade 9 and can be a substitution for French*		English Media Studies EMS3O0	Literacy Course OLC4O0
English ENG1P0	English ENG2P0	English – Contemporary Aboriginal Voices NBE3C0	English ENG4C0

English

English, Grade 9, Academic (ENG1D0)

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

Prerequisite: None

English, Grade 9, Academic / Arts Enriched (ENG1DD)

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

Prerequisite: None

English, Grade 9, Academic / Enriched (ENG1DE)

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

Prerequisite: None

English, Grade 9, Applied (ENG1P0)

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

Prerequisite: None

English, Grade 9, Locally Developed Course (ENG1L0)

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

Prerequisite: None

Literacy Skills, Grade 10, Open (ELS200)

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

Note: All students taking ENG1P0 / ENG1L0 will also take ELS200 in place of Grade 9 French.

English, Grade 10, Academic (ENG2D0)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills 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: ENG1D0

English, Grade 10, Academic / Arts Enriched (ENG2DD)

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

Prerequisite: ENG1DD

English, Grade 10, Academic/ Enriched (ENG2DE)

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

Prerequisite: ENG1DE

English, Grade 10, Applied (ENG2P0)

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: ENG1P0

English, Grade 10, Locally Developed Course (ENG2L0)

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

Prerequisite: ENG1L0

English: Contemporary Aboriginal Voices, Grade 11, University Preparation (NBE3U0)

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 analyse the information gathered; write persuasive and literary essays; and analyse 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: ENG2D0

English, Grade 11, University Preparation, Pre-Advanced Placement (NBE3UE)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university course. This course will focus on enrichment and prepare students to write the AP English Language and Composition Exam. For additional information regarding Advanced Placement course outline, please see page 19.

Prerequisite: ENG2DE

English: Contemporary Aboriginal Voices, Grade 11, College Preparation (NBE3C0)

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

Prerequisite: ENG2P0

English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation (NBE3E0)

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also

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

Prerequisite: ENG2L0

English, Media Studies, Grade 11, Open (EMS3O0)

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. This course will focus on deconstructing popular media and empowering students through responsible digital citizenship. **This course is only offered in alternate years**

Prerequisite: ENG2P0 or ENG2D0

English, Grade 12, University Preparation (ENG4U0)

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

Prerequisite: ENG3U0

English, Grade 12, University Preparation, Advanced Placement (ENG4UE)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. This course will prepare students to write the A.P. Language and Literature exam. *Students taking AP English will be required to attend all additional and mandatory work preparation sessions. Cost: Approximately \$130.00 (the examination fee) and \$30.00 for resource materials.

Prerequisite: ENG3UE (Pre-AP), ENG3U0 with permission of the English Department. For additional information regarding Advanced Placement course outline, please see page 19.

English, Grade 12, College Preparation (ENG4C0)

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

Prerequisite: ENG3C0

English, Grade 12, Workplace Preparation (ENG4E0)

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

Prerequisite: ENG3E0

The Writer's Craft, Grade 12, University Preparation (EWC4U0)

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

Prerequisite: ENG3U0

Ontario Secondary School Literacy Course (OLC400)

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 to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

ENGLISH AS A SECOND LANGUAGE

These courses are enrolled in based on English language development. Please see below for course descriptions
Students will be placed in ELD, ESLBEG, ESLINT, or ESLADV
Presentation and Speaking Skills EPS300

English as a Second Language

Presentation and Speaking Skills, Grade 11, Open (EPS300)

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10, Academic or Applied

Beginning Communication in English, ESL Level 1, Open (ESLAOS)

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use basic English language structures and simple sentence patterns in short conversations; 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.

Prerequisite: None

English in Daily Life, ESL Level 2, Open (ESLBOS)

This course expands students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations, in structured situations, on a variety of familiar and new topics; link English sentences to compose paragraphs; read a variety of texts designed or adapted for English language learners; and expand their knowledge of English grammatical structures and sentence patterns. The course also supports students' continuing adaptation to the Ontario school system by expanding their cultural knowledge of their new province and country.

Prerequisite: English as a Second Language, Level 1, or equivalent*

English for School and Work, ESL Level 3, Open (ESLCOS)

This course extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom presentations; read a variety of adapted and original texts in English; and write using a variety of forms of text. Students will also expand their academic vocabulary and their study skills to facilitate the transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: English as a Second Language, Level 2, or equivalent*

Study Skills in English, ESL Level 4, Open (ESLDOS)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all school subjects. They will study and interpret a variety of grade-level texts; extend listening and speaking skills through participation in discussions and seminars; write narratives, articles, and summaries in English; and respond critically to various print and media texts.

Prerequisite: English as a Second Language, Level 3, or equivalent*

Bridge to English, ESL Level 5, Open (ESLEOS)

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: English as a Second Language, Level 4, or equivalent*

**“Equivalent” may be an equivalent course of study completed in another province in Canada or in another country, or a proficiency level determined through initial assessment.*

English Literacy Development

Beginning Literacy, ELD Level 1, Open (ELDAO)

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

Prerequisite: None

Basic Literacy Skills, ELD Level 2, Open (ELDBO)

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to use school and community resources and build their cultural knowledge of Canada.

Prerequisite: English Literacy Development, Level 1, or equivalent*

Literacy in Daily Life, ELD Level 3, Open (ELDCO)

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; make brief oral presentations; and engage in a variety of cooperative learning activities. The course will also enable students to further develop their study skills and personal-management strategies, and broaden their understanding of Canadian culture and citizenship.

Prerequisite: English Literacy Development, Level 2, or equivalent*

Literacy for School and Work, ELD Level 4, Open (ELDDO)

This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will engage in a variety of guided reading, writing, and viewing tasks; use media and community resources to complete guided-research projects; and communicate for a variety of academic and everyday purposes with increasing accuracy and fluency. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

Prerequisite: English Literacy Development, Level 3, or equivalent*

English Literacy Development, Level 5, Open (ELDEO)

This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will develop greater independence in reading and writing, as well as in interpreting media texts; use a range of media and community resources; and communicate both orally and in writing on a variety of topics. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

Prerequisite: English Literacy Development, Level 4, or equivalent*

**"Equivalent" may be an equivalent course of study completed in another province in Canada or in another country, or a proficiency level determined through initial assessment.*

GUIDANCE AND CAREER STUDIES

Please note: while some of these courses are not available in course selection they may be selected while creating a support plan with someone on our CARE team

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Learning Strategies GLE100	Learning Strategies GLE200	Advanced Learning Strategies GLE300	Advanced Learning Strategies GLE400/GLS400
	Careers GLC200	Peer Tutoring GPP300	
	Discovering the Workplace GLD200	Designing your Future GWL300	Navigating the Workplace GLN400

Guidance and Career Studies

Learning Strategies: Skills for Success in Secondary School, Grades 9/10, Open (GLE100, GLE200)

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. Admission to this course is by recommendation as needed.

Prerequisite: Recommendation of the Principal

Skills for Success in Secondary School, Open (GLS100)

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

Prerequisite: none

Career Studies, Grade 10, Open (GLC200)

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 post secondary 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.

Prerequisite: None

Discovering the Workplace, Grade 10, Open (GLD200)

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.

Prerequisite: None

Leadership and Peer Support, Grade 11, Open (GPP300)

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. A supplementary application form is required in addition to a teacher reference.

Prerequisite: GLC200

Advanced Learning Strategies: Skills for Success After Secondary School, Grades 11/12, Open (GLE300, GLE400)

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.

Prerequisite: Recommendation of the Principal.

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS400)

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.

Prerequisite: None

Navigating the Workplace, Grade 12, Open (GLN400)

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

Prerequisite: None

Designing Your Future, Grade 11, Open (GWL300)

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

INTERDISCIPLINARY STUDIES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
		Recreation & Fitness Leadership IDC300	Lancer Leadership IDC400
			Lancer Leadership IDC4U0

Interdisciplinary Studies

Recreation and Fitness Leadership, Grade 11, Open (IDC300)

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

Prerequisite: Any grade 11 or 12 open course in health and physical education; Permission of the Department Head is required.

Lancer Leadership: Leading the Way for Student Voice & Engagement, Grade 12, University (IDC4U0)

This particular Interdisciplinary Studies course is designed to focus on the development of important business and leadership skills (such as communication, planning, group development), as well as a focus on making positive change in the school community through engaging the 'Student Voice'. Students will develop a deeper understanding of the issues that affect our school, and innovative solutions to these problems. They will also become aware of the complexities that exist within an organization, and will learn strategies for working within an existing framework to affect positive change with and for their learning community.

Prerequisite: IDC300

Lancer Leadership: Leading the Way for Student Voice and Engagement, Grade 12, Open (IDC400)

This particular Interdisciplinary Studies course is designed to focus on the development of important business and leadership skills (such as communication, planning, group development), as well as a focus on making positive change in the school community through engaging the 'Student Voice'. Students will develop a deeper understanding of the issues that affect our school, and innovative solutions to these problems. They will also become aware of the complexities that exist within an organization, and will learn strategies for working within an existing framework to affect positive change with and for their learning community.

Prerequisite: IDC300

FRENCH AS A SECOND LANGUAGE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
French – AP Prep FSF1DE *Application Required*	French – AP Prep FSF2DE	French – Pre AP FSF3UE	French – Advanced Placement FSF4UE
French FSF1D0	French FSF2D0	French FSF3U0	French FSF4U0

French as a Second Language

Core French, Grade 9, Academic (FSF1D0)

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

Core French, Grade 9, Academic - Enriched (FSF1DE)

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

Core French, Grade 10, Academic (FSF2D0)

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: FSF1D0

Core French, Grade 10, Academic – Enriched (FSF2DE)

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. This course will focus on enrichment and enhancing reading and writing skills.

Prerequisite: FSF1DE or permission of the department.

Core French, Grade 11, University Preparation (FSF3U0)

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: FSF2D0

Core French, Grade 11 University Preparation Pre-Advanced Placement (FSF3UE)

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. This course is an extension of FSF 2DE and will focus on enrichment and preparing students for AP French.

Prerequisite: FSF2D0

Core French, Grade 12, University Preparation (FSF4U0)

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: FSF3U0

Core French, Grade 12, University Preparation Advanced Placement (FSF4UE)

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. This course will prepare students to write the AP French exam.

*Students taking AP French will be required to attend all additional and mandatory work preparation sessions. Cost: Approximately \$130.00 (examination fee) and \$30.00 for resource materials. For additional information regarding Advanced Placement course outline, **please see page 19.**

Prerequisite: FSF3U0

MATHEMATICS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Math - Enriched MPM1DE *Application Required*	Math – Enriched MPM2DE		Statistics – AP MDM4UE
			Advanced Functions – AP MHF4UE & Calculus – AP MCV4UE
		Functions and Applications MCF3M0	Math for College Tech. MCT4C0
			Data Management MDM4U0
Math MPM1D0	Math MPM2D0	Functions MCR3U0	Advanced Functions MHF4U0
			Calculus MCV4U0
Math MFM1P0	Math MFM1P0	Foundations for College Math MBF3C0	Foundations for College Math MAP4C0
Math MAT1L0	Math MAT2L0	Math MEL3E0	Math MEL4E0

Mathematics

Foundations of Mathematics, Grade 9, Applied (MFM1P0)

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

Principles of Mathematics, Grade 9, Academic (MPM1D0)

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

Principles of Mathematics, Grade 9, Academic / Enriched (MPM1DE)

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

Mathematics, Grade 9, Locally Developed (MAT1L0)

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

Foundations of Math, Grade 10, Applied (MFM2P0)

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

Prerequisite: MFM1P0

Principles of Mathematics, Grade 10, Academic (MPM2D0)

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

Prerequisite: MPM1D0

Principles of Mathematics, Grade 10, Academic / Enriched (MPM2DE)

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

Prerequisite: MPM1DE

Mathematics, Grade 10, Locally Developed (MAT2L0)

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

Prerequisite: MAT1L0

Functions, Grade 11, University Preparation (MCR3U0)

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: MPM2D0

Functions and Applications, Grade 11, University/College Preparation (MCF3M0)

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

Prerequisite: MPM2D0 or MFM2P0

Foundations for College Mathematics, Grade 11, College Preparation (MBF3C0)

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

Prerequisite: MDM2D0 or MFM2P0

Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation (MEL3E0)

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: MPM2D0 or MFM2P0 or MAT2L0

Math For College Technologies, Grade 12, College Preparation (MCT4C0)

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

Prerequisite: MCF3M0 or MCR3U0

Advanced Functions, Grade 12, University Preparation (MHF4U0)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying

these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: MCR3U0 or MCT4C0

Advanced Functions, Grade 12, University Preparation, Pre - Advanced Placement (MHF4UE)

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

Prerequisite: MCR3U0

Calculus and Vectors, Grade 12, University Preparation (MCV4U0)

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

Prerequisite: MCR3U0 and MHF4U0

Calculus and Vectors, Grade 12, University Preparation, Advanced Placement (MCV4UE)

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

* Students taking A.P. Calculus will be required to attend all additional and mandatory work preparation sessions. Costs: Approximately \$130.00 (the examination fee) and \$30.00 for resource materials. For additional information regarding Advanced Placement course outline, please see page 21.

Prerequisite: MCR3U0 and MHF4UE

Mathematics of Data Management, Grade 12, University Preparation (MDM4U0)

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

Prerequisite: MCF3M0 or MCR3U0

Mathematics of Data Management, Grade 12, University Preparation, Advanced Placement (MDM4UE)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their

use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. This course will prepare students to write the statistics exam. Costs: Approximately \$130.00 (the examination fee)

Prerequisite: MCF3M0 or MCR3U0

Foundations for College Mathematics, Grade 12, College Preparation (MAP4C0)

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

Prerequisite: MBF3C0

Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL4E0)

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: MEL3E0

FIRST NATIONS, METIS, AND INUIT STUDIES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Expressing Aboriginal Cultures NAC100 *this course is also listed under art*		Current Aboriginal Issues NDA3M0	Issues of Indigenous People NDW4M0
			Aboriginal Guidance NDG4M0

First Nations, Metis, and Inuit Studies

Expressing Aboriginal Cultures, Grade 9, Open (NAC100)

This course examines art and culture in Canada through an exploration of art forms – painting, sculpture, craft, storytelling, dance, and music – created by First Nation, Metis and Inuit artists. Students will learn to identify art forms and describe relationships between the art forms and indigenous traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of First Nation, Metis and Inuit identity, relationships, and sovereignty. This focus of this course is art. Students who complete NAC 100 will also meet the overall expectations for Grade 9 Visual Art and have the prerequisite for Grade 10/11 Visual Arts, including a working understanding of the Creative Process, the Elements of Design and Principles of Design and the Critical Analysis Process.

Prerequisite: None

Current Aboriginal Issues in Canada, Grade 11, University/College Preparation, (NDA3M0)

This course focuses on existing and emerging issues of national and regional importance of concern to Aboriginal peoples in Canada. Students will analyze diverse perspectives from a variety of sources such as media, academic works and public opinion polls on events and developments related to land, community, governance, identity and culture. Using political thinking concepts and the political inquiry process students will explore their own and others' ideas, investigate an issue to determine what needs to change, why and appropriate problem-solving strategies.

Prerequisite: CHC2P0 or CHC2D0

Aboriginal Governance: Emerging Directions, Grade 12, University/College Preparation (NDG4M0)

This course investigates how Aboriginal governments exercise authority and demonstrate responsibilities associated with governance in Canada. Students will explore Aboriginal world views regarding identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, and Aboriginal definitions of sovereignty. Students will also compare traditional and contemporary forms of Aboriginal governance and will examine Aboriginal and Canadian relations, focusing on empowerment and the inherent right to self-government.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies

Indigenous People: Contemporary Issues and Perspectives in Global Context, Grade 12, University/College Preparation (NDW4M0)

This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies

HEALTH AND PHYSICAL EDUCATION

GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Power Fit – Co-ed PAF2O0	Power Fit – Co-ed PAF3O0	Power Fit – Co-ed PAF4O0
	Power-Fit – Girls PAF2OG	Power Fit – Girls PAF3OG	Power Fit – Girls PAF4OG
	Live Fit PAI2O0	Live Fit PAI3O0	Live Fit PAI4O0
Healthy Active Living PPL1O0	Healthy Active Living PPL2O0	Healthy Active Living PPL3O0	Healthy Active Living PPL4O0
Healthy Active Living - Boys PPL1OB			
Healthy Active Living – Girls PPL1OG			
			Introduction to Kinesiology PSK4U0

Health and Physical Education

Personal and Fitness Activities, (Power-fit), Co-ed, Grade 10, Open (PAF2O0)

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Prerequisite: None

Personal and Fitness Activities, Live Fit for Girls, Grade 10, Open (PAF2OG)

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Prerequisite: None

Personal and Fitness Activities (Power-fit), Co-ed, Grade 11, Open (PAF3O0)

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Prerequisite: None

Personal and Fitness Activities (Live Fit for Girls), Grade 11, Open (PAF3OG)

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Prerequisite: None

Personal and Fitness Activities, (Power-Fit), Co-ed, Grade 12, Open (PAF400)

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Prerequisite: None

Personal and Fitness Activities (Live Fit for Girls), Grade 12, Open (PAF40G)

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Prerequisite: None

Healthy Living & Individual and Small Group Activities, Grade 11, Open (PAI300)

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

Prerequisite: None

Healthy Living & Individual and Small Group Activities, Grade 12, Open (PAI400)

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. This course will focus on individual and group fitness with a goal for personal improvement and lifelong healthy living strategies.

Prerequisite: None

Healthy Active Living Education – Boys, Grade 9, Open (PPL10B)

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

Prerequisite: None

Healthy Active Living Education - Girls, Grade 9, Open (PPL10G)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and

abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

Prerequisite: None

Healthy Active Living Education, Co-ed, Grade 10, Open (PPL200)

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

Healthy Active Living, Co-ed, Grade 11, Open (PPL300)

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

Prerequisite: None

Healthy Active Living Education, Co-ed, Grade 12, Open (PPL400)

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

Introductory Kinesiology, Grade 12, University Preparation (PSK4U0)

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

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

SCHOOL TO COMMUNITY

These courses are to be selected in conjunction with the school-to-community teacher

School to Community

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

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

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

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

Course Codes for Alternative (Non-Credit) Courses

Course code	Course name
KAL	Creative Arts for Enjoyment and Expression
KBB	Money Management and Personal Banking
KCC	Transit Training and Community Exploration
KCW	Exploring Our World
KEN	Language and Communication Development
KGL	Personal Life Skills
KGW	Exploring the World of Work
KHD	Social Skills Development
KHI	Culinary Skills
KMM	Numeracy and Numbers
KNA	First Canadians
KPF	Personal Health and Fitness
KPH	Choice Making for Healthy Living
KPP	Self Help and Self Care
KSN	Exploring Our Environment
KTT	Computer Skills

Full course descriptions for some courses are still in development

KFL*NM, Personal Life Skills

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

KEN*NM, Language and Communication Development

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

KMM*NM, Numeracy and Numbers

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

KHD*NM, Social Skills Development

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

KGW*NM, Exploring the World of Work

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

KPP*NM, Self Help and Self Care

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

KPF*NM, Personal Health and Fitness

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

SCIENCE

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Science – Enriched SNC1DE *Application Required*	Science – Enriched SNC2DE		Chemistry – AP SCH4UE
			Biology – AP SBI4UE
			Physics – AP SPH4UE
Science SNC1D0	Science SNC2D0	Biology SBI3U0	Biology SBI4U0
		Chemistry SCH3U0	Chemistry SCH3U0
		Physics SPH3U0	Physics SPH4U0
			Science SNC4M0
Science SNC1P0	Science SNC2P0	Biology SBI3C0	Chemistry SCH4C0
Science SNC1L0	Science SNC2L0		

Science

Science, Grade 9, Academic (SNC1D0)

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

Prerequisite: None

Science, Grade 9, Academic / Enriched (SNC1DE)

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

Prerequisite: None

Science, Grade 9, Applied (SNC1P0)

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

Prerequisite: None

Science, Grade 9, Locally Developed (SNC1L0)

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

Prerequisite: None

Science, Grade 10, Academic (SNC2D0)

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

Science, Grade 10, Academic / Enriched (SNC2DE)

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

Prerequisite: SNC1DE

Science, Grade 10, Applied (SNC2P0)

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: SNC1D0 or SNC1P0

Science, Grade 10, Locally Developed (SNC2L0)

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

Prerequisite: SNC1L0

Science, Grade 12, University/College (SNC4M0)

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understand 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: SNC2D0, or any grade 11 university or college science course

Biology

Biology, Grade 11, University Preparation (SBI3U0)

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: SNC2D0

Biology, Grade 11, College Preparation (SBI3C0)

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: SNC2D0 or SNC2P0

Biology, Grade 12, University Preparation (SBI4U0)

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: SBI3U0

Biology, Grade 12, University Preparation/Advanced Placement (SBI4UE)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. For additional information regarding Advanced Placement course outline, please see page 21. This course will prepare students to write the AP Biology exam. Cost: Approximately \$130.00 (the examination fee).

Prerequisite: Biology, Grade 11, University preparation.

Chemistry

Chemistry, Grade 11, University Preparation (SCH3U0)

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: SNC2D0

Chemistry, Grade 12, College Preparation (SCH4C0)

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: SNC2D0 or SNC2P0

Chemistry, Grade 12, University Preparation (SCH4U0)

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: SCH3U0

Physics

Physics, Grade 11, University Preparation (SPH3U0)

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: SNC2D0

Physics, Grade 12, College Preparation (SPH4C0)

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: SNC2D0 or SNC1P0

Physics, Grade 12, University Preparation, Advanced Placement (SPH4UE)

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. This course will prepare students to write the A.P. Physics exam. *Students taking A.P. Physics will be required to attend all additional and mandatory work preparation sessions. For additional information regarding Advanced Placement course outline, please see page 21.

Costs: approximately \$130.00 (the examination fee) and \$30.00 for resource materials.

Prerequisite: Physics, Grade 11, University Preparation and MHF4UE

NOTE: Students must have Grade 12 Calculus MCV4UE in progress.

Physics, Grade 12, University Preparation (SPH4U0)

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: SPH3U0

SOCIAL SCIENCE, HUMANITIES, CANADIAN AND WORLD STUDIES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Geography – Arts Enriched CGC1DD	Canadian History – Arts Enriched CHC2DD		
Geography - Enriched CGC1DE	Canadian History – Enriched CHC2DE		
Geography CGC1D0	Canadian History CHC2D0	Regional Geography CGD3M0	World Issues CGW4U0
			Politics CPW4U0
		Canadian Law CLU3M0	World History CHY4U0
			World History CHY4C0
Geography CGC1P0	Canadian History CHC2P0	Forces of Nature CGF3M0	
	Civics CHV2O0	Dynamics of Human Relationships HHD3O0	Personal Life Management HIP4O0
		Anth., Psych., Soc HSP3U0	Nutrition and Health HFA4U0
		World Religion HRT3M0	
		Understanding Fashion HNC3CO	
		Gender Studies HSG3M0	
		Anth., Psych., Soc HSP3C0	Nutrition and Health HFA4C0
		Working with Infants and Young Children HPW3C0	Working with School-Age Children HPD4C0

Social Sciences & Humanities, Canadian & World Studies

Family Studies

Dynamic of Human Relationships, Grade 11, Open (HHD3O0)

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships. **This course is only offered in alternate years**

Prerequisite: None

Working with Infants and Young Children, Grade 11, College Preparation (HPW3C0)

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

Prerequisite: None

Working with School-Age Children and Adolescents, Grade 12, College Preparation (HPD4C0)

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

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

Personal Life Management, Grade 12, Open (HIP4O0)

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. **This course is only offered in alternate years**

Prerequisite: None.

Social Science

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation (HSP3U0)

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

Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation (HSP3C0)

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

World Religions and Belief Traditions: Perspectives, Issues and Challenges, Grade 11, University/College Preparation (HRT3M0)

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.

Understanding Fashion, Grade 11, College Preparation (HNC3C0)

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

Prerequisite: None

Nutrition and Health, Grade 12, University Preparation (HFA4U0)

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.

Nutrition and Health, Grade 12, College Preparation (HFA4C0)

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.

Gender Studies, Grade 11, University/College Preparation (HSG3M0)

This course enables students to 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.

Geography

Geography of Canada, Grade 9, Academic (CGC1D0)

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

Prerequisite: None

Geography of Canada, Grade 9, Academic / Arts Enriched (CGC1DD)

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

Prerequisite: None

Geography of Canada, Grade 9, Academic / Enriched (CGC1DE)

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

Prerequisite: None

Issues in Canadian Geography, Grade 9, Applied (CGC1P0)

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

Regional Geography, Grade 11, University/College Preparation (CGD3M0)

This course explores interrelationships between the land and people in a selected region as well as interconnections between this region and the rest of the world. Students will explore the region's environmental, socio-economic, and cultural characteristics and will investigate issues related to natural resources, economic development and sustainability, population change, globalization, and quality of life. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of geographic issues in the region. This course will focus on the geography of the United States. **This course is only offered in alternating years**.

Note: This course is developed and delivered with a focus, to be determined by the school, on the geography of a selected region of the world.

Prerequisite: CGC1D0 or CGC1P0

Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation, Grade 11 (CGF3M0)

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyze these processes, make predictions related to natural disasters, and assess ways of responding to them.

This course is only offered in alternate years

Prerequisite: CGC1D0 or CGC1P0

World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U0)

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.**This course is only offered in alternate years**

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

History and Civics Courses

Canadian History Since World War 1, Grade 10, Academic (CHC2D0)

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

Canadian History Since World War 1, Grade 10, Academic Arts Enriched (CHC2DD)

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. This course is integrated with English with a focus on the Arts.

Prerequisite: None

Canadian History Since World War 1, Grade 10, Academic Enriched (CHC2DE)

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. This course is integrated with English with a focus on enrichment.

Prerequisite: None

Canadian History Since World War 1, Grade 10, Applied (CHC2P0)

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

Civics, Grade 10, Open (CHV200)

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

Canadian and World Studies

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M0)

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

Prerequisite: CHC2D0 or CHC2P0.

World History since the Fifteenth Century, Grade 12, University Preparation (CHY4U0)

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 ideas 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.

World History since the Fifteenth Century, Grade 12, College Preparation (CHY4C0)

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.

Canadian and International Politics, Grade 12, University Preparation (CPW4U0)

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them. *This course is only offered in alternate years*

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

TECHNOLOGY

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Comm Tech – Arts Enriched TGJ10D			
Comm. Tech. TGJ100	Comm. Tech. TGJ200	Comm. Tech. Broadcast and Print TGJ300	Comm. Tech. Digital Imagery & Web Design TGJ400
		Comm. Tech. TGJ3M0	Comm. Tech. TGJ4M0
	Computer Tech. TEJ200	Computer Tech. TEJ3M0	Computer Tech. TEJ4M0
Construction TCJ100	Construction TCJ200	Construction TCJ3C0	Construction TCJ4C0
		Construction TCJ3E0	Construction TCJ4E0
	Tech. Design TDJ200	Tech. Design TDJ3M0	Tech. Design TDJ4M0
Hospitality & Tourism TFJ100	Hospitality & Tourism TFJ200	Hospitality & Tourism TFJ3C0	Hospitality & Tourism TFJ4C0
		Hospitality & Tourism TFJ3E0	Hospitality & Tourism TFJ4E0
		Hospitality Lunch Class TFT3CD	Hospitality Lunch Class TFT4CD
Manufacturing TMJ100	Manufacturing TMJ200	Manufacturing TMJ3C0	Manufacturing TMJ4C0
		Manufacturing TMW3E0	Manufacturing TMW4E0
	Transportation TTJ200	Transportation TTJ3C0	Transportation TTJ4C0
		Vehicle Ownership TTJ3O0	Transportation TTJ4E0
		Custom Woodworking TWJ3E0	Custom Woodworking TWJ4E0
Hair & Aesthetics TXJ100	Hair & Aesthetics TXJ200	Hair & Aesthetics TXJ3E0	Hair & Aesthetics TXJ4E0

Technology

Communications Technology

Exploring Communications Technology, Grade 9, Open (TGJ100)

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, 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.

Prerequisite: None

Exploring Communications Technology, Grade 9, Academic Arts Enriched (TGJ10D)

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, 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.

Prerequisite: None

Communications Technology, Grade 10, Open (TGJ200)

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

Communications Technology, Grade 11, University/College Preparation (TGJ3M0)

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. The focus of this course is graphic arts.

Prerequisite: None

Communications Technology: Broadcast and Print Production, Grade 11, Open (TGJ3O0)

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

Prerequisite: None

Communications Technology, Grade 12, University/College Preparation (TGJ4M0)

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

Prerequisite: TGJ3M

Communications Technology: Digital Imagery and Web Design, Grade 12, Open (TGJ4O0)

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities.

Prerequisite: None

Computer Technology

Exploring Computer Technology, Grade 9, Open (TEJ1O0)

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.

Prerequisite: None

Computer Technology, Grade 10, Open (TEJ200)

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

Prerequisite: None

Computer Engineering Technology, Grade 11, University/College Preparation (TEJ3M0)

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

Prerequisite: None

Computer Engineering Technology, Grade 12, University/College Preparation (TEJ4M0)

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

Prerequisite: TEJ3M0

Construction

Exploring Construction Technology, Grade 9, Open (TCJ100)

This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical wiring, masonry, heating/cooling, carpentry, and woodworking. 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.

Prerequisite: None

Construction Technology, Grade 10, Open (TCJ200)

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

Construction Engineering Technology, Grade 11, College Preparation (TCJ3C0)

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

Prerequisite: None

Construction: Custom Woodworking, Grade 11, Workplace Preparation (TWJ3E0)

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

Prerequisite: None

Construction Engineering Technology, Grade 12, College Preparation (TCJ4C0)

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

Prerequisite: TCJ3E0

Construction: Custom Woodworking, Grade 12, Workplace Preparation (TWJ4E0)

These courses are specifically for Specialist High Skills Major students at the Grade 11 & 12 levels. The courses enable students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

Prerequisite: None

Construction Technology, Grade 12, Workplace Preparation (TCJ4E0)

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

Prerequisite: TCJ3E

Design Technology

Exploring Technologies, Grade 9, Open (TIJ100)

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

Prerequisite: None

Exploring Technological Design, Grade 9, Open (TDJ100)

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

Prerequisite: None

Technological Design, Models & Prototypes, Grade 10, Open (TDJ200)

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

Technological Design, Fashion Design, Grade 10, Open (TDJ100)

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research fashion projects, create fashion designs, build fashion models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects will include designs for 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. This course will focus on fashion design. **Prerequisite: None**

Technological Design, Grade 11, University/College Preparation (TDJ3M0)

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

Technological Design, Grade 12, University/College Preparation (TDJ4M0)

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: TDJ3M0

Hairstyling & Aesthetics

Exploring Hairstyling & Aesthetics, Grade 10, Open (TXJ200)

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

Prerequisite: None

Hairstyling & Aesthetics, Grade 11, Workplace Preparation (TXJ3E0)

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

Prerequisite: None

Hairstyling & Aesthetics, Grade 12, Workplace Preparation (TXJ4E0)

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

Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation

Hospitality & Tourism

Exploring Hospitality and Tourism, Grade 9, Open (TFJ1O0)

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. 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.

Prerequisite: None

Hospitality and Tourism, Grade 10, Open (TFJ2O0)

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

Hospitality and Tourism, Grade 11, Workplace Preparation (TFJ3E0)

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

Prerequisite: None

Hospitality and Tourism, Grade 11, College Preparation (TFJ3C0)

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

Prerequisite: None

Hospitality and Tourism, Grade 12, Workplace Preparation (TFJ4E0)

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

Prerequisite: TFJ3E0

Hospitality and Tourism, Grade 12, College Preparation (TFJ4C0)

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. **Prerequisite:** TFJ3C0

Hospitality, Grade 11/12, College Preparation (TFT3CD & TFT4CD) *These credits are offered at lunch.

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

Prerequisite: Any Grade 9, 10 or 11 Hospitality credit or permission of the Department Head.

Manufacturing Technology

Exploring Manufacturing Technology, Grade 9, Open, (TMJ1O0)

This exploratory course introduces students to concepts and skills related to manufacturing technology, which encompasses technical drawing, properties and preparation of materials, manufacturing techniques, and control systems. 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.

Prerequisite: None

Manufacturing Technology, Grade 10, Open, (TMJ2O0)

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

Prerequisite: None

Manufacturing Technology, Grade 11, Workplace Preparation, (TMJ3E0)

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

Prerequisite: None

Manufacturing Technology, Grade 11, College Preparation, (TMJ3C0)

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

Prerequisite: None

Manufacturing Technology, Grade 11, University/College Preparation, (TMJ3M0)

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

Prerequisite: None

Manufacturing – Welding, Grade 12, College Preparation, (TMJ4C0)

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

Prerequisite: Manufacturing Technology, Grade 11, College Preparation

Manufacturing – Welding, Grade 12, Workplace Preparation, (TMJ4E0)

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

Prerequisite: Manufacturing Technology, Grade 11, Workplace Preparation

Transportation Technology

Exploring Transportation Technology, Grade 9, Open (TTJ1O0)

This exploratory course introduces students to concepts and skills related to transportation technology, which encompasses the 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.

Prerequisite: None

Transportation Technology, Grade 10, Open (TTJ2O0)

This course requires students to build projects and to learn service procedures related to different modes of transportation. Students will learn about support systems for transporting people and products; measurement systems and methods; the analysis, design, and construction of a system to convert and make practical use of energy; the function of major vehicle system components; the impact of transportation systems on the environment; communication skills; and transportation-related careers.

Prerequisite: None

Transportation Technology, Grade 11, College Preparation (TTJ3C0)

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

Prerequisite: None

Transportation Technology: Vehicle Ownership, Grade 11, Open (TTJ3O0)

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

Prerequisite: None

Transportation Technology, Grade 12, College Preparation (TTJ4C0)

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

Prerequisite: TTJ3C0

Transportation Technology: Vehicular Maintenance, Grade 12, Workplace Preparation (TTJ4E0)

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

Prerequisite: None

Section Three: School Organization

Semesters

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

Reporting Periods

There are two formal reporting periods per semester. Midterm reports are distributed in November and April, final reports in February and June. Early reports are distributed in October and March to students as required. For specific dates for reporting student achievement at Loyalist Collegiate & Vocational Institute please refer to the LCVI Student Agenda.

Definition of a Credit

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

Types of Courses

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

Grades 9 and 10:

- **Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied courses** focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Locally Developed courses** develop students' knowledge and skills through the focus on essential skills in Math, English and Science. Locally developed courses provide flexibility to explore practical application of concepts through hands-on learning.
- **Open courses** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Grades 11 and 12

- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- **Open courses** are also available in Grades 11 and 12. Open courses contain expectations that are appropriate for all students and are not linked to any specific post-secondary destination.
- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Open courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admissions to certain apprenticeship or other training programs.

Common Course Codes

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

Mathematics	MPM	2	D
Course Title	Course Code	Grade of course	Course Type
		"1" - Grade 9	(L/P/D/O)
		"2" - Grade 10	(L/P/D/O)
		"3" - Grade 11	(U/C/M/E/O/L)
		"4" - Grade 12	(U/C/M/E/O/L)
		"D" – Academic (Grade 9/10 only)	"P" – Applied (Grade 9/10 only)
		"O" – Open	"U" – University
		"M" – University/College	"C" – College
		"E" – Workplace	"L" – Locally Developed

Selecting Your Courses

Your choice will depend on your strengths, your interests, and the way you learn best. Remember that you can choose different course types in different subjects – or the same type in all subjects, your parents, teachers, guidance counsellor, and principal can provide you with more information, strategies for making decisions, and an opportunity to discuss your ideas about the choices you have to make. It is important to recognize that every sector offers a full range of employment opportunities for individuals with a variety of learning styles and skill development. Every person should be able to see themselves in this continuum. If you are interested in Science and Technology, this chart demonstrates that you can pursue employment along one of several paths, depending on whether you prefer a more hands-on vs. an academic approach. You may want to look at the continuum beginning with the most applied

opportunities as a skilled traded assistant or move anywhere along the continuum to the level that best reflects your learning style, interests and aptitudes. Every sector has this continuum – think about Health Care or Hospitality and Tourism – you will be able to plot a wide variety of careers available to all our students. Most employment sectors have a full range of employment opportunities.

Specialized Programming at Loyalist Collegiate & V. I.

The Academic Challenge Program:

For grades 9 & 10, students in the Academic Challenge Program have the opportunity to study the junior level Ontario Ministry Academic Curriculum, enriched with greater depth and breadth. To allow for this more intense study, the pacing of the academic level curriculum will be faster. This program is attached to specific credits only: Grade 9 & 10 English, Grade 9 Canadian geography, Grade 10 Canadian history, Grades 9 & 10 French, Grades 9 & 10 math, and grades 9 & 10 Science, and also includes a field study component. This program can but does not automatically follow as a choice for only students who completed grades 7 & 8 Challenge. All students are welcome to apply and interview for a seat. Students who participate in Challenge are able to choose Advanced Placement courses in their senior years, or opt for one of the many focus programs in their area of interest. Students may also opt to pursue their Specialist High Skills Major in a specific sector for their senior years.

Academic Arts Enriched Program:

For grades 9 & 10, students in the Academic Arts Enriched Program have an opportunity to bring their unique arts' experiences and perspectives, where applicable and appropriate, to the Ontario Ministry Academic Level Curriculum. In this class forum, the arts perspective is valued as an interpretation of academic curriculum content. This program is attached to specific credits only: Grade 9 & 10 English, Grade 9 Canadian geography, Grade 10 Canadian history, and Grade 9 Communications Technology, and also includes a field study component. All high-school students may take credit courses in the arts areas of their choice. This program can but does not automatically follow as a choice for only students who completed grades 7 & 8 LEAP. All students are welcome to apply and interview for a seat. Students who participate in AAEP are able to choose Advanced Placement courses in their senior years, or opt for arts based focus programs. Students may also opt to pursue their Specialist High Skills Major in Arts & Culture for their senior years.

Pre-Advanced Placement (Grade 11) and Advanced Placement (Grade 12) Courses

Through university level A.P. courses, students enter a universe of knowledge that might otherwise remain unexplored in high school. Through A.P. Exams, students have the opportunity to earn credit, advanced placement, or both at some Canadian universities, as well as universities in other countries. These courses are open to all university bound students who qualify through their academic performance and history. Courses are on pages 17-21 described in the *LCVI Course Select Book*.

*Students taking AP courses are reminded that due to rigorous nature of the curriculum, additional and mandatory meeting times and course work will be required.

Course Changes at Loyalist Collegiate & Vocational Institute

As a high school credit consists of a minimum of 110 hours of scheduled time, once a significant amount of time has passed students are not encouraged to transfer to courses that are substantially different from those which they are taking. Normally, course changes must be made within the first two weeks of the semester. Where a student wishes to change to a similar course, but in a different pathway, transfers are possible after the first two weeks of class. Any changes in a student's timetable are dependent upon there being room in the appropriate class and upon it being feasible to timetable the change. Student considering changes to their schedule must see a Guidance Counsellor. Since any changes require parental and administrative approval, there is a form available in Student Services that must be completed before any of these changes are finalized. Transfer or changes from one course to another must be approved by the student, the school and the parent/guardians.

Credit Attainment and Provincial Standard

Credits are granted with a minimum grade of 50%, in all courses. Provincial standard, however, is set at 70%. This means if a student achieves a minimum of 70%, he or she is prepared to take the next course at the same stream [academic, applied, college, university/college, university, work place]. If a student achieves a grade of less than 70%, he or she may experience difficulty in a subsequent course due to not having achieved certain expectations from the previous course. If this is the case, a student may consider upgrading. Please contact your school's Student Services department for more information.

Ontario Student Record (OSR): Recording & Reporting Procedures

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

Ontario Student Transcript (OST): Recording & Reporting Procedures

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

Full Disclosure for Grades 11 and 12

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

Section Four:

Student Support & Resources

The Student Success Team – Reaching Every Student

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

Loyalist Collegiate & Vocational Institute offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success.

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

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

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

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

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

It is our goal that every student will be a success!

Credit Completion (Credit Rescue & Credit Recovery)

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

Guidance & Career Education

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

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

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

Special Education Policies & Programs

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

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom.

Increasing level of pupil need results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement.

Special Education Advisory Committee

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

Special Education Plan

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

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

Accommodations and Modifications

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

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

Learning Program Support (LPS)

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

Additional supports are not limited to but include the following:

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

Tutoring

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

The Library Resource Centre

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

English Language Learners (ELL)

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

Support for English Language Learners

At LCVI English Language Learners are supported in various ways depending on their level of English language proficiency. In general, our goal is to have English Language Learners become independent learners who have enough English skills to be able to complete their high school diploma in order to pursue desired and appropriate post secondary plans. Student Services provides support through the international academic counsellor for academic, career and personal counselling as new-comers settle into their new educational and life environment.

When new-comers arrive at our school they meet the international academic counsellor who assesses language proficiency, analyzes academic records and develops, in consultation with the family and the student, a timetable which may include English as a Second Language courses, sheltered sections of academic classes for English Language Learners and regular classes within the programs available at LCVI. While in ESL programming and beyond, English Language Learners are supported throughout their high school career at LCVI by receiving appropriate assistance which may include accommodations, such as additional time for tests, to ensure maximum success in reaching the expectations of a given course. There is also after school tutorial support through a school-based program called School Aid where assistance in any subject area is available.

The Adolescent Care Worker (ACW)

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

Aboriginal Support Counsellor

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

Community Resources

LCVI works in partnership with the following organizations to provide on-site services from:

- Public Health
- Kairos
- Maltby Centre
- LDSB Education Services
- Youth Diversion
- Pathways for Education

Section Five:

Expanded Opportunities

What are Expanded Opportunities?

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

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

- **Cooperative Education**
- **Dual Credits**
- **E-Learning**
- **Focus Programs**
- **OYAP**
- **Specialist High Skills Majors**

Co-operative Education

What is it?

Co-operative education programs promote skill development, self-awareness and career preparation. Knowledge and skills acquired through the in-school component are integrated through practical application in a community-based placement. Students returning for a fifth year may find the co-op experience particularly beneficial in terms of gaining valuable career insight and work experience. Co-operative education credits may be used to fulfill compulsory credit requirements for Groups 1, 2, or 3. Please refer to Section Two: Requirements for the OSSD for specific details.

Who it's for?

Primarily for students in grades 11 and 12 who are heading for apprenticeship, college, university or the workplace. Students may be required to complete an interview process prior to entering the co-operative education program. Students are strongly encouraged to complete the majority of their compulsory credits prior to application. *For more information, please contact your Guidance Counsellor or Student Success Teacher.*

How it helps?

Students have the opportunity to

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

Dual Credits

What are they?

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

Who they're for?

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

How it helps?

Students have the opportunity to

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

E- Learning

What is it?

Students may qualify to earn high school credits by taking a course on-line. The Limestone District School Board currently offers a variety of on-line courses taught by qualified teachers who look forward to providing innovative, relevant and engaging e-learning experiences.

In addition, the Limestone District School Board is a member of the Ontario E-Learning Consortium. Students may be able to access courses beyond our District offerings through the Ontario E-Learning Consortium. Some courses offered within the Ontario E-Learning Consortium may further help students specialize in preparation for their post-secondary plans.

Who it's for?

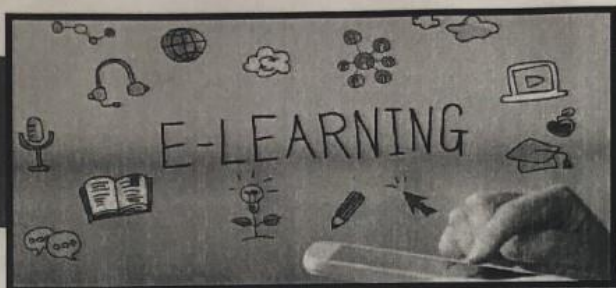
E-Learning options are available to all students registered with the Limestone District School Board. You may be an ideal candidate for E-Learning if you have high achievement in the Learning Skills (Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation).

E-Learning requires the same time commitment as traditional day-school classes. However, the method of delivery allows for flexibility – students may complete course work outside of the traditional school day.

How it helps?

Students have the opportunity to

- ✓ Achieve credits towards an Ontario Secondary School Diploma
- ✓ Access a course that may otherwise be unavailable
- ✓ Further develop learning skills
- ✓ Provides flexibility to study using computers at home or at school
- ✓ Practice learning in an on-line environment in preparation for E-Learning courses offered at colleges, universities, and in the workplace.



E-Learning courses are another way that the LDSB is providing educational options to help meet the varied needs of our students. Delivered through our Minds Online Learning Environment,

e-Learning courses provide students with access to a wider selection of course offerings and increased learning flexibility.

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

There are unique demands associated with participation in an e-Learning course. Students enrolled in e-Learning courses: require a high level of personal motivation and self-discipline to succeed; should be comfortable learning new skills and using new technologies; are comfortable with a virtual classroom environment; are able to manage their time effectively.

If an e-Learning course sounds like a good fit for you, your myBlueprint course selections may include the LDSB courses shown below. Contact your school's Guidance Department to explore additional e-Learning course opportunities available through the OeLC.



LDSB E-LEARNING COURSE OFFERINGS* FOR THE 2020-2021 SCHOOL YEAR

* SUFFICIENT ENROLMENT IS REQUIRED FOR ANY COURSE OFFERING TO RUN.

Semester 1		Semester 2	
BAF3M	Financial Accounting	BAF3M	Financial Accounting
ICS4U	Computer Science	BAT4M	Financial Accounting
MCT4C	Mathematics for College Technology	HSB4U	Challenge & Change in Society
MDM4U	Data Management	ICS3U	Computer Science
		MDM4U	Data Management
		SPH4U	Physics

WHAT YOU NEED TO KNOW

- What courses are available?**
 LDSB hosted courses, listed below, may be included as myBlueprint course selections. Additional e-Learning courses, hosted through the OeLC, are listed at:
<https://prism.elearningstudents.ca/>
- Are e-Learning courses "easier"?**
 E-Learning courses adhere to the same Ministry of Education curriculum expectations and require as much or more time as face-to-face classes. Provincial statistics show e-Learning courses have comparable success rates and course grade averages.
- How often do I need to log into my e-Learning course?**
 E-Learning courses require students to participate on a regular basis, just like a face-to-face class does. Teachers have planned lessons and each student's participation in course activities, like discussions, are an important part of the learning experience. Courses follow the same Limestone Board of Education calendar.

"Limestone is pleased to offer some e-Learning courses for grade 11 and 12 students. Under normal circumstances face-to-face course sections offered in the home school need to be filled first, before students would be scheduled into the same e-Learning course. It should also be noted that short of exceptional circumstances like an international exchange or medical reasons, students would be limited to one e-Learning course per semester."

Focus Programs

What are they?

Focus Programs are bundles of credits that concentrate on specific areas of interest and provide students with the opportunity for both academic and experiential learning. Focus programs are organized into categories representing the post secondary pathways [Apprenticeship, College, University, Workplace] while providing the necessary skills and training for further study in that pathway.

Who they're for?

Focus Programs are packages of courses designed for senior students. *For more information, pick up a copy of the Red Book available in Student Services or visit <http://focus.limestone.on.ca/>.*

How it helps?

Students have the opportunity to

- ✓ Work together with the benefit of specialized equipment and training
- ✓ Make informed career decisions
- ✓ Explore a unique interest or passion through experiential learning
- ✓ Ensure with a smooth transition to post secondary education or the world of work

Ontario Youth Apprenticeship Program [OYAP]

What is it?

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

Who it's for?

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program. *For more information, please contact your Guidance Counsellor.*

How it helps?

Students have the opportunity to

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

SHSM (Specialist High Skills Major)

What is it?

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

Who it's for?

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

How it helps?

Students have the opportunity to

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

Section Six:

Alternative Ways of Achieving Credits

Summer School

Summer school applications and online course offerings will be available through Student Services in early June. For more detailed information please contact your School's Guidance Counsellor.

Prior Learning Assessment & Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). The PLAR process involves two components: challenge and equivalency. Please see your Guidance Counsellor for more information.

Mature Student Assessment

A mature student is a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD.

There are two possible ways in which mature students can obtain credits for diploma purposes. Mature PLAR and Mature Student Assessment. *Please see your Guidance Counsellor for more detailed information.*

Royal Conservatory Music Credits

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

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

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

- Grade 1X Practical and Grade 111 Harmony of the Royal Conservatory of Music, Toronto.
- Grade 1X Practical and Grade V Theory of Conservatory Canada, London

- Collegial 11 Practical and Collegial 11 Theory of any conservatory of the province of Quebec.
- Grade V111 Practical and Grade V1 Theory of the Trinity College of Music, London, England.
- Grade V111 Practical and Grade V111 Theory of the Royal Schools of Music, London, England

Teacher Assisted Self Study (TASS)

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

Alternative Learning Centres

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

Gould Lake Outdoor Centre

613.376.1433 outed@limestone.on.ca www.gouldlake.ca @gouldlake_LDSB

CREATING MEMORIES THAT WILL LAST A LIFETIME

Gould Lake summer programs provide an opportunity for students to gain high school credits through canoe, kayak and hiking trips. Our programs build on one another by continually providing increased skill training and leadership opportunities as well as unique wilderness experiences.

Registration for the 2018 summer begins on December 1st, 2017. Online applications will be available at www.gouldlake.ca. Please refer to our website or call our office at 613.376.1433 for further registration details, course dates and costs.

Outdoor Escape offers a basic introduction to the world of outdoor activities and group development for graduates of Grade 6. This 5-day program includes an overnight at Gould Lake. All activities are conducted at the Gould Lake Outdoor Centre.

Quest and **GAP** are introductory camping/canoeing courses for students graduating from Grade 7 or 8. Quest is a co-ed program and GAP (Girls Adventure Program) is for girls only. Students spend 3 days at Gould Lake learning the necessary canoe and camping skills for the 5-day canoe trip in Frontenac Park. Credit: 0.5 PAD10 (Grade 9 PHE)

Outreach is an introductory camping/canoeing course for Grade 8 graduates. The course begins with a week of day-camp at Gould Lake, where students learn the necessary skills for the 9-day canoe trip to Algonquin Park. Credit: 1.0 PAD20 (Grade 10 PHE)

Outdoor Pursuits is an 18-day course providing graduates of Grade 9, 10 or 11 an opportunity to develop their wilderness tripping skills through a variety of challenging experiences. It includes an 8-day canoe trip in Killarney Provincial Park or the Temagami Wilderness Area followed by a 7-day hiking trip in the Adirondack High Peak region of New York State. Credit: 1.0 PAD30 (Grade 11 PHE)

Outdoor Skills is a 16-day course that includes an 8-day sea kayaking trip on Georgian Bay and a 4-day moving water canoe course at Palmer Rapids on the Madawaska River. This course provides graduates of Grade 9, 10 or 11 with an opportunity to develop their wilderness tripping skills and leadership through a variety of challenging experiences. Credit: 1.0 PAD40 (Grade 12 PHE)

Wilderness Instructor Course is a 34-day course which prepares graduates of Grades 10, 11 or 12 to be wilderness instructors who will be well-qualified to work at many outdoor camps. WIC includes a 14-day moving water river canoe trip on the Missinaibi River, a 2-day Canadian Style Paddling Course as well as a 16-day instructor-in-training placement in our junior programs. Credits: 1.0 PLF4M (Grade 12 PHE) & 1.0 PLF4MA (Grade 12 PHE Co-op)

Long Trail is a 16-day course featuring a 13-day hiking trip along the Long Trail in Vermont while continuing to develop one's leadership style. Credit: 1.0 IDC30 (Grade 11 Interdisciplinary Studies)

Kayak Instructor Course is a 32-day sea kayaking trip along the Coast of Anticosti Island. This is a wilderness experience of a lifetime! Students take the Nordik ferry from Rimouski to Port Menier to begin their sea kayak expedition exploring the rugged coastline of the island at the mouth of the St. Lawrence River. Credits: 1.0 PAD40A (Grade 12 PHE Co-op) & 1.0 GPP30 (Grade 11 Leadership & Peer Support)

ALL GOULD LAKE COURSES

* **Transportation** is provided to and from Gould Lake each day, as well as to and from trip locations.

* **Food and Equipment** (i.e. canoes, paddles, tents, packs, etc.) are provided for trips. Students are required to bring their own PFD (lifejacket), sleeping bag and personal gear. Students must also bring their own lunches and water for the days spent at Gould Lake.

* **Friends of Outreach** is a charitable trust that helps provide funding for students requiring financial support. Call our office for details.

