

North Dundas District High School



Course Calendar 2024-2025

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Reaching Every Student

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

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

- Apprenticeship Programs
- College
- Community Living
- University
- The Workplace

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

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

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

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

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

Principal: Michael Deighton



Vice-Principal: Devinder Pooni-Gunderson

Diploma Requirements

An ONTARIO SECONDARY SCHOOL DIPLOMA will be granted to a student who earns a minimum of 30 credits, meets the provincial literacy requirement, and completes the 40 hours of Community Involvement Activities. A credit is granted in recognition of the successful demonstration of the overall expectations of a course. 110 hours of instruction are required to obtain a credit. Where applicable, a half-credit is granted for the successful completion of 55 hours of instruction.

Compulsory Credits (Total of 18)

4 credits in	ENGLISH (one per grade)
3 credits in	MATHEMATICS
2 credits in	SCIENCE
1 credit in	CANADIAN HISTORY
1 credit in	CANADIAN GEOGRAPHY
1 credit in	ARTS (MUSIC, ART OR DRAMA)
1 credit in	HEALTH AND PHYSICAL EDUCATION
1 credit in	FRENCH AS A SECOND LANGUAGE
½ credit in	CIVICS
½ credit in	CAREER STUDIES
1 credit in	ENGLISH, <u>or</u> FRENCH AS A SECOND LANGUAGE, <u>or</u> a NATIVE LANGUAGE, <u>or</u> SOCIAL SCIENCE AND THE HUMANITIES, <u>or</u> CANADIAN AND WORLD STUDIES, <u>or</u> GUIDANCE AND CAREER EDUCATION, <u>or</u> COOPERATIVE EDUCATION
1 credit in	HEALTH AND PHYSICAL EDUCATION, <u>or</u> the ARTS, <u>or</u> BUSINESS STUDIES, <u>or</u> COOPERATIVE EDUCATION
1 credit in	SCIENCE, <u>or</u> TECHNOLOGICAL EDUCATION, <u>or</u> COOPERATIVE EDUCATION

Optional Credits (Total of 12)

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

An ONTARIO SECONDARY SCHOOL CERTIFICATE will be granted to a student who earns a minimum of 14 credits.

Compulsory Credits (Total of 7)

2 credits in	ENGLISH
1 credit in	MATHEMATICS
1 credit in	SCIENCE
1 credit in	ARTS <u>or</u> TECHNOLOGY
1 credit in	CANADIAN HISTORY <u>or</u> CANADIAN GEOGRAPHY
1 credit in	HEALTH AND PHYSICAL EDUCATION

Optional Credits (Total of 7)

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

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

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

Ontario Secondary School Literacy Test

As it is a graduation requirement, all students will participate in the administration of the Ontario Secondary School Literacy Test (OSSLT). This test is designed by the Ontario Education Quality and Accountability Office (EQAO) and is administered in a student's grade ten year.

Accommodations outlined in a student's Individual Education Plan (IEP) will be provided in accordance with EQAO policies. A student whose IEP indicates that he/she is not working towards a Secondary School Diploma may, with parental consent and the approval of the principal, be exempted from writing the test.

Some students might benefit from a deferral of the test. For example, students who have been identified as exceptional and students registered in English as a second language courses could benefit from a parent request for a deferral. As well, the principal, in consultation with the parent, may initiate a deferral. However, students will need to attempt the test at least one time.

Students who have been unsuccessful in passing the test on at least one attempt may complete the designated Ontario Literacy Course to meet the provincial requirement for graduation.

Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their Annual Education Plan to identify possible activities they might undertake.

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

A copy of the Community Involvement completion form can be found in the Guidance Office or electronically at <http://northdundas.ucdsb.on.ca/> in the Student Services section.

The Ontario Student Transcript

In all Ontario secondary schools as of September 1999, the Ontario Student Transcript contains:

- a student's record of courses successfully completed in Grades 9 and 10
- all attempts at courses in Grade 11 or 12, including those courses from which the student withdraws after five days from the issue of the first Ontario Report Card of the semester

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

Ontario Student Record

Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned, and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and the Freedom of Information and Protection of Privacy Act.

Substitutions for Compulsory Credits

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

Courses Offered

- All the courses offered by North Dundas have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of the school, and parents who wish to examine them may present their request to the Principal.
- Courses are available through means other than regular day school. More information about these methods of delivery is available by contacting the school's Guidance Department.

Expectations for Course Load

- Students in grade 9, 10, 11 take four courses in each semester.
- Students in grade 12 may take a minimum of three courses in each semester.
- Students who wish to alter their course load must work closely with a Guidance Counsellor and the school administration, for approval.

The requirement for secondary school graduation and possible entry into post-secondary education programs are demanding. Students may choose to take more than 30 credits and extend secondary school studies into a fifth year of study. Please consult with the Guidance staff about this option.

Course Changes During the Year

Changes to a student's timetable will be made only under exceptional circumstances after the semester begins. A student may change courses with the advice of the counsellor and consultation of the parent.

If the student (including a student with a completed IEP) withdraws from a grade 11 or 12 course within five instructional days following the issue of the first provincial report card in the semester, the withdrawal is not recorded on the Ontario Student Transcript (OST). If the student withdraws after those five instructional days, the withdrawal is recorded and the student's percentage grade at the time of withdrawal is recorded on the OST.

Enhanced Programming and Material Fees

Enhanced programming and materials are voluntary enrichment or upgrades to the curriculum beyond what is necessary to meet the learning expectations for a particular course. For example, in some performance and production courses, students may wish to use a superior product or consumable than that which is provided by the school, in which case they will be asked to pay the additional cost for the upgrade. Where students choose not to access these enhancements, alternatives will be available. (UCDSB Policy 452)

Reporting Student Achievement

Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, Grades 9 – 12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and the areas in which improvement is needed, along with the ways in which this improvement might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course.

A final grade is recorded for each course, and the credit is granted and recorded for every course in which the student's grade is 50% or higher, except for The Ontario Secondary School Literacy Course (OLC). In order to earn a credit and successfully meet the literacy requirements for graduation, students must "moderately" or "adequately" demonstrate their learning in each of the categories of the achievement chart for the OLC. This equates to the attainment of a Level 2 in other courses. The final grade for each course will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement. The four categories of achievement include:

- Application
- Communication
- Knowledge and Understanding
- Thinking and Inquiry

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

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

Recognition of Academic Achievement

The academic achievements of Grade 9 to 11 students will be recognized at the Junior Achievement celebration held in Semester 1 of the following school year. The academic achievements of Grade 12 students will be recognized at the end of school year June Commencement Ceremony.

The Junior Achievement Celebration recognizes aggregate academic achievement (Honour Roll), distinction in specific classes, contribution to school life, and citizenship.

- Honour Roll students are those who have attained an aggregate average of 80% or higher during the previous school year.

The names of all students who achieve an average of 80% in each semester will be posted on the Honour Roll List in the main entrance at the end of each semester.

Student Services: Guidance and Career Education

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

The goals of the Guidance and Career Education Program are outlined in the policy document entitled Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999.

To achieve these goals, counsellors:

- assist with communication between students, teachers and parents
- in the fall, interview each student new to the school as well as all graduating students
- counsel students with academic difficulties after each reporting period
- actively respond to students' needs, as they arise
- plan Career Exploration activities, Take Your Kid To Work and other job shadow opportunities
- offer students school-to-work transition programs such as work preparation seminars
- liaise with colleges, universities, community services and other professional agencies
- organize and host visits from colleges and universities
- provide scholarship information
- coordinate small-group counselling sessions

Individual Pathways Plan (IPP)

The **IPP** is the primary planning tool for students as they move through high school towards their post-secondary destination. Ongoing development of the **IPP** will provide students with a valuable archive of their learning and a record of the resources that can assist them in planning. Students will have a web-based IPP and a clearly delineated process in place establishing their plan; this will be reviewed and revised twice a year.

The online tool used to complete the **IPP** at North Dundas DHS is called **myBlueprint**. A variety of resources exist within this website including High School Planner used to complete course selection annually.

Visit this site at www.myblueprint.ca/ucdsb

Click on “**School Account Log In**” to sign in.

Student Services: Special Education

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require additional supports. Teachers and administrators, together with parents or guardians and students, track students' success at school and determine when additional supports may be required. Through the Identification Placement and Review (IPRC) process, a student's special program needs are identified. An Individual Education Plan (IEP) is developed in order to help students who need extra support to access an education which will enable them to develop the knowledge, skills, and abilities they need for life after high school. The IPRC and IEP must be reviewed annually with parents and school personnel. We are committed to ensuring that these students are provided with the support and guidance they need at North Dundas District High School. Our Special Education Teacher (SET) meets and works with all teachers of special needs students in order to help design programs which meet the requirements of the IEP. Our SET calls meetings of parents/guardians, teachers, and support personnel to review, discuss, and redesign approaches to better match learning styles. Our SET conducts academic screening tests to determine strengths, weaknesses and levels of ability. Our SET may withdraw students from their program in order to provide small group support or may work in a classroom with a teacher to assist students as they are learning.

Services Provided to Our Identified Students

- teachers regularly review students' IEP's and, with the assistance of the SET, implement the accommodations suggested
- all identified students are provided with accommodations during exams and provincial testing
- in consultation with school SET, an identified student learns to advocate for him/herself as he/she progresses through high school

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

Types of Courses - Explanation of Common Course Codes

The Common Course Code (CCC) Characters:

The first three characters of the CCC's are assigned by the Ministry and represent the discipline, the subject and the course.

The fourth character refers to the grade of the course (1-Grade 9, 2-Grade 10, 3-Grade 11, 4-Grade 12).

The fifth character refers to the course type.

The course types are:

D-Academic	U-University	E-Workplace	L-Essentials
P-Applied	M-University/College	O-Open	C-College

The sixth character refers to an internal designation.

(NAC 10F – the F represents that the course is offered in French)

CODE	DICIPLINE	COURSE	GRADE	TYPE	FOCUS
MEL3E	M - Mathematics	E-Everyday L-Life	3 – Grade 11	E - Workplace	
CHC2DF	C – Canadian & World Studies	H-History C-Canada	2 – Grade 10	D – Academic	F – French

In effort to ensure all students can reach their full potential, in June 2021 the Ministry of Education unveiled a new mathematics course that emphasizes real-world applications and financial literacy. The new de-streamed Grade 9 Mathematics course (MTH1W) was implemented in September 2021. Beginning in September 2022, all Grade 9 subjects will be offered in one stream.

Students in Grade 10 will choose courses from one or more of the following types:

Academic (D)

In these courses, the essential concepts of a subject are learned and related material is explored. Although the knowledge and skills in the subject will be developed through both theory and practical application, the focus will be on theory and abstract thinking as a basis for future learning and problem solving.

Applied (P)

These courses also cover the essential concepts of a subject. Knowledge and skills will be developed through both theoretical and practical applications, but the focus will be on the practical applications. In Applied courses, familiar, real-life situations will be used to illustrate ideas, and more opportunities will be given to experience hands-on applications of the concepts studied.

Essentials (L)

The Essentials courses are designed for students who have been working on a modified program as outlined in their IEP in mathematics, language and/or science in elementary school and who may experience considerable difficulty in the grade nine/ten program. Students enrolled in the Essentials Program will be eligible to take senior Workplace courses. Some students may use the Essentials Program to build skills to prepare them to move on to Applied courses.

Admission to this program is a collaborative effort involving communication between elementary and high school teachers, special education personnel, and parents/guardians.

Open (O)

An Open course is neither Academic nor Applied, rather it is a course with one set of expectations for all students. Open courses are designed to provide students with a broad educational base that will prepare them for studies in grades 11 and 12.

Students in Grades 11 and 12 should choose the courses offered to prepare them for their post-secondary destinations:

University Preparation (U)

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College Preparation (M)

These 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.

College Preparation (C)

These courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace Preparation (E)

These 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 admission to certain apprenticeship or other training programs.

Open (O)

These 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.

FLOW CHARTS ARE PROVIDED TO ILLUSTRATE PATHWAYS AND PREREQUISITES. STANDARD PROGRESSIONS ARE SHOWN. STUDENTS WISHING TO CHANGE LEVELS SHOULD SPEAK TO THEIR GUIDANCE COUNSELLOR.

Charting Your Educational Future

The courses in the table below are compulsory courses mandated for each grade level.

Blanks are left in the table so you can plan your choice of optional courses. Consider the level and language of instruction when choosing courses.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French	Mathematics	Mathematics	
Mathematics	Civics/Career Studies		
Science	Science		
Canadian Geography	Canadian History		
Arts			
Health & Physical Education			
Exploring Technologies			

There are still 3 compulsory courses remaining within 3 additional credit options. The choice of which compulsory courses and when those courses will be taken rests with each individual student.

These **additional compulsory credit** options are:

- 1 Credit from English, or French as a Second Language, or A Native Language, or Social Science and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education

- 1 Credit from Health and Physical Education, or The Arts, or Business Studies, or Cooperative Education

- 1 Credit from Science, or Technological Education, or Cooperative Education

Grade 9 Courses
All Courses are De-Streamed

<u>ARTS</u>		<u>PAGE #</u>
Expressing Aboriginal Cultures	NAC1O	19
Expressing Aboriginal Cultures, Immersion French	NAC1OF *	19
<u>CANADIAN AND WORLD STUDIES</u>		
Geography of Canada	CGC1W	22
Geography of Canada, Immersion French	CGC1WF *	22
<u>ENGLISH</u>		
English, De-streamed	ENL1W	25
English, Essentials	ENG1L	25
<u>FRENCH AS A SECOND LANGUAGE</u>		
Immersion French	FIF1D	30
Core French	FSF1O	28
<u>HEALTH AND PHYSICAL EDUCATION</u>		
Healthy Active Living Education	PPL1O	32
Healthy Active Living Education, Immersion French	PPL1OF *	32
<u>MATHEMATICS</u>		
Mathematics, De-streamed	MTH1W	36
Mathematics, Essentials	MAT1L	36
<u>SCIENCE</u>		
Science, De-streamed	SNC1W	40
Science, Essentials	SNC1L	41
<u>TECHNOLOGICAL EDUCATION</u>		
Exploring Technologies	TIJ1O	46

* Content courses taught in French

Grade 10 Courses

<u>ARTS</u>		<u>PAGE #</u>
Dramatic Arts, Open	ADA2O	19
Visual Arts, Open	AVI2O	20
<u>CANADIAN & WORLD STUDIES</u>		
Canadian History in the Twentieth Century, Academic	CHC2D	22
Canadian History in the Twentieth Century, Academic, Immersion French	CHC2DF	22
Canadian History in the Twentieth Century, Applied	CHC2P	23
Civics (0.5 credit), Immersion French, Open	CHV2OF	23
Civics (0.5 credit), Open	CHV2O	23
<u>ENGLISH</u>		
English, Academic	ENG2D	25
English, Applied	ENG2P	26
English, Essentials	ENG2L	25
<u>FRENCH AS A SECOND LANGUAGE</u>		
Immersion French, Academic	FIF2D	30
Core French, Academic	FSF2D	28
<u>GUIDANCE AND CAREER EDUCATION</u>		
Career Studies (0.5 credit), Immersion French, Open	GLC2OF	31
Career Studies (0.5 credit), Open	GLC2O	31
<u>HEALTH & PHYSICAL EDUCATION</u>		
Personal and Fitness Activities, Co-ed, Open	PAF2O	32
Healthy Active Living Education, Open	PPL2O	33
<u>MATHEMATICS</u>		
Principles of Mathematics, Academic	MPM2D	37
Foundations of Mathematics, Applied	MFM2P	37
Mathematics, Essentials	MAT2L	37
<u>SCIENCE</u>		
Science, Academic	SNC2D	41
Science, Applied	SNC2P	41
Science, Essentials	SNC2L	41
<u>SOCIAL SCIENCES AND THE HUMANITIES</u>		
Food and Nutrition, Open	HFN2O	44
<u>TECHNOLOGICAL EDUCATION</u>		
Construction Technology, Open	TCJ2O	47
Manufacturing Technology, Open	TMJ2O	47
Green Industries, Open	THJ2O	48
Transportation Technology, Open	TTJ2O	49
Technology Design, Open	TDJ2O	50

Grade 11 Courses

<u>ARTS</u>		<u>PAGE #</u>
Dramatic Arts, University/College	ADA3M	19
Visual Arts, University/College	AVI3M	20
<u>BUSINESS STUDIES</u>		
Entrepreneurship: The Venture, College	BDI3C	21
<u>CANADIAN AND WORLD STUDIES</u>		
World History Since 1900: Global and Regional Interactions	CHT3O	23
<u>COOPERATIVE EDUCATION</u>		
Cooperative Education (2 credits)	COOP32	24
Cooperative Education (4 credits)	COOP34	24
<u>ENGLISH</u>		
English: Contemporary Aboriginal Voices, University	NBE3U	26
English: Contemporary Aboriginal Voices, College	NBE3C	26
English: Contemporary Aboriginal Voices, Workplace	NBE3E	26
<u>FRENCH</u>		
Immersion French, University	FIF3U	30
Core French, University	FSF3U	28
<u>GUIDANCE & CAREER EDUCATION</u>		
Leadership and Peer Support, Open	GPP3O	31
Leadership and Peer Support, Open, French	GPP3OF	31
<u>HEALTH & PHYSICAL EDUCATION</u>		
Personal and Fitness Activities, Coed, Open	PAF3O	33
Healthy Active Living Education, Open	PPL3O	33
<u>INTERDISCIPLINARY STUDIES</u>		
Interdisciplinary Studies, Digital Media Promotion, French	IDC3OF	35
<u>MATHEMATICS</u>		
Functions, University Preparation	MCR3U	37
Foundations for College Mathematics, College	MBF3C	38
Mathematics for Everyday Life, Workplace	MEL3E	38
<u>SCIENCE</u>		
Biology, University	SBI3U	41
Biology, College	SBI3C	42
Chemistry, University	SCH3U	42
Physics, University	SPH3U	42
Environmental Science	SVN3E	42

SOCIAL SCIENCE AND THE HUMANITIES

Introduction to Anthropology, Psychology, and Sociology, University	HSP3U	44
Introduction to Anthropology, Psychology, and Sociology, College	HSP3C	44
Food and Culture, University/College	HFC3M	45
Food and Culture, University/College, French	HFC3MF	45

TECHNOLOGICAL STUDIES

Construction Engineering	TCJ3C	47
Manufacturing Technology	TMJ3C	47
Green Industries, College/University	THJ3M	48
Transportation Technology, Heavy Duty/Agriculture, College	TTH3C	49
Transportation Technology	TTJ3C	49
Technological Design, College/University	TDJ3M	50

**IF A COURSE CANNOT RUN DUE TO ENROLLMENT, STUDENTS WILL BE
GIVEN THE OPPORTUNITY TO CHOOSE FROM A VARIETY OF ONLINE OPTIONS.**

Grade 12 Courses

<u>ARTS</u>		<u>PAGE #</u>
Dramatic Arts, University/College	ADA4M	20
Visual Arts, University/College	AVI4M	20
<u>BUSINESS STUDIES</u>		
Entrepreneurship: Venture Planning in an Electronic Age, College	BDV4C	21
<u>COOPERATIVE EDUCATION</u>		
Cooperative Education (2 credits)	COOP42	24
Cooperative Education (4 credits)	COOP44	24
<u>ENGLISH</u>		
English, University	ENG4U	26
English, College	ENG4C	27
English, Workplace	ENG4E	27
<u>FRENCH</u>		
French Immersion, University	FIF4U	30
Core French, University	FSF4U	29
<u>HEALTH & PHYSICAL EDUCATION</u>		
Recreation and Healthy Active Living Leadership, University/College	PLF4M	34
Personal and Fitness Activities, Co-ed, Open	PAF4O	33
Healthy Active Living Education, Open	PPL4O	34
Kinesiology, University	PSK4U	
<u>MATHEMATICS</u>		
Advanced Functions, University	MHF4U	38
Calculus and Vectors, University	MCV4U	38
Foundations for College Mathematics, College	MAP4C	39
Mathematics for Everyday Life, Workplace	MEL4E	39
<u>SCIENCE</u>		
Biology, University	SBI4U	42
Chemistry, University	SCH4U	43
Chemistry, College	SCH4C	43
Physics, College	SPH4C	43
<u>SOCIAL SCIENCE AND HUMANITIES</u>		
Families in Canada, University	HHS4U	45
Families in Canada, College	HHS4C	45
<u>TECHNOLOGICAL STUDIES</u>		
Construction Engineering	TCJ4C	47
Manufacturing Technology	TMJ4C	47
Green Industries, College/University	THJ4M	48
Transportation Technology, Heavy Duty/Agriculture, College	TTH4C	49
Transportation Technology	TTJ4C	49
Technological Design, College/University	TDJ4M	50

Arts

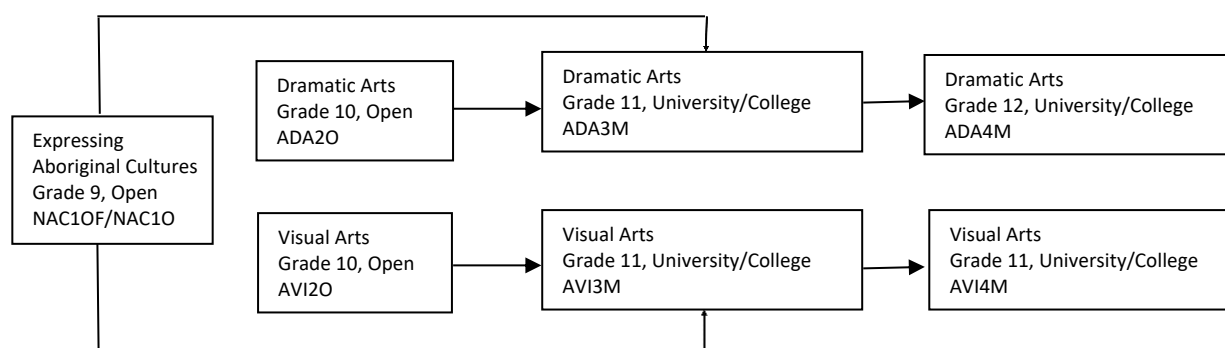
COURSES OFFERED:

Grade 9
NAC1OF
NAC1O

Grade 10
ADA2O
AVI2O

Grade 11
ADA3M
AVI3M

Grade 12
ADA4M
AVI4M



EXPRESSING ABORIGINAL CULTURES, GRADE 9, OPEN, (NAC1OF/NAC1O) (1 CREDIT)

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

DRAMATIC ARTS

DRAMATIC ARTS, GRADE 10, OPEN (ADA2O) (1 CREDIT)

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

DRAMATIC ARTS, GRADE 11, UNIVERSITY/COLLEGE (ADA3M) (1 CREDIT)

Prerequisite: NAC1O or ADA2O

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

DRAMATIC ARTS, GRADE 12, UNIVERSITY/COLLEGE (ADA4M) (1 CREDIT)

Prerequisite: ADA3O or ADA3M

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

VISUAL ARTS

VISUAL ARTS, GRADE 10, OPEN (AVI2O) (1 CREDIT)

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

VISUAL ART, GRADE 11, UNIVERSITY/COLLEGE (AVI3M) (1CREDIT)

Prerequisite: NAC1O or AVI2O

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

VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE (AVI4M) (1 CREDIT)

Prerequisite: AVI3O or AVI3M

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

Business Studies

COURSES OFFERED:

Grade 11

BDI3C

Entrepreneurship: The Venture
Grade 11, College
BDI3C

Grade 12

BDV4C

Entrepreneurship: Venture Planning in an Electronic Age
Grade 12, College
BDV4C



ENTREPRENEURSHIP: THE VENTURE, GRADE 11, COLLEGE (BDI3C)

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

ENTREPRENEURSHIP: VENTURE PLANNING IN AN ELECTRONIC AGE, GRADE 12, COLLEGE (BDV4C)

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

Canadian and World Studies

COURSES OFFERED:

Grade 9

CGC1WF

CGC1W

Grade 10

CHC2DF

CHC2D

CHC2P

CHV2OF

CHV2O

Grade 11

CHT3O

GEOGRAPHY

EXPLORING CANADIAN GEOGRAPHY, GRADE 9, DE-STREAMED (CGC1WF/CGC1W) (1 CREDIT)

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

HISTORY

Canadian History in the Twentieth Century
Grade 10 Academic
CHC2DF/CHC2D

Canadian History in the Twentieth Century
Grade 10, Applied
CHC2P

World History Since 1900's: Global and Regional Interactions
Grade 11, Open
CHT3O

Civics
Grade 10, Open (0.5 credit)
CHV2OF/CHV2O

CANADIAN HISTORY SINCE WORLD WAR 1, GRADE 10, ACADEMIC (CHC2DF/CHC2D) (1 CREDIT)

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 interpretations and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CANADIAN HISTORY SINCE WORLD WAR 1, GRADE 10, APPLIED (CHC2P) (1 CREDIT)

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.

CIVICS AND CITIZENSHIP, GRADE 10, OPEN (CHV20F/CHV20) (0.5 CREDIT)

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.

WORLD HISTORY SINCE 1900: GLOBAL AND REGIONAL INTERACTIONS, GRADE 11, OPEN (CHT3O) (1 CREDIT)

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

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. 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 interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world

Cooperative Education

COURSES OFFERED:	<u>Grade 11</u>	<u>Grade 12</u>
	COOP32 (2 Credit)	COOP42 (2 Credit)
	COOP34 (4 Credit)	COOP44 (4 Credit)

Cooperative Education gives a student the ability to explore a career area that he/she may have considered as a possible profession. Whether the student is bound for university, college, the skilled trades, or a particular profession, he/she will experience all aspects of his/her chosen profession and, as a result, may or may not decide to pursue his/her choice as a future career.

The Cooperative Education course consists of a classroom component and a placement component. Through these two components, the cooperative education course prepares the student for successful participation in a work environment. Various workshops, guest speakers and in-school activities, as well as opportunities at the placement, enable the student to apply, develop and refine the skills required in today's competitive job market.

A counselling and interviewing process conducted by cooperative education teachers in collaboration with guidance counselors, teacher advisors, and administrators determines applicants' suitability for the program.

Provided students meet all compulsory credit requirements, there is no formal restriction on the total number of cooperative education credits that students may earn in secondary school.

THE ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Through the Co-op experience, students may participate in "OYAP", The Ontario Youth Apprenticeship Program, which involves students earning credit toward an apprenticeship in the skilled trades while they attend school. The Ontario Youth Apprenticeship Program is offered through the Cooperative Education program. Students in a cooperative education placement can begin to work on the skills necessary to complete an apprenticeship. This can begin as early as grade 11 and can continue into grade 12. At the same time, students continue to work on compulsory and elective subjects necessary to complete grade 12. Students typically do not receive a wage while in high school; however, they leave with their OSSD and a career already underway! Students then continue with their apprenticeship heading toward certification.

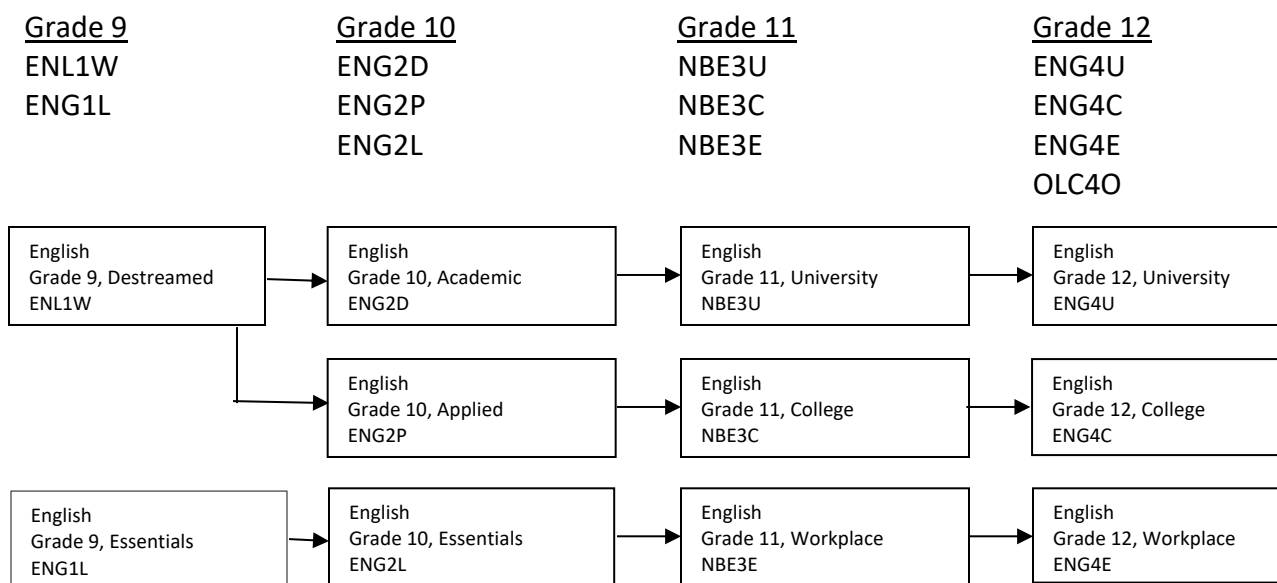
WHY OYAP?

- Students still earn a high school diploma while learning a skilled trade.
- OYAP helps parents avoid costly tuition. Although there are fees incurred with college courses later in the apprenticeship, the costs are far less than the current rising costs of college and university tuition.
- Registration fees for high school students are paid by the Ministry of Training, Colleges and Universities.
- Students are learning hands-on, usable skills while young and, therefore have a head start on their careers.
- Learning a skilled trade may act as a stepping stone for careers in management and self-employment.

STUDENTS ENROLLING IN CO-OP WILL BE RESPONSIBLE TO ARRANGE THEIR OWN TRANSPORTATION

English

COURSES OFFERED:



ENGLISH, GRADE 9, ACADEMIC (ENL1W) (1 CREDIT)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

ENGLISH, GRADE 9, & GRADE 10 LITERACY SKILLS (ESSENTIALS) (ENG1L) (ENG2L) (1 CREDIT EACH)

The purpose of these courses is to assist students in improving their skills in literacy. Students will participate in a structured individualized program which will help them to deal with the reading, writing, listening, speaking, and media expectations of their high school courses and the world outside the classroom.

ENGLISH, GRADE 10, ACADEMIC (ENG2D) (1 CREDIT)

Prerequisite: ENL1W

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

ENGLISH, GRADE 10, APPLIED (ENG2P) (1 CREDIT)

Prerequisite: ENL1W

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.

ENGLISH, CONTEMPORARY ABORIGINAL VOICES, GRADE 11, UNIVERSITY (NBE3U) (1 CREDIT)

Prerequisite: ENG2D

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

ENGLISH, CONTEMPORARY ABORIGINAL VOICES, GRADE 11, COLLEGE (NBE3C) (1 CREDIT)

Prerequisite: ENG2P or ENG2D

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

ENGLISH, CONTEMPORARY ABORIGINAL VOICES, GRADE 11, WORKPLACE (NBE3E) (1 CREDIT)

Prerequisite: ENG2P or ENG2L

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.

ENGLISH, GRADE 12, UNIVERSITY (ENG4U) (1 CREDIT)

Prerequisite: ENG3U

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

ENGLISH, GRADE 12, COLLEGE (ENG4C) (1 CREDIT)

Prerequisite: ENG3C or ENG3U

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

ENGLISH, GRADE 12, WORKPLACE (ENG4E) (1 CREDIT)

Prerequisite: ENG3E

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

ONTARIO SECONDARY SCHOOL LITERACY COURSE, GRADE 12, OPEN (OLC40) (1CREDIT)

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.

NOTE: Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course at the discretion of the principal. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

French

CORE FRENCH

COURSES OFFERED:

Grade 9

FSF1O

Grade 10

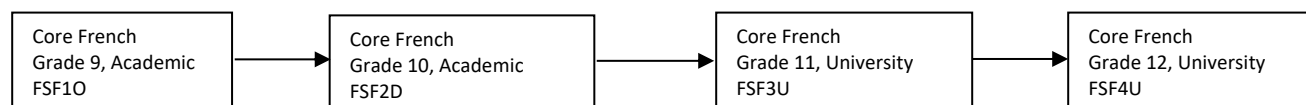
FSF2D

Grade 11

FSF3U

Grade 12

FSF4U



A certificate in Core French will be awarded upon completion of four High School Core French Credits.

CORE FRENCH, GRADE 9, ACADEMIC (FSF1O) (1 CREDIT)

Entrance Minimum: 600 hours of French Instruction

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.

CORE FRENCH, GRADE 10, ACADEMIC (FSF2D) (1 CREDIT)

Prerequisite: FSF1D

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.

CORE FRENCH, GRADE 11, UNIVERSITY (FSF3U) (1 CREDIT)

Prerequisite: FSF2D

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.

CORE FRENCH, GRADE 12, UNIVERSITY (FSF4U) (1 CREDIT)

Prerequisite: FSF3U

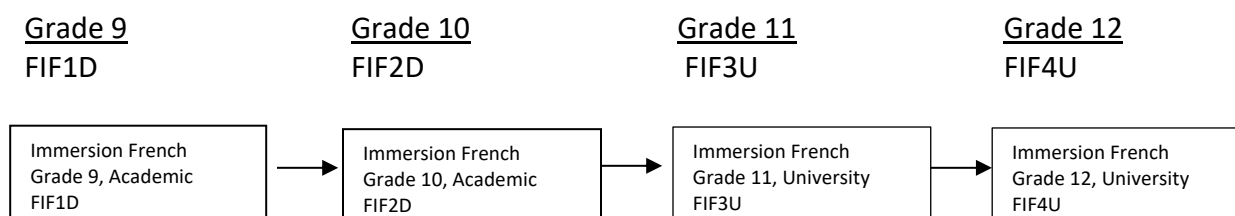
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical 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.

IMMERSION FRENCH

North Dundas introduced the French Immersion Program in the 2016-2017 school year. This program is designed primarily to meet the needs of high school students who have successfully completed an early or late French Immersion (50-50) Program in elementary school. These courses are offered to students who wish to enhance their skills in the French language.

French Immersion Plan				
Grade 9	FIF1D	CGC1DF	NAC1OF	PPL1OF
Grade 10	FIF2D	CHC2DF	GLC2OF/CHV2OF	
Grade 11	FIF3U	Senior French Credit		
Grade 12	FIF4U			

COURSES OFFERED:



A certificate in French Immersion will be awarded upon completion of 4 high school Immersion French credits, a minimum of 6 other courses taught in French and 3 800 hours of French instruction given during elementary school.

IMMERSION FRENCH, GRADE 9, ACADEMIC (FIF1D) (1 CREDIT)

Entrance Minimum: 3 800 hours of French instruction given during elementary years

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

IMMERSION FRENCH, GRADE 10, ACADEMIC (FIF2D) (1 CREDIT)

Prerequisite: French Immersion, Grade 9, Academic or Applied

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

IMMERSION FRENCH, GRADE 11, University (FIF3U) (1 CREDIT)

Prerequisite: French Immersion, Grade 10, Academic

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

IMMERSION FRENCH, GRADE 12, University (FIF4U) (1 CREDIT)

Prerequisite: French Immersion, Grade 11, Academic

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

Guidance and Career Education

COURSES OFFERED:

Grade 10

GLC2OF

GLC2O

Career Studies (0.5 credit)
Grade 10, Open
GLC2OF / GLC2O

Grade 11

GPP3O

Leadership and Peer Support
Grade 11, Open
GPP3O

CAREER STUDIES, GRADE 10, OPEN (GLC2OF/GLC2O) (0.5 CREDIT)

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

LEADERSHIP AND PEER SUPPORT, GRADE 11, OPEN (GPP3O) (1 CREDIT)

Prerequisite: GLC2O

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.

Health and Physical Education

COURSES OFFERED:

Grade 9

PPL1O

PPL1OF

Grade 10

PAF2O

PPL2O

Grade 11

PAF3O

PPL3O

Grade 12

PLF4M

PAF4O

PPL4O

PSK4U

Healthy Active Living Education
Grade 9, Co-ed
PPL1O

Personal and Fitness Activities
Grade 10, Open, Co-ed
PAF2O

Personal and Fitness Activities
Grade 11, Open, Co-ed
PAF3O

Leadership
Grade 12, College/University Prep
PLF4M

Healthy Active Living Education
Grade 9, Co-ed, French
PPL1OF

Healthy Active Living Education
Grade 10, Open, Co-ed
PPL2O

Healthy Active Living Education
Grade 11, Open, Co-ed
PPL3O

Personal and Fitness Activities
Grade 12, Open, Co-ed
PAF4O

Healthy Active Living Education
Grade 12, Open, Co-ed
PPL4O

**Kinesiology*
Grade 12, University
PSK4U

HEALTHY ACTIVE LIVING EDUCATION, GRADE 9, OPEN (PPL1O/PPL1OF) (1 CREDIT)

This course emphasizes student movement skills as they actively and regularly engage in a wide variety of physical activities – indoors/outdoors, individual as well as team sports/activities. Students will demonstrate an understanding of the importance of being physically active, as well as learn movement techniques to improve personal fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include healthy eating; mental health concerns; communication skills and decision-making; technology benefits, risks and safety factors; substance use and addictions; resilience; human development and sexual health.

PERSONAL AND FITNESS ACTIVITIES, GRADE 10, OPEN (PAF2O) (1 CREDIT)

This course is designed for students interested in and committed to improving their current level of fitness or maintaining a high level of fitness. Students will learn the major bones, joints, muscles and mechanics of the body. A variety of work out techniques will be demonstrated with a focus on safety and personal goals. Students will be encouraged to implement a wide variety of fitness equipment within their routines such as free weights, weight machines, cardio machines and other fitness tools. An emphasis is placed on creating and following an individual daily fitness routine, tracking performance, testing and goal-setting. Students are encouraged to develop all fitness components such as cardio respiratory endurance, flexibility, muscular strength and muscular endurance.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 10, OPEN (PPL20) (1 CREDIT)

This course emphasizes student movement skills as they actively and regularly engage in a wide variety of physical activities to refine skills and enhance personal competence – indoors/outdoors, individual as well as team sports/activities. Students will demonstrate an understanding of the importance of being physically active, as well as learn movement techniques to improve personal fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include healthy eating; mental health concerns; conflict resolution; substance use, addictions and related behaviours; communication and decision-making; human development and sexual health, misconceptions relating to sexuality and relationships.

HEALTHY LIVING AND PERSONAL FITNESS ACTIVITIES, Grade 11 (PAF30) (1 Credit)

This course is designed for students interested in and committed to improving their current level of fitness or maintaining a high level of fitness. Students will extend their learning of the major bones, joints, muscles and mechanics of the body. A variety of work out techniques will be utilized with a focus on safety and personal goals. Students will be expected to implement a wide variety of fitness equipment within their routines such as free weights, weight machines, cardio machines and other fitness tools. An emphasis is placed on creating and following an individual daily fitness routine, tracking performance, testing and goal-setting. Students are encouraged to develop all fitness components such as cardio respiratory endurance, flexibility, muscular strength, muscular endurance, agility/co-ordination and balance.

HEALTHY ACTIVE LIVING EDUCATION, Grade 11, Open (PPL30) (1 Credit)

This course encourages the development of personal competence in student movement skills as they actively and regularly engage in a wide variety of physical activities that have the potential to engage students' interest throughout their lives. A personalized approach will be the focus on the importance of being physically active, as well as learn movement techniques to improve personal fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include healthy eating; mental health concerns – reducing stigma; suicide – warning signs and prevention strategies; substance use, addictions, risk factors and supports; communication and decision-making; human development and sexual health; reproductive health; dealing with stress.

HEALTHY LIVING AND PERSONAL FITNESS ACTIVITIES, Grade 12 (PAF40) (1 Credit)

This course is designed for students interested in and committed to improving their current level of fitness or maintaining a high level of fitness. Students will extend their learning of the major bones, joints, muscles and mechanics of the body. A variety of work out techniques will be utilized with a focus on safety and personal goals. Students will be expected to implement a wide variety of fitness equipment within their routines such as free weights, weight machines, cardio machines and other fitness tools. An emphasis is placed on creating and following an individual daily fitness routine, tracking performance, testing and goal-setting. Students are encouraged to develop all fitness components such as cardio respiratory endurance, flexibility, muscular strength, muscular endurance, agility/co-ordination and balance.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 12, OPEN (PPL4O) (1CREDIT)

This course encourages the development of personal competence in student movement skills as they actively and regularly engage in a wide variety of physical activities that have the potential to engage students' interest throughout their lives. A personalized approach will be the focus on the importance of being physically active, as well as learning movement techniques to improve personal fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include personal circumstances and healthy eating; harassment, violence and abuse; substance use, addictions, risk factors and supports; communication and decision-making; human development and sexual health; skills for evolving relationships; developing life plans and well-being while independent.

RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP, GRADE 12 (UNIVERSITY/COLLEGE PREPERATION) (PLF4M) (1 CREDIT)

Prerequisite: Any health and physical education course

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

*INTRODUCTORY KINESIOLOGY, GRADE 12, UNIVERSITY (PSK4U) (1 CREDIT)

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

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.

*NOTE: PSK4U is offered in alternate years. Please see chart on page 15

Interdisciplinary Studies

COURSES OFFERED:

Grade 11

IDC3OF

Interdisciplinary Studies Digital Media Promotion Grade 11, Open IDC3OF
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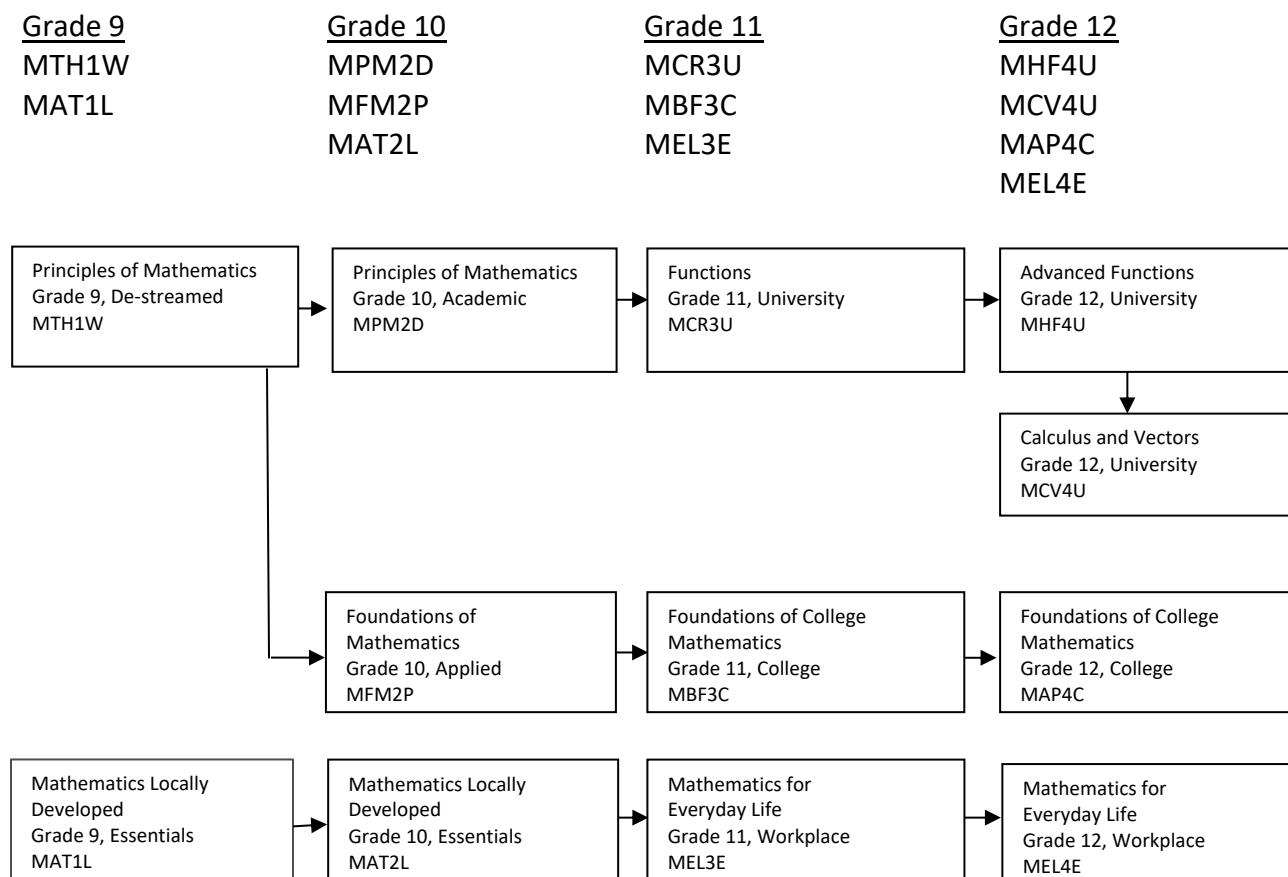
INTERDISCIPLINARY STUDIES – DIGITAL MEDIA PROMOTION,

GRADE 11, OPEN, French Immersion (IDC3OF) (1 CREDIT)

Students will learn concepts of digital photography as well as shooting and editing digital video, in addition to applications of graphic design techniques. Students may also get a brief introduction to 3D printing. The basic use of software programs such as Adobe Photoshop, iMovie, and Corel Draw will be incorporated throughout the course.

Mathematics

COURSES OFFERED:



MATHEMATICS, GRADE 9, DE-STREAMED (MTH1W) (1 CREDIT)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

MATHEMATICS, GRADE 9, ESSENTIALS (MAT1L) (1 CREDIT)

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.

PRINCIPLES OF MATHEMATICS, GRADE 10, ACADEMIC (MPM2D) (1 CREDIT)

Prerequisite: MTH1W

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

FOUNDATIONS OF MATHEMATICS, GRADE 10, APPLIED (MFM2P) (1 CREDIT)

Prerequisite: MTH1W

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 relationships. 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.

MATHEMATICS LOCALLY DEVELOPED, GRADE 10, ESSENTIALS (MAT2L) (1 CREDIT)

Prerequisite: MAT1L

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the 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.

FUNCTIONS, GRADE 11, UNIVERSITY (MCR3U) (1 CREDIT)

Prerequisite: MPM2D

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; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 11, COLLEGE (MBF3C) (1 CREDIT)

Prerequisite: MFM2P

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; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MATHEMATICS FOR WORK AND EVERYDAY LIFE, GRADE 11, WORKPLACE (MEL3E) (1 CREDIT)

Prerequisite: MTH1W or MAT2L

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.

ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY (MHF4U) (1 CREDIT)

Prerequisite: MCR3U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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 taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

CALCULUS AND VECTORS, GRADE 12, UNIVERSITY (MCV4U) (1 CREDIT)

Prerequisite: MHF4U

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, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 12, COLLEGE (MAP4C) (1 CREDIT)

Prerequisite: MBF3C or MCF3M or MCR3U

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; 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.

MATHEMATICS FOR WORK AND EVERYDAY LIFE, GRADE 12, WORKPLACE (MEL4E) (1 CREDIT)

Prerequisite: MEL3E

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, create household budgets, and prepare a personal income tax return; 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.

Science

COURSES OFFERED:

Grade 9

SNC1W
SNC1L

Grade 10

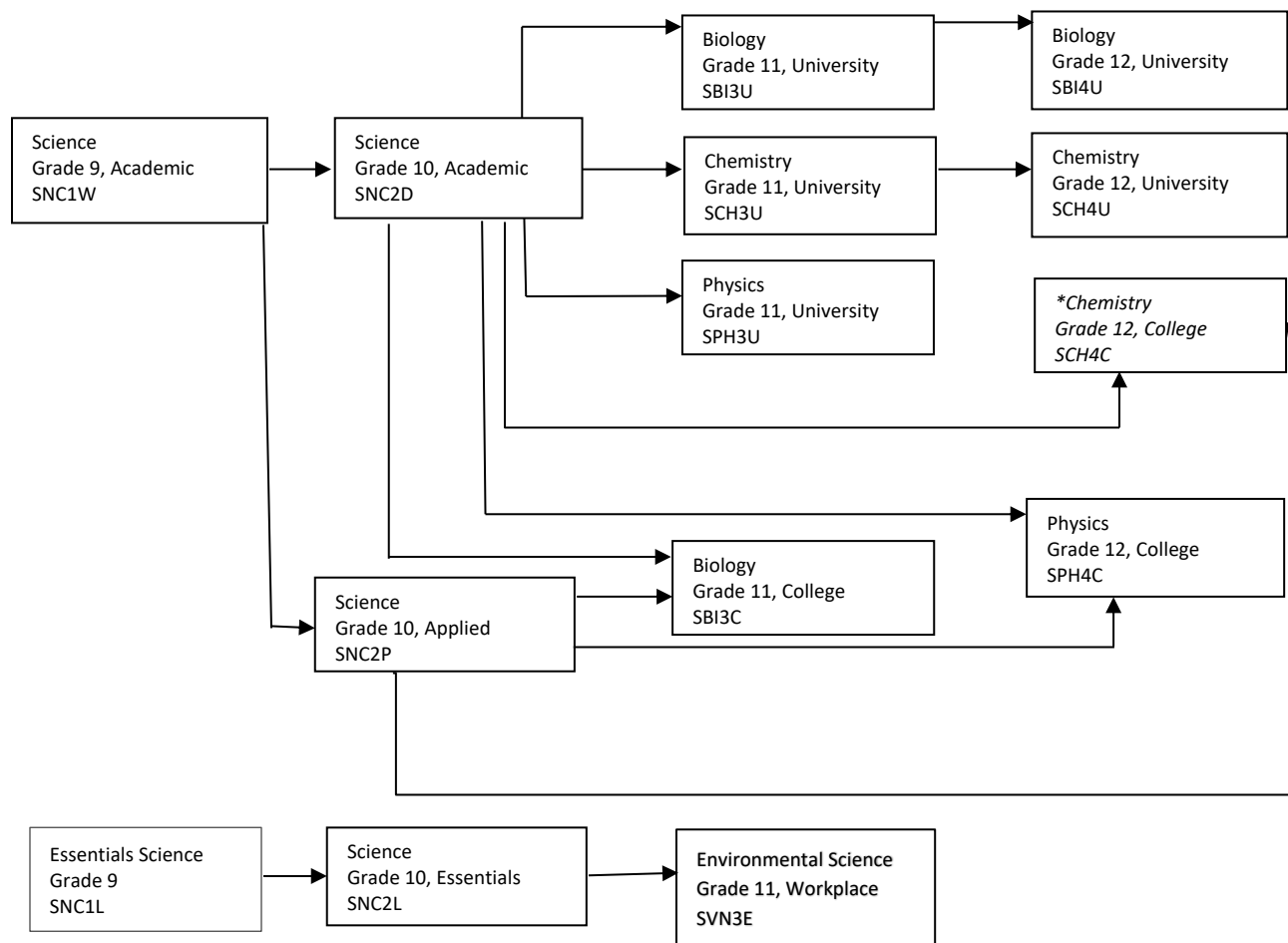
SNC2D
SNC2P
SNC2L

Grade 11

SBI3U
SBI3C
SCH3U
SPH3U
SVN3E

Grade 12

SBI4U
SCH4U
SCH4C
SPH4C



SCIENCE, GRADE 9, DE-STREAMED (SNC1W) (1 CREDIT)

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

SCIENCE, GRADE 9, ESSENTIALS (SNC1L) (1 CREDIT)

This course emphasizes reinforcing and strengthening science related knowledge, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life and the workplace. Students explore a range of topics, including science in daily life, properties of common materials, interactions and issues of the environment, 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.

SCIENCE, GRADE 10, ACADEMIC (SNC2D) (1 CREDIT)

Prerequisite: SNC1W

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.

SCIENCE, GRADE 10, APPLIED (SNC2P) (1 CREDIT)

Prerequisite: SNC1W

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.

SCIENCE, GRADE 10, ESSENTIALS (SNC2L) (1 CREDIT)

Prerequisite: SNC1L

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life and in the workplace. Students explore a range of topics, including science in the media, interactions of common materials, life-sustaining processes in organisms, and the interaction of light and matter. Students have the opportunity to extend scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

BIOLOGY, GRADE 11, UNIVERSITY (SBI3U) (1 CREDIT)

Prerequisite: SNC2D

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.

BIOLOGY, GRADE 11, COLLEGE (SBI3C) (1 CREDIT)

Prerequisite: SNC2D or SNC2P

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.

CHEMISTRY, GRADE 11, UNIVERSITY (SCH3U) (1 CREDIT)

Prerequisite: SNC2D

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.

PHYSICS, GRADE 11, UNIVERSITY (SPH3U) (1 CREDIT)

Prerequisite: SNC2D

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

ENVIRONMENTAL SCIENCE, GRADE 11 (SVN3E) (1 CREDIT)

Prerequisite: Grade 9 or 10 Science (D, P or L)

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

BIOLOGY, GRADE 12, UNIVERSITY (SBI4U) (1 CREDIT)

Prerequisite: SBI3U

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.

CHEMISTRY, GRADE 12 UNIVERSITY (SCH4U) (1 CREDIT)

Prerequisite: SCH3U

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.

*CHEMISTRY, GRADE 12, COLLEGE (SCH4C) (1 CREDIT)

Prerequisite: SNC2D or SNC2P

This course enables students to deepen their 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.

*NOTE: SCH4C is offered in alternate years. Please see chart on page 15

PHYSICS, GRADE 12, COLLEGE (SPH4C) (1 CREDIT)

Prerequisite: SNC2D or SNC2P

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.

Social Sciences and Humanities

COURSES OFFERED:

Grade 10

HFN2O

Grade 11

HSP3U

HSP3C

HFC3M

HFC3MF

Grade 12

HHS4U

HHS4C

Food and Nutrition
Grade 10, Open
HFN2O

Introduction to Anthropology, Psychology, and Sociology
Grade 11, University
HSP3U

Families in Canada
Grade 12, University
HHS4U

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

Families in Canada
Grade 12, College
HHS4C

Food and Culture
Grade 11, College/University
HFC3M/HFC3MF

FOOD AND NUTRITION, GRADE 10, OPEN (HFN2O) (1 CREDIT)

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

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, GRADE 11, UNIVERSITY (HSP3U) (1 CREDIT)

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.

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, GRADE 11, COLLEGE (HSP3C) (1 CREDIT)

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.

FOOD AND CULTURE, GRADE 11, UNIVERSITY/COLLEGE (HFC3M/HFC3MF) (1 CREDIT)

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

FAMILIES IN CANADA, GRADE 12, UNIVERSITY (HHS4U) (1 CREDIT)

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

FAMILIES IN CANADA, GRADE 12, COLLEGE (HHS4C) (1 CREDIT)

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

Technological Courses

COURSES OFFERED:

Grade 9

TIJ10F

TIJ10

Grade 10

TCJ20

TMJ20

TTJ20

THJ20

TDJ20

Grade 11

TCJ3C

TMJ3C

TTH3C

TTJ3C

THJ3M

TDJ3M

Grade 12

TCJ4C

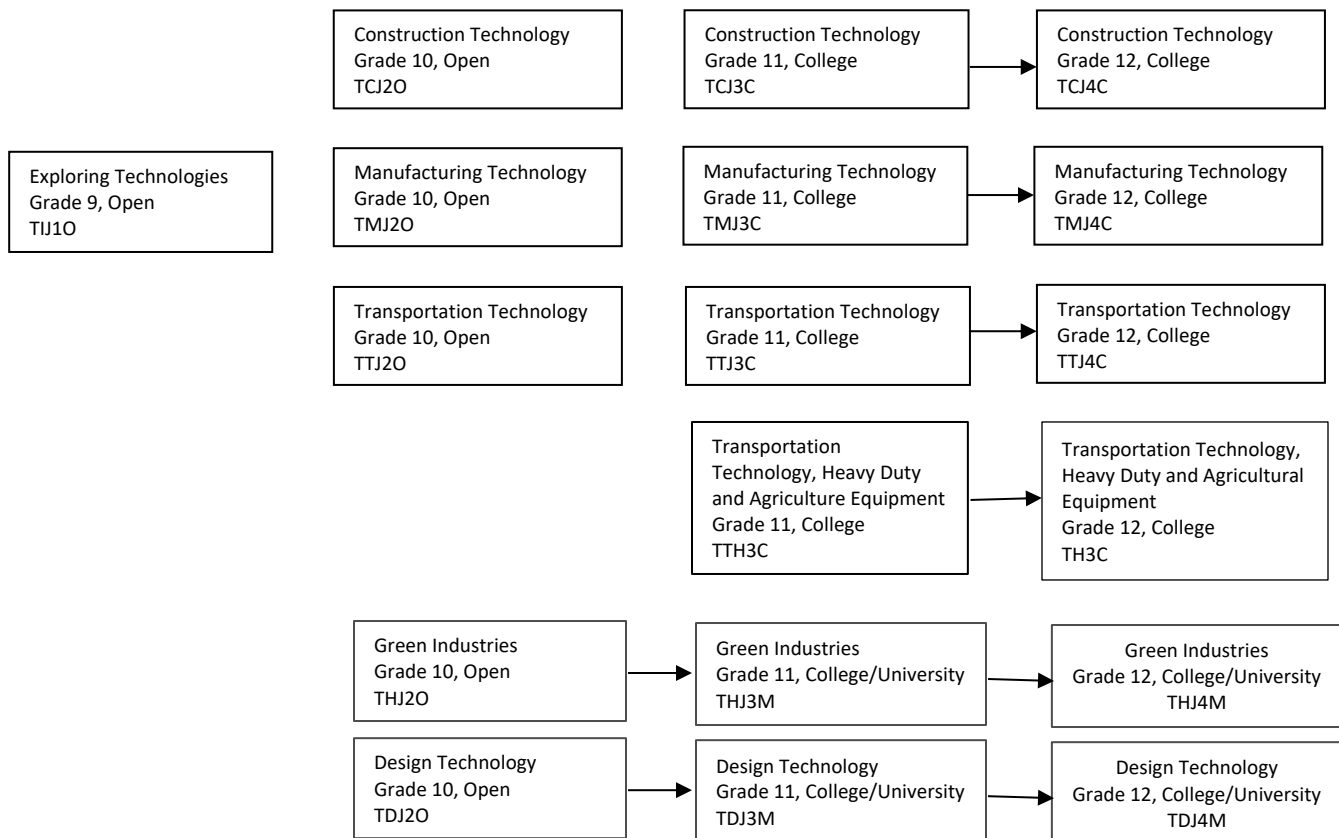
TMJ4C

TTH4C

TTJ4C

THJ4M

TDJ4M



EXPLORING TECHNOLOGIES, GRADE 9, OPEN (TIJ10) (1 CREDIT)

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.

CONSTRUCTION TECHNOLOGY

CONSTRUCTION TECHNOLOGY, GRADE 10, OPEN (TCJ2O) (1 CREDIT)

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.

CONSTRUCTION ENGINEERING TECHNOLOGY, GRADE 11, COLLEGE (TCJ3C) (1 CREDIT)

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

CONSTRUCTION ENGINEERING TECHNOLOGY, GRADE 12, COLLEGE (TCJ4C) (1 CREDIT)

Prerequisite: TCJ3C

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

MANUFACTURING TECHNOLOGY

MANUFACTURING TECHNOLOGY, GRADE 10, OPEN (TMJ2O) (1 CREDIT)

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.

MANUFACTURING TECHNOLOGY, GRADE 11, COLLEGE (TMJ3C) (1 CREDIT)

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.

MANUFACTURING TECHNOLOGY, GRADE 12, COLLEGE (TMJ4C) (1 CREDIT)

Prerequisite: TMJ3C

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.

GREEN INDUSTRIES

GREEN INDUSTRIES, GRADE 10, OPEN (THJ2O) (1 CREDIT)

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

GREEN INDUSTRIES, GRADE 11, COLLEGE/UNIVERSITY (THJ3M) (1 CREDIT)

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

GREEN INDUSTRIES, GRADE 12, UNIVERSITY/COLLEGE (THJ4M) (1 CREDIT)

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

TRANSPORTATION TECHNOLOGY

TRANSPORTATION TECHNOLOGY, GRADE 10, OPEN (TTJ2O) (1 CREDIT)

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

TRANSPORTATION TECHNOLOGY, HEAVY DUTY AND AGRICULTURE EQUIPMENT, GRADE 11, COLLEGE (TTH3C) (1 CREDIT)

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 heavy duty and agriculture equipment. 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.

TRANSPORTATION TECHNOLOGY, GRADE 11, COLLEGE (TTJ3C) (1 CREDIT)

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.

TRANSPORTATION TECHNOLOGY, HEAVY DUTY AND AGRICULTURAL EQUIPMENT, GRADE 12, COLLEGE (TTH4C) (1 CREDIT)

Prerequisite: TTH3C

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 heavy duty and agricultural equipment. 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.

TRANSPORTATION TECHNOLOGY, GRADE 12, COLLEGE (TTJ4C) (1 CREDIT)

Prerequisite: TTJ3C

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.

TECHNOLOGICAL DESIGN

TECHNOLOGICAL DESIGN, GRADE 10, OPEN (TDJ20) (1CREDIT)

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 will learn about secondary and postsecondary education and training leading to careers in the field.

TECHNOLOGICAL DESIGN, GRADE 11, UNIVERSITY/COLLEGE (TDJ3M) (1CREDIT)

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.

TECHNOLOGICAL DESIGN, GRADE 12, UNIVERSITY/COLLEGE (TDJ4M) (1CREDIT)

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 will explore career opportunities and the postsecondary education and training requirements for them.

U.C.D.S.B. Online Learning Program

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

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

OVERVIEW:

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

COURSES:

- UCDSB students have access to a wide range of online courses developed by the Ontario Ministry Of Education and delivered by Upper Canada DSB teachers
- For more information on courses currently available please speak with our school's Guidance Counsellor or check UCDSB's Online Learning web-site:
https://www.ucdsb.on.ca/programs_initiatives/school_programs_k-12/e_learning
- Students can also access courses from Boards in the Ontario eLearning Consortium

ADVANTAGES:

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

CONSIDERATIONS FOR ACHIEVING ON-LINE STUDENT SUCCESS:

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

CONSIDERATIONS FOR PARENTS/GUARDIANS OF ON-LINE STUDENTS:

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

ELEARNING COURSES

All UCDSB Day School eLearning courses will be offered asynchronously with the opportunity for students to participate in live, synchronous learning opportunities provided by the eLearning teacher. Each course will be scheduled into a particular class period and the online teacher will be available to students for instruction and support during that period. Where possible, students will be scheduled in the same period as their eLearning teacher in order to access synchronous enhancements, however, students can access their online course at any other time. Teachers will record any important synchronous sessions and have them available within the online course for review.

UCDSB eLearning courses will continue to provide students the flexibility of traditional eLearning with the added enhancements of live virtual access to their online teacher.

Daily synchronous learning opportunities may include but are not limited to: direct instruction; one-on-one feedback and conferencing; small-group discussions; question/answer sessions, shared practice for performance tasks/tests/exams. All course materials will remain available for students to access at any time, including recordings of key instructional activities that occur in the synchronous classes. Please note, these are not fully 'live' online classes, but eLearning classes with optional live activities.

While we strongly recommend that students registered in UCDSB eLearning courses participate in any synchronous activities that are offered, students who are unable to attend synchronously during a scheduled period will not be penalized for non-attendance.

Please note, eLearning courses offered by another Board of Education through the eLearning Consortium typically do not include synchronous opportunities. Should a student's request for a particular course not be available in our UCDSB eLearning offerings, placement in an out-of-Board course will occur subject to availability.

Specialist High Skills Major

What is a Specialist High Skills Major?

A Specialist High Skills Major (SHSM) is a type of specialized Ministry of Education approved program. A SHSM allows students to focus their knowledge and skills towards a certain economic sector. Students obtain certification recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). Students who graduate with a SHSM designation on their diploma are prepared for success in a particular sector and in the postsecondary designation of their choice, whether it is apprenticeship training, college programs, university programs, or the workplace.

Every SHSM Includes Five Components

- 1) A package of required credits including:
 - 4 'major' credits for courses that provide knowledge and skills closely related to the sector of specialization;
 - 2 – 4 other required Ontario Curriculum credits particular to the SHSM's economic sector
 - 2 cooperative education credits
- 2) Compulsory certifications in a particular sector which are identified in each SHSM framework.
- 3) Experiential learning that could include job shadowing, job twinning, and work experience.
- 4) Use of the Ontario Skills Passport (OSP) to document the demonstration of essential skills and work habits.
- 5) 'Reach Ahead' opportunities to allow students to experience learning in their intended postsecondary destination, which can range from a day of attendance at a college, a university, or a workplace to completion of a dual credit, and/or Level 1 Apprenticeship in-school training.

How will the Specialist High Skills Major Benefit Students?

A SHSM allows a student to experience a range of customized, career-focused learning opportunities in a specific sector. It enables a student to take courses in an area of interest related to a particular sector while working towards an OSSD.

The focused learning experience of a SHSM program gives students the opportunity to explore, identify, and refine career goals and make informed decisions related to post-secondary education goals.

The experiential learning opportunities provided in a SHSM enable students to refine their skills and improve their work habits, gain confidence in their ability to succeed, and see the connections between their studies, the real world, and their future careers. Students are also able to begin to establish relationships and networks in their chosen fields.

Students who graduate with a SHSM can look forward to improved prospects after secondary school. The SHSM framework and content is becoming more recognized and supported by the economic sector, apprenticeship and training programs, colleges and universities.



Specialist High Skills Major



Health & Wellness: Fitness at North Dundas District High School



FAST (Fitness Activity Specialist Training) is a program that is offered to students of North Dundas District High School who are interested in pursuing a career in the health and wellness sector. This Specialist High Skills Major is a multi-pathway program based on a strong in-school physical education component, plus well-established community partnerships, sector recognized certifications and reach ahead experiences. Students will have the opportunity to explore careers in the sector recognized certifications and reach ahead experiences. Students will have the opportunity to explore careers in the fields of Kinesiology, Physical Education, Recreation Leadership and Health Education. The employment opportunities in these fields are diverse and varied. They include nursing, medicine, personal training, fitness management, occupational therapy, sports and programming consultant, self-employment, and many more.

Experiential Learning and Reach Ahead Opportunities

Students will participate in practical learning experiences including cooperative education, job shadowing, and job twinning to complement the skills learned in the Physical and Health Education Program. Students will be given opportunities to explore health and wellness careers and post-secondary programs through organized field trips such as touring fitness and medical facilities, taking YMCA workshops and classes or interviewing professionals. Students will receive certifications that will include Cardio-Pulmonary Resuscitation (CPR), Infection Control, Standard First Aid, and WHMIS. In addition, students may complete certificates such as: YMCA Fitness Leadership-Basic Theory, Concussion Awareness and Service Excellence.

For additional information, please contact one of the following SHSM – Health and Wellness Leaders:

Stephen Henderson stephen.henderson@ucdsb.on.ca

Corey Tinkess corey.tinkess@ucdsb.on.ca

SPECIALIST HIGH SKILLS MAJOR

Agricultural



Rural Opportunities Opened Through Specialization

NDDHS is very excited at the opportunity to offer this program to students who are interested in or wanting to consider pursuing a career in the agriculture sector.

Advantages for students in this multi-pathway based program:

- Strong in-school component
- Practical, industry recognized certifications
- Experiential learning experiences with community partnerships to explore agriculture related careers & programs (co-op, job shadowing, job twinning, field trips, etc.)
- Customized, career focused learning opportunities
- Growing recognition & support at the post-secondary level



Industry Recognized Certifications

Students will receive sector recognized certifications and training programs at no charge to the student.

Three compulsory:

- Standard First Aid
- CPR (Cardiopulmonary Resuscitation) Level C
- WHMIS (Workplace Hazardous Materials Information System)



Three electives

A minimum of three will be offered.

These electives could involve the following:

- Chainsaw safety
- Pesticide handling and safety
- Lockout/tagging
- Working at Heights
- Confined space awareness
- And more options!



Certification

Professional Chainsaw Operator

Reach Ahead Opportunities to explore agriculture careers and post-secondary programs through organized field trips such as

- Skills competitions, Skills Ontario, Trade Roots Career Event, Guelph University, Royal Agricultural Winter Fair, Operating Engineers Training Institute of Ontario (OETIO), and more.

Employment opportunities are diverse and varied

- Dairy Herdsperson, Farm Equipment Mechanic, Heavy Equipment Operator, Swine Herdsperson, Animal Care, Veterinary Medicine and many more.

For additional information, please contact one of the following SHSM - Agriculture Leaders by calling (613) 448-2328 or by email:

Jennifer Onstein
jennifer.onstein@ucdsb.on.ca

Andrew Whitton
andrew.whitton@ucdsb.on.ca