

OUR SHARED VISION FOR ALL STUDENTS IS:

In an environment that is safe, secure and respectful, we provide programs and services that recognize the distinct characteristics and diverse needs of our senior elementary and secondary students. Our goal is to enable all students to acquire knowledge, skills and experiences that prepare them to become contributing and caring members of society.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma, a student must:

- earn 18 compulsory credits
- earn 12 optional credits
- complete 40 hours of community involvement activities
- successfully complete the Provincial Secondary School Literacy Diploma Requirement

Students must earn the following compulsory credits:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credit in civics
- .5 credit in career studies

plus:

GROUP 1 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education**

GROUP 2 1 additional credit in health and physical education, or the arts, or business studies or co-operative education**

GROUP 3 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9–12) or computer studies (Grades 10-12) or co-operative education**

** A maximum of 2 credits in cooperative education can count as compulsory credits.

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities and successfully complete the Provincial Secondary School Literacy Diploma Requirement. Information on these two requirements will follow.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate is granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in Mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

- 7 credits selected by the student from available courses

REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT

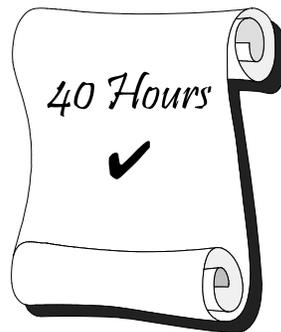
Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment is a way of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (co-operative education and work experience, for example), 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 in students' designated lunch hours, after school, on weekends, or during school holidays.

Further information about community involvement and the forms required for recording participation will be provided by the teacher advisor and are also available in the Guidance Office.



THE PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT

All students must successfully complete the Provincial Secondary School Literacy test or the Grade 12 literacy course (OLC 4O1) in order to earn a secondary school diploma. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

Students who are unsuccessful may try the test again each year when it is administered by the Education Quality and Accountability Office. (EQAO)

Accommodations

The necessary accommodations must be offered to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals

If a parent or an adult student requests a deferral, the Principal will determine whether or not a deferral should be granted and, if so, for what period of time. A Principal may also initiate consideration of a deferral.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the Principal, be exempted from participating in the secondary school literacy test.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, Principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

For future course code information, please visit our school website at: www.phhs.ca

MORE WAYS TO SUCCEED IN HIGH SCHOOL

Every student is an individual with unique interests, goals and strengths. Each student should be given the same opportunity to succeed in high school. We have developed innovative programs that are at the heart of our Student Success initiative. They give Ontario high school students more ways to accumulate credits to graduate, while allowing students to customize their high school experience around studies that are relevant to them.

Student Success Teams

Every high school student now has access to a Student Success Team made up of a principal, a Student Success Teacher or Teachers, and a guidance counsellor. This team helps identify and support struggling students, provides options for learning and monitors student progress. These teams are made possible through the hiring of 1,600 high school teachers over the past two years, including 1,100 dedicated to Student Success programs.

Grade 8-9 Transition

Grade 8 and 9 students have a higher risk of dropping out during the difficult transition from elementary to high school. To provide support to transitioning students, this initiative includes more teachers, intensive professional development, and improved tracking of students and their progress.

For more information, please visit www.ontario.ca/morestudentsuccess

Expanded Co-op Credit

Now high school students in Ontario can apply two co-op credits towards their core graduation requirements, which broaden opportunities for experiential learning and gives more students a chance to start working and “test-drive” career options.

Specialist High Skills Major

In September 2007, the Ministry of Education launched a Specialist High Skills Major Program that will allow students to earn a secondary school diploma and focus on a career path that matches individual skills and interests. Majors include hospitality and tourism, manufacturing and transportation. Please refer to PHHS.ca or Student Services for more detailed information.

Dual Credit Program

Students can take courses that count towards their high school diploma and their postsecondary diploma, degree or apprenticeship certification.

Bridge

This program encourages youth to return to or stay in school by helping them acquire credits, offering alternative education, ESL training, college connections, special needs and more. This program features classes each semester in which students have the opportunity to complete full credits through flexible entry and exit points.

PHHS Alternative Education Objectives

- to support disengaged students
- to provide a safe, caring, and creative learning environment
- to enable students to achieve success and improve their self-concept
- to enable students to complete the requirements for graduation or employment destinations
- to support students who return to traditional school classes
- to support students in their transition from school to work
- to foster an environment that allows students to take responsibility for their studies, increase their life options, and have confidence in themselves and their ability to set achievable life goals

Alternative Education Expected Outcomes:

- increased student retention
- increased credit attainment
- recapturing disengaged students 14-21 years of age
- successful transitions

Alternative Education Expected Outcomes will provide:

- a flexible inclusive program
- blended time-tabling and individualized scheduling
- maximized experiential learning (Co-op Education, Pathways)
- a variety of entry and exit points
- credit remediation
- full credit

And Include:

- a focus on personal development including physical, social, and emotional health
- a focus on career awareness and guidance
- a focus on foundation skills
- mentoring
- individualized education plans
- leadership experiences
- relevant, meaningful, and engaging instructional practices appropriate to student needs
- direct access to community and educational services

- Student Services
- Kinark Family Services
- Public Health Nurse
- Four Cast
- Rebound Youth Services
- HDRC
- Coalition on Family Violence
- Career Edge
- Job Connect

If you have any questions concerning Alternative Education, please contact the Administration and/or Student Services Department at PHHS.

ALTERNATE WAYS OF EARNING CREDITS

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in courses offered in their secondary school; however, a number may wish to consider alternative ways of earning the required credits. The options available to such students include:

- Centre for Individual Studies
- Correspondence Courses offered through the Independent Learning Centre
- Independent Study
- Private Study
- Continuing Education (including summer school)

Note: Additional information concerning these options is available in Student Services

E-Learning – Online learning, or eLearning, is the delivery of programs using the internet. Eighteen E-Learning courses are being offered by our Board for 2010-11. For further information refer to the Board's website as www.kprdsb.ca or contact the Guidance Department.

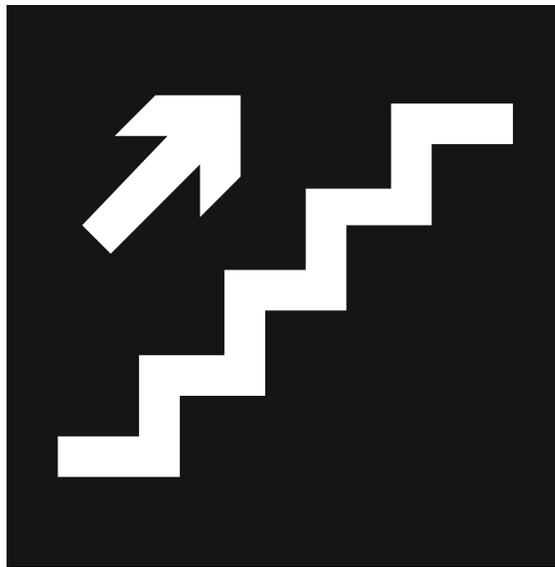
PROGRAM PATHWAYS

A **Program Pathway** is a collection of **courses** and other supports that will prepare students for employment immediately upon leaving secondary school. **Leaving** does not always mean **graduating**.

Program Pathways provide the opportunity for students to:

- complete secondary school graduation diploma or certificate requirements
- meet the entry level requirements of a specific industry
- develop employability and industry-specific skills
- obtain experience in the workplace (raise awareness in Grades 7-10 and experience employment based learning in Grades 11-12)
- earn industry-recognized certification

Specific information on the program pathways that Port Hope High School offers will be distributed with students' option sheets.



COURSES OFFERED IN THE SCHOOL AND RELATED INFORMATION

Credits

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

Types of Courses in Grades 9 and 10

The types of courses in Grades 9 and 10 are defined as follows:

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. Academic courses lead to university level courses in Grades 11 and 12.

Applied courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. Applied courses lead to college level courses in Grade 11 and 12.

Locally Developed courses are available for students who have had difficulty in meeting the expectations outlined in Grades 7 and 8. In these courses, the emphasis will be on the continued development of basic skills and the application of these skills to real life. Locally developed courses lead to workplace level courses in Grades 11 and 12.

Students must choose between Academic, Applied or Locally Developed courses in each of the core subjects: English, Mathematics, Science, History.

All courses set high expectations for students while preparing them for studies in the senior grades. The types of courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. In planning courses of study, teachers take into account the need to adapt instructional approaches and materials to reflect the differences between the two course types.

Open courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students in Grades 9 and 10 will make the choice between Academic, Locally Developed Applied courses primarily on the basis of their strengths, interests, and needs. Their parents and teachers will help them make their choices. The selection of courses for exceptional students should also be guided by information in the student's Individual Education Plan.

Students who are successful in any academic or applied course in Grade 9 (except Mathematics) will be able to proceed to either the academic or the applied course in the same subject in Grade 10. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the Principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work, as defined by the Ministry, of up to 30 hours, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work will be referred to as crossover material. In Mathematics, to switch from Grade 9 Applied to Grade 10 Academic, a transfer course **must** be completed at summer school.

Types of Courses in Grades 11 and 12

In Grades 11 and 12, students will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation.

Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. All university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of post-secondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:

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

University/College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation 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 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 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.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

Transfer Courses

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. Currently, transfer courses are only available through Summer School. The availability of transfer courses will depend on the number of students requesting the program. A list of Ministry of Education approved transfer courses is available from the Guidance Department.

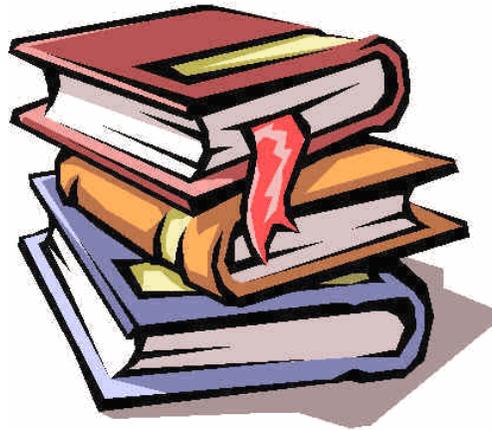
Gifted/talented students will be invited to participate in a variety of enrichment activities which include:

- Camp Enterprise
- Mini Enrichment Programs (Queen's, Shad Valley)
- Math, Chemistry, Biology Contests
- Rotary Exchange
- Model United Nations
- Model Parliament
- Encounters With Canada
- PARTY (Prevent Alcohol & Risk Related Trauma in Youth at Sunnybrook)

School Organization

Port Hope High School operates on a semestered system. First semester begins in September and runs until the end of January. Each course is taken every day, and the credits are completed in the five month period. Second semester begins in February, and is completed at the end of June.

In each semester, a progress report is issued approximately five weeks into the semester (followed by a Parents' Night), with a mid-term report issued half way through the semester. Final reports are completed at the end of each semester.



Explanation of Course Codes

A V I 1 0 1

The first three characters of the course codes are those given in the Ministry's list of common course codes.

This digit indicates the GRADE of a course.

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

The fifth letter indicates the LEVEL OF DIFFICULTY

- | | |
|-----------------------|------------------------|
| D = Academic | C = College |
| P = Applied | M = University/College |
| O = Open | U = University |
| L = Locally Developed | E = Workplace |

The final character indicates the credit value of the course:

- 5 = 0.5 credit
- 1 = 1.0 credit
- 2 = 2.0 credits

CO-OP

- D = 2 Co-op credits
- 2 = 2 additional (2nd semester) Co-op credits
- Q = 4 Co-op credits (Full Day)
- Y = OYAP (4 Co-op credits)
- M = Militia (3 Co-op credits)

SELECTION OF COURSES

Students should exercise great care in the selection of courses, and in particular, the selection of levels of difficulty. Students may select one or more levels of difficulty in their educational program, and they are encouraged to select courses that meet their needs, abilities and interests, as well as the Ministry of Education's diploma requirements.

SELECTING COURSE LEVELS FOR SUCCESS

Level 3 (70% -79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or course.

GRADE 8 STUDENTS:

It is **strongly recommended** that grade 8 students:

- have a minimum of 70% in a subject to select the grade 9 Academic level (**with a strong work ethic**)
- have a minimum of 60% in a subject to select the grade 9 Applied level (**with a strong work ethic**)
- with a mark below 60% - select the grade 9 Locally Developed level.

GRADE 9 STUDENTS:

It is **strongly recommended** that grade 9 students:

- have a minimum of 70% in an Academic level subject to continue at the grade 10 Academic level; with a mark below 70% in an Academic level subject -should select Applied level
- have a minimum of 70% in an Applied level subject to continue at the grade 10 Applied level; with a mark below 70% in an Applied level subject - should select Locally Developed level

GRADE 10 STUDENTS:

It is **strongly recommended** that grade 10 students:

- have a minimum of 70% in an Academic level subject to select the grade 11 University level
- have a minimum of 70% in an Applied level subject to select the grade 11 College level
- with a mark below 70% in an Applied level subject to select the Workplace level

GRADE 11 STUDENTS:

It is **strongly recommended** that grade 11 students:

- have a minimum of 70% in a University level subject to continue at the grade 12 University level
- have a minimum of 70% in a College level subject to continue at the grade 12 College level
- with a mark below 70% in a College level subject to select the Workplace level

PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

The PLAR process involves two components: “challenge” and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Determining equivalency involves the assessment of credentials from other jurisdictions.

A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Students may challenge courses when they have been in place for at least one year.

PLAR Challenge Process

If students are interested in challenging a course for credit, they should obtain an information package from the Principal. This package will outline the detailed, subject specific requirement for the process. Students and their parents or guardians should be aware of the following:

- The challenge process must be completed independently.
- School staff and resources will not be provided.
- The process will require that the student present compelling evidence that they are likely to be successful in the challenge before their application is accepted.
- All costs related to collecting the required evidence, carrying out the preparatory work for the credit and attending the final assessment for the course, are the responsibility of the student.

THE GUIDANCE AND CAREER EDUCATION PROGRAM

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 to work co-operatively 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 is delivered through various means, including classroom instruction, orientation and exit programs, 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.***

As stated in this document, students are expected to:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- apply this learning in their daily lives both at school and in the community.

Our community resources included counsellors from Kinark Child & Family Services, the Four Counties Addiction Services team, Childrens' Aid Society, the Health Unit, Rebound and Durham College Job Connect.

<p><u>Individual Counselling</u> About courses, careers, college, university and apprenticeship opportunities and personal concerns</p>	<p><u>Interest Inventories</u> To learn more about yourself and potential career opportunities</p>	<p><u>Career Cruising</u> Computer information about jobs and careers</p>
<p><u>Hard & Soft Copy</u> Information About careers, colleges, universities, apprenticeships, health and other opportunities</p>	<p><u>Group Sessions</u> On job search techniques, post secondary planning, study skills, life skills, and personal issues</p>	<p><u>Scholarship and Financial Aid</u> Information, applications and planning</p>
<p><u>Registration and Orientation</u> For next year, or college, or university</p>	<p><u>Consultation</u> Referrals and consultation with many outside agencies</p>	<p><u>Records</u> Of courses taken and total credits earned towards graduation.</p>

Appointments can be requested by talking with the Secretary in Student Services or by contacting a Guidance Counsellor.

THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- the student's final result on the Provincial Secondary School Literacy requirement
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

SPECIAL EDUCATION

PHHS will continue to support students with exceptional needs by offering a continuum of services. The majority of students with special needs will receive integrated service delivery through regular classroom programming. Program modifications (changes in grade level expectations or changes in the number and/or complexity of expectations) or accommodations (changes in teaching, classroom/school environment, assessment methods) will be clearly outlined in each student's Individual Education Plan. Alternative (non-credit) courses refer to areas of learning other than the Ontario curriculum.

Individual Education Plans are completed within thirty days of the start of the school year and sent out to parents and students. A copy of the IEP also accompanies the report card at the end of each semester. IEP's are made available to teachers and implemented in the classroom and

Resource Room settings. IEP's are working documents and changes can be made to them in consultation with the Special Education Department at the school throughout the academic year.

The Identification, Placement and Review Committee (IPRC) process occurs annually. At these meetings, parents and students have the opportunity to discuss and give input into the writing of the Individual Education Plan for the following school year.

Learning Strategies 1: Skills for Success in Secondary School GLS 101 (OPEN)

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

Learning Strategies 2: Skills for Success in Secondary School GLE 201 (OPEN)

The learning expectations for this course would be based on the Learning Strategies 1 course, but the focus of the course reflects the content and requirements of the particular courses the student is currently taking. A student who has an IEP may receive a maximum of one credit for the Learning Strategies course at each grade level – one credit in Grade 9 and one credit in Grade 10.

Learning and Life Skills Program – LLS

The Learning and Life Skills Program is an intensive specialized program provided by Special Education Teachers qualified in teaching students with a developmental disability. The program's focus is on academic programming with an understanding of the need for life skills to be developed. Students are taught in congregated classes within the regular school setting and there is a strong emphasis on integration.

Students will learn how to develop and apply literacy, numeracy, personal care, culinary, and social skills to improve their success in the school and community setting. Work placement opportunities and community involvement are a strong component of the program.

For further information contact C. Facey-Crowther, Head of Special Education.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Special Education Advisory Committee is a legislated standing committee of the Board. The community representatives are nominated by their association and their appointment is approved by the Board. It is the role of the Special Education Advisory Committee to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students.

The Kawartha Pine Ridge SEAC endeavors to:

- create an environment of quality education and equity, while promoting community awareness of the special needs of children
- foster understanding and trust to improve family and school communication
- review and respond to provincial legislation as it affects students with special needs
- ensure that the Board is able to make informed decisions as they relate to students with special needs.

SEAC members are:

- mandated to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students
- available to receive phone calls from families and staff who are seeking information and

- resources related to specific exceptionalities
- available to provide support and guidance to families in procedural matters
- willing to attend meetings at the school as an advocate or liaison at the request of either the family or the school
- attending workshops and monthly SEAC meetings to keep up-to-date with the Board and Ministry of Education and Training programs
- attending conferences and staying in constant contact with associations to maintain knowledge of current trends and research in their areas of expertise
- available to share information and act as a resource to both school staff and families
- endeavoring to promote understanding of all students with special needs.

The Kawartha Pine Ridge District School Board invites all parents and interested members of the public to attend Special Education Advisory Committee meetings.

Please contact the Board Office at 877-741-4577, extension 2174, or a committee member for information or confirmation of attendance if you plan to attend.

STUDENT SUCCESS TEACHER

The main idea behind the student success initiative is to ensure that all students are provided with the best possible opportunities to learn. The student success teacher tracks the progress of students who have the potential to disengage from secondary school. He or she also provides direct support and instruction to these students in order to improve achievement, retention, and transitions.

CREDIT RECOVERY

What is credit recovery?

Credit recovery is a form of alternative programming which provides students with an opportunity to “recover”, or achieve a passing mark in, a course which has been previously attempted unsuccessfully. Rather than repeating the entire course, a student will complete assignments based on individual needs and previous course expectations.

Who is eligible?

A student may be eligible to recover a credit if he or she has previously failed a credit. The **Credit Recovery Team** meets to determine who will be placed in credit recovery classes. This team is made up of the principal, the vice principal, the student success teacher, the special education coordinator, and the guidance coordinator. ***It is important to note that not everyone who fails a course will automatically be eligible to recover the credit.***



SCHOOL POLICIES AND PROCEDURES

Assessment & Evaluation

Port Hope High School's assessment & evaluation policy is included in the student handbook which is distributed to all students in the fall.

Attendance

On December 20, 2006 the Ontario Legislature proclaimed sections of Bill 52. As a result, all youth are required to attend school to age 18 or graduation.

Regular attendance on the part of the student is vital to the process of learning. Normally, the plan of a lesson employs a variety of processes, including discussions among the students themselves. A unit of study usually involves the development of a sequence of related understandings. When the processes and content of learning are disrupted by irregular attendance, both the individual and their classmates suffer a loss of experiences that cannot be entirely regained. A student who misses classes on a regular basis will suffer in the evaluation process because his/her participation and achievement cannot be fully assessed.

Students with irregular attendance will be referred to the Vice-Principal and/or Guidance. Parents will be contacted and an interview may be required to assess the situation.

CODE OF CONDUCT:

Port Hope High School's code of conduct is included in the student handbook which is distributed to all students in the fall.

NOTES:

Course Transfer during the Year: Students and parents should be aware that timetable preparation begins with the students' selections made in February. Students should be well informed before making selections and **should be prepared to remain in courses which they select for the entire school year.**

Course changes in interest subjects are not encouraged; however, changes required because of an unsuitable level of difficulty for the student will be considered. Students should contact the Guidance Department for advice.

* All grade 11 and 12 courses will be recorded on the permanent transcript, UNLESS they are dropped by the end of the five day period following the mid-term report.

Notice to Parents: Outlines of the courses of study are available at the school for your perusal.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education.

SPECIALIST HIGH SKILLS MAJOR

The New Specialist High Skills Major ~ Customize your High School Education at PHS:

The Specialist High Skills Major (SHSM), a new province-wide initiative, enables students to customize their high school experience to suit their interest and talents. The goal is to prepare for a successful post-secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma. Through the SHSM program, students will gain sector specific credits, skills and knowledge. Students will be required to do contextualized learning units in several of these required courses.



Ontario Skills Passport

The Ontario Skills Passport (OSP), which is a key component of the SHSM provides teachers and employers with a consistent method of assessing and recording the demonstration of skills and work habits.

When do students start a SHSM?

Students are able to enter a SHSM based on readiness and alignment of the program with their interests and post secondary goals. Entry should occur no later than Year 3 in order for the student to be appropriately scheduled into the required courses.

For more Information contact:

Sandra Richards
Paul Desbarbieux
Kegen McDermott

Sandra_Richards@kprdsb.ca
Paul_Desbarbieux@kprdsb.ca
Kegen_Mcdermott@kprdsb.ca

SHSM Coordinators
Port Hope High School
905.885.6346

or see a Guidance Counsellor



Hospitality and Tourism

What certifications do students obtain in the SHSM – Hospitality and Tourism at PHHS?

- Smart Serve
- CPR (Cardio-Pulmonary Resuscitation)
- First Aid
- WHMIS (Workplace Hazardous Materials Information System)
- Safe Food Handling
- Service Excellence (customer service)

What is required in the SHSM- Hospitality and Tourism?

1. A specific bundle of nine credits of Grade 11 and 12 courses i.e the Grade 11 and 12 Hospitality and Tourism courses plus credits in English, Math, Science or Business
2. The six certification courses
3. Experiential learning activities such as working with a chef in a local restaurant, in class demonstrations by local chefs, High Skills Competition, professional trade shows, job shadowing a special events coordinator, or interviewing a food scientist.
4. “Reach ahead” activities such as spending a day in culinary classes at Loyalist College, Fleming College, George Brown College, Ryerson University, professional trade shows and conferences, or tour a hospitality business.
5. Two cooperative education credits that give learning experiences in a real workplace setting and may be single or double credits i.e. restaurant, hospital dietician, hotel/resort
6. Contextualized Learning Activities (CLAs) are activities in the English, Math, Business or Science class which relate specifically to the Hospitality and Tourism Industry.
7. Development of key essential skills and work habits required in the Hospitality and Tourism industry and the use of the Ontario Skills Passport (OSP) to document students’ skills.



Specialist High Skills Major – Hospitality and Tourism

Hospitality SHSM at Port Hope HS	Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	TFJ3E1 or TFJ3C1	TFJ4E1 or TFJ4C1	TFJ3E1 or TFJ3C1	TFJ4E1 or TFJ4C1	TFJ3E1 or TFJ3C1	TFJ4E1 or TFJ4C1	TTF3E1 or TFJ3C1	TFJ4E1 or TFJ4C1
Major credits	Choose 2 below		Choose 2 below		Choose 2 below		Choose 2 below	
	SBI3C1 SVN3E1	SCH4C1	SBI3C1 SVN3M1	SCH4C1	CGG3O1 SVN3M1 SBI3U1 SCH3U1	SCH4U1 SBI4U1	CGG3O1 PPL3O1 PAD3O1	SVN3E1 PPL4O1
English credit(s)	Choose 1 below		Choose 1 below		Choose 1 below		Choose 1 below	
	ENG3C1 ENG3E1		ENG3C1 ENG3U1		ENG3U1			ENG4E1
Math credits		MEL4E1 MAP4C1		MAP4C1 MCT4C1		MCV4U1 MHF4U1 MDM4U1	MEL3E1	
Science or Business Studies in either Gr. 11 or Gr. 12	BAF3M1 SVN3E1 BDP3O1	BOH4M1 SCH4C1	BAF3M1 BDP3O1 SBI3U1	BOH4M1 SBI4U1 SCH4C1 SPH4C1	BAF3M1 SPH3U1	BOH4M1	BDP3O1 SVN3E1	SNC4E1
Co-op Credits	2 co-op credits in grade 11 or 12		2 co-op credits in grade 11 or 12		2 co-op credits in grade 11 or 12		2 co-op credits in grade 11 or 12	

- These are the essential credits for the student to take in order to meet the requirements for the Specialist High Skills Major Program and their designated pathway
- Students whose pathway leads to University or College must check to make sure that they are meeting the requirements of the program they are applying to.
- **Students in the university pathway** are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Specialist High Skills Major in Transportation

What is the SHSM Transportation program?

It is a ministry approved specialist career focused program that allows students to focus their learning on a specific economic sector in the Transportation industry. This is done by preparing the students to make the transition from secondary school to *apprenticeship training, college, university, or the workplace*.

Why get involved?

- a growing demand in skilled Transportation jobs
- explore a variety of related career options in the Transportation service industry
- SHSM- Transportation gives students the opportunity to begin their career sooner
- enrolled students can acquire the much needed certifications required in industry
- acquire specific skills in classroom and workplace settings related to their post secondary pathway
- graduate with a SHSM seal of designation on your secondary school diploma
- earn a Specialist High Skills Major designation on your OSSGD transcript
- gain valuable industry specific work experience through our partners in COOP

What skills will I develop while in the SHSM Transportation program?

The SHSM Transportation program gives students the opportunity to develop:

- a solid foundation for further learning in the Transportation industry
- personal management skills
- teamwork skills
- communication skills
- leadership skills
- self confidence

What certifications do students obtain in the SHSM Transportation program at Port Hope High School?

- Standard First Aid
- CPR
- WHIMIS Training
- Hoisting and Rigging
- Other industrial certifications

Students interested in the SHSM Transportation career will select a bundle of 9 - 12 required credits identified in a Ministry approved framework including

- four major credits in Transportation which provide specific knowledge and skills
- other required credits including English, Science, and Math delivered in the context of the Transportation sector
- earn recognized certifications such as First Aid, CPR, WHIMIS, Hoisting and Rigging
- engage in experiential learning through job shadowing, work experience, and cooperative education - a minimum of 2 credits linked to the Major credits

What is required in the SHSM Transportation program?

1. A specific bundle of nine credits of Grade 11 and 12 courses in Transportation plus credits in English, Science, and Math

2. Six certification courses

3. Experiential learning activities such as working with local trades people, in class demonstrations on specific equipment, regional and Ontario Technical Skills Challenge, professional trade shows, job shadowing

4. Reach Ahead activities such as visiting for a day to local colleges delivering a Transportation program, professional trade shows, tour of industry related sectors



5. Two Cooperative education credits that provide learning experiences in real workplace settings

6. Contextualized Learning Activities (CLAs) are activities in English, Science, and Math which relate specifically to the transportation industry

7. Development of key essential skills and work habits in the Transportation industry and use the Ontario Skills Passport to document students skills



Specialist High Skills Major – Transportation

Transportation SHSM at Port Hope HS	Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Subjects	TTJ3C1 or TMJ3C1	TTJ4C1	TTJ3C1 or TMJ3C1	TTJ4C1	TTJ3C1 or TMJ3C1	TTJ4C1	TTJ3C1 or TMJ3E1	TTJ4E1
English	ENG3C1		ENG3C1		ENG3U1			ENG4E1
Math	Choose 1 below		Choose 1 below		Choose 1 below		Choose 1 below	
		MAP4C1		MAP4C1		MHF4U1 or MDM4U	MEL3E1	
Gr. 11 or Gr. 12 Science or Business Studies	SBI3C1 BDP3O1	SCH4C1 SPH4C1	SBI3C1 BAF3M1	SCH4C1 SPH4C1	SBI3U1 SPH3U1 BAF3M1		SVN3E1 BDP3O1	
Co-op	2 Credit Co-op Tied to SHSM Sector		2 Credit Co-op Tied to SHSM Sector		2 Credit Co-op Tied to SHSM Sector		2 Credit Co-op Tied to SHSM Sector	

- These are the essential credits for the student to take in order to meet the requirements for the Specialist High Skills Major Program and their designated pathway
- Students whose pathway leads to University or College must check to make sure that they are meeting the requirements of the program they are applying to.
- **Students in the university pathway** are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Specialist High Skills Major in Manufacturing

What is the SHSM in Manufacturing program?

This is a ministry approved course that allows students to focus their learning on the manufacturing industry. This program offers students certifications, career experience, knowledge and skills to become successful as they make the transition from secondary school to college, university, apprenticeship or the workplace.

Why should I get involved?

- Graduate secondary school with a seal of designation of your secondary school diploma
- There will be an increasing demand for skilled workers in the manufacturing industry
- Explore a variety of different career opportunities in the manufacturing industry
- Get a jump start on your career in manufacturing
- Gain valuable work experience in specific industry sectors through co-op placements
- Receive industry standard certifications that appeal to employers and post secondary institutions
- Reach ahead opportunities such as industry trade shows and provincial skills challenges

What skills will I develop?

- A solid foundation of manufacturing knowledge and skills
- The ability to machine a variety of different materials such as steel, plastic, aluminum, etc.
- The ability to operate lathes, mills, drills, grinders and plastic injection moulding
- Experience with a variety of different welding techniques. SMAW, MIG, TIG and Oxy Fuel
- Drafting techniques using computer programs and operation of CNC equipment



What Certifications can I receive?

- Standard First Aid and CPR
- WHMIS
- Hoisting and Rigging
- Fall Protection
- Elevated Work Platforms
- CAD / CAM (Computer Aided Design & Manufacturing)
- Canadian Welding Bureau Certification

What do I have to do to complete the SHSM in Manufacturing?

- 4 Major Credits
 - 2 Manufacturing credits (1 in both grade 11 and 12)
 - 2 Other Major credits in courses either Construction, Transportation or Science
- 3 Other Required Courses (Contextual Learning Activities)
 - 1 Senior English
 - 1 Senior Math
 - 1 Senior Science (Except in Workplace)
- Cooperative Education
 - 2 credit co-op in a Manufacturing setting
- 6 Certifications
 - CPR, First Aid and WHMIS are mandatory
 - Choose 3 other certifications from a variety of options

Specialist High Skills Major – Manufacturing

Manufacturing SHSM at Port Hope HS	Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Subjects	TMJ3C1 or TMJ3E1	TMJ4C1 or TMJ4E1	TMJ3C1	TMJ4C1	TMJ3M1	TMJ 4M1	TMJ 3E1	TMJ 4E1
	Choose 1	Choose 1	Choose 1	Choose 1	Choose 1	Choose 1	Choose 1	Choose 1
Major Subjects	TCJ3C1 TTJ3C1	TCJ4C1 TTJ4C1	TCJ3C1 TTJ3C1	TCJ4C1 TTJ4C1	SPH3U1 TCJ3C1 TTJ3C1	SPH4U1 TCJ4C1 TTJ4C1	TCJ3E1 TTJ3E1	TCJ4E1 TTJ4E1
English	ENG3C1		ENG3C1		ENG3U1		ENG3E1	ENG4E1
Math	Choose 1 below	MAP4C1 MCT4C1	Choose 1 below	MAP4C1 MCT4C1	Choose 1 below	MDM4U1 MHF4U1	Choose 1 below	
Gr. 11 or Gr. 12 Science	Choose 1 below	SBI3C1 SCH4C1 SPH4C1	Choose 1 below	SBI3C1 SVN3M1 SCH4C1 SPH4C1	Choose 1 below	SBI3U1 SCH3U1 SPH3U1 SVN3M1	Choose 1 below	
Co-op	2 Credit Co-op Tied to SHSM Sector	2 Credit Co-op Tied to SHSM Sector	2 Credit Co-op Tied to SHSM Sector	2 Credit Co-op Tied to SHSM Sector	2 Credit Co-op Tied to SHSM Sector			

- These are the essential credits for the student to take in order to meet the requirements for the Specialist High Skills Major Program and their designated pathway
- Students whose pathway leads to University or College must check to make sure that they are meeting the requirements of the program they are applying to.
- **Students in the university pathway** are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Specialist High Skills Major in Environment and Resource Studies

The Specialist High Skills Major (SHSM) in Environment and Resource Studies is a program offered at PHHS. Specialist High Skills Major programs were developed by the Ontario Ministry of Education to provide students with specialized knowledge and skills in the environmental field. Students will be able to apply the knowledge and skills gained at PHHS to university, college, and apprenticeship programs or directly to the workplace. Students who complete the requirements for the OSSD and for the SHSM will receive an OSSD with the Red SHSM Seal. They will also receive a SHSM Record, which documents their achievement of the required components of the SHSM.

When Do Students start a SHSM? Students can start Environment and Resource Studies SHSM in grade eleven and complete it in grade twelve. Some students may choose to return for a fifth year to complete additional courses.

Where Does the SHSM Take Place? The Environment and Resource Studies SHSM program is at PHHS. There will be numerous opportunities for students to learn in “off-site” locations like at college and university facilities, in environment-related workplaces, and in outdoor settings.

What Certifications do Students Obtain in the Environment and Resource Studies SHSM?

- Standard First Aid
- CPR
- Geographical Positioning System (GPS)
- WHMIS training
- Watershed Management
- Habitat Restoration
- Stream Assessment

What is Required in the SHSM - Environment and Resource Studies?

1. A specific bundle of nine credits of Grade 11 and 12 courses, for example the Grade 11 Environmental Science course and the Grade 12 Environment and Resource Management course plus credits in English, Math, and Science
2. The seven certification courses.
3. Experiential learning activities such as job shadowing a professional in an environment-related field of work, involvement in habitat restoration projects, visits to professional trade shows, in-class demonstrations, and field trips to local environmental workplaces.
4. “Reach Ahead” activities such as spending a day at Fleming College, Durham College, and Trent University to experience a first year class or laboratory and talk to instructors about specific post-secondary education opportunities.
5. Two cooperative education credits that give learning experiences in a real workplace setting and may be single or double credits.
6. Contextualized Learning Activities (CLAs) which are activities in English and Math courses that relate specifically to the Environment and Resource Management fields.
7. Development of key essential skills and work habits required in the Environment and Resource Management fields. The Ontario Skills Passport (OSP) is used to document the student’s skills.

Who Might be Interested in a Environment and Resource Studies SHSM?

Any student who is interested in employment in any of the following fields: air quality, water quality, waste management, ecological restoration and reclamation, human and environmental health and safety, environmental protection management, fisheries and wildlife, forestry, agriculture, mining, energy, parks and natural reserves, natural resources management, education, environmental research and development, environmental policy and legislation, and sustainable development.

Specialist High Skills Major – Environment

Environment SHSM at	Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Port Hope HS	SVN3E1 or SVN3M1	SNC4E1 or CGR4M1	SVN3M1	CGR4M1	SVN3M1	CGR4M1	SVN3E1	SNC4E1
Major Subjects	Choose 2 below		Choose 2 below		Choose 2 below		Choose 2 below	
Major Subjects	TCJ3C1 PAD3O1 SBI3C1 SBI3U1 SCH3U1 TCJ3E1 CGG3O1 TMJ3E1 TMJ3C1	SCH4C1 SPH4C1 TMJ4E1 TMJ4C1	PAD3O1 CGG3O1 TMJ3C1 SBI3C1	CGW4U1 SPH4C1 TMJ4C1 SCH4C1	SCH3U1 SBI3U1 SPH3U1	CGW4U1 SBI4U1 SCH4U1 SPH4U1	PAD3O1 TCJ3E1 CGG3O1 TMJ3C1 TMJ3E1	PAD4O1 TACJ4E1 TMJ4C1 TMJ4E1
English	Choose 1 below		Choose 1 below		Choose 1 below		Choose 1 below	
Math	ENG3C1 ENG3E1 MEL3E1 MBF3C1 MCF3M1	ENG4C1 ENG4E1	ENG3C1 MBF3C1 MCF3M1	ENG4C1	ENG3U1 MCR3U1 MCF3M1	ENG4U1	ENG3E1 MEL3E1	ENG4E1
Co-op	2 Credit Co-op Tied to SHSM Sector		2 Credit Co-op Tied to SHSM Sector		2 Credit Co-op Tied to SHSM Sector		2 Credit Co-op Tied to SHSM Sector	

- These are the essential credits for the student to take in order to meet the requirements for the Specialist High Skills Major Program and their designated pathway
- Students whose pathway leads to University or College must check to make sure that they are meeting the requirements of the program they are applying to.
- **Students in the university pathway** are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

COURSES OF STUDY



DRAMA

Drama ADA 101 (OPEN)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. A fee of \$10.00 is required to cover the cost of consumables. (i.e. mask-making, props, scripts and costumes)

Prerequisite: None

Drama ADA 201 (OPEN)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. A fee of \$10.00 is required to cover the cost of consumables. (i.e. mask-making, props, scripts and costumes)

Prerequisite: None

Drama ADC3M1 (UNIVERSITY/COLLEGE)

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. The focus of this course will be community Theatre. A fee of \$10.00 is required to cover the cost of consumables. (i.e. mask-making, props, scripts and costumes)

Prerequisite: Drama, Grade 9 or 10, Open

Drama ADC 4M1 (UNIVERSITY/COLLEGE)

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. The focus of this course will be community theatre. A fee of \$10.00 is required to cover the cost of consumables. (i.e. mask-making, props, scripts and costumes)

Prerequisite: Drama, Grade 11, University/College Preparation

MUSIC

Music AMU 101 (OPEN)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. A fee of \$2.00 is required to purchase a reed.

Prerequisite: None

Music AMU 201 (OPEN)

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. A one time purchase of a Theory Book in Music (\$30.00), used from Grade 10 to 12 and a fee of \$2.00 is required to purchase a reed.

Prerequisite: Grade 9 Music, AMU101 or Teacher permission.

Music AMU 3M1 (UNIVERSITY/COLLEGE)

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. A one time purchase of a Theory Book in Music (\$30.00), used from Grade 10 to 12 and a fee of \$2.00 is required to purchase a reed.

Prerequisite: Music, Grade 9 or 10, Open

Music AMU 4M1 (UNIVERSITY/COLLEGE)

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. A one time purchase of a Theory Book in Music (\$30.00), used from Grade 10 to 12 and a fee of \$2.00 is required to purchase a reed.

Prerequisite: Music, Grade 11, University/College Preparation

Guitar Music AMG 201 (OPEN)

This course emphasizes performance of music at a beginning level that strikes a balance between challenge and skill. Focus is on the introduction of guitar covering basic chords and rhythms in addition to tablature and music reading; it is recommended that students bring their own guitar, however, a limited number of acoustic instruments are available for rent at a cost of \$25.00 per semester. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

Prerequisite: None

Guitar Music AMG 301 (OPEN)

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This intermediate guitar course covers chords and rhythms in addition to reading music; various musical styles are introduced including rock, jazz, and classical; students should have their own guitar (acoustic/or electric) as there are a limited number of acoustic instruments available for rent at \$25.00 per semester.

Prerequisite: AMG 201

Guitar Music AMG 4M1 (UNIVERSITY/COLLEGE)

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete creative projects in which they make use of new technologies. Advanced reading, chords and techniques, history of guitar, and the study of guitar styles including blues/rock, jazz, classical and other popular styles are covered in this continuation of grade 11 guitar. Students should have their own guitar (acoustic/or electric) as there are a limited number of acoustic instruments available for rent at \$25.00 per semester.

Prerequisite: AMG 301

VISUAL ARTS

Visual Arts AVI 101 (OPEN)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. A fee of \$15.00 is required to cover the cost of consumable materials.

Prerequisite: None

Visual Arts AVI 201 (OPEN)

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. A fee of \$15.00 is required to cover the cost of consumable materials.

Prerequisite: None

Visual Arts AVI 301 (OPEN)

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. A fee of \$20.00 is required to cover the cost of consumable materials.

Prerequisite: None

Visual Arts AVI3M1 (University/College)

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 artform (e.g. photography, video, computer graphics, information design). A fee of \$20.00 is required to cover the cost of consumable materials.

Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts AVI 4M1 (UNIVERSITY/COLLEGE)

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. A fee of \$25.00 is required to cover the cost of consumable materials.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

Photography AWQ 3M1 (UNIVERSITY/ COLLEGE)

Fundamental technical aspects of cameras/darkroom/digital technology as well as compositional principles will be covered and students will study the history, impact and career opportunities of photography; a fee of \$35.00 covers studio supplies and a 35mm camera is mandatory. This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze art works and study aspects of western art history, as well as Canadian art forms and art forms from various parts of the world.

Prerequisite: AVI 101 or AVI 201 is advised....

Exploring the Arts AEA 401 (OPEN)

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyse art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society. A fee of \$25.00 is required to cover consumable art supplies.

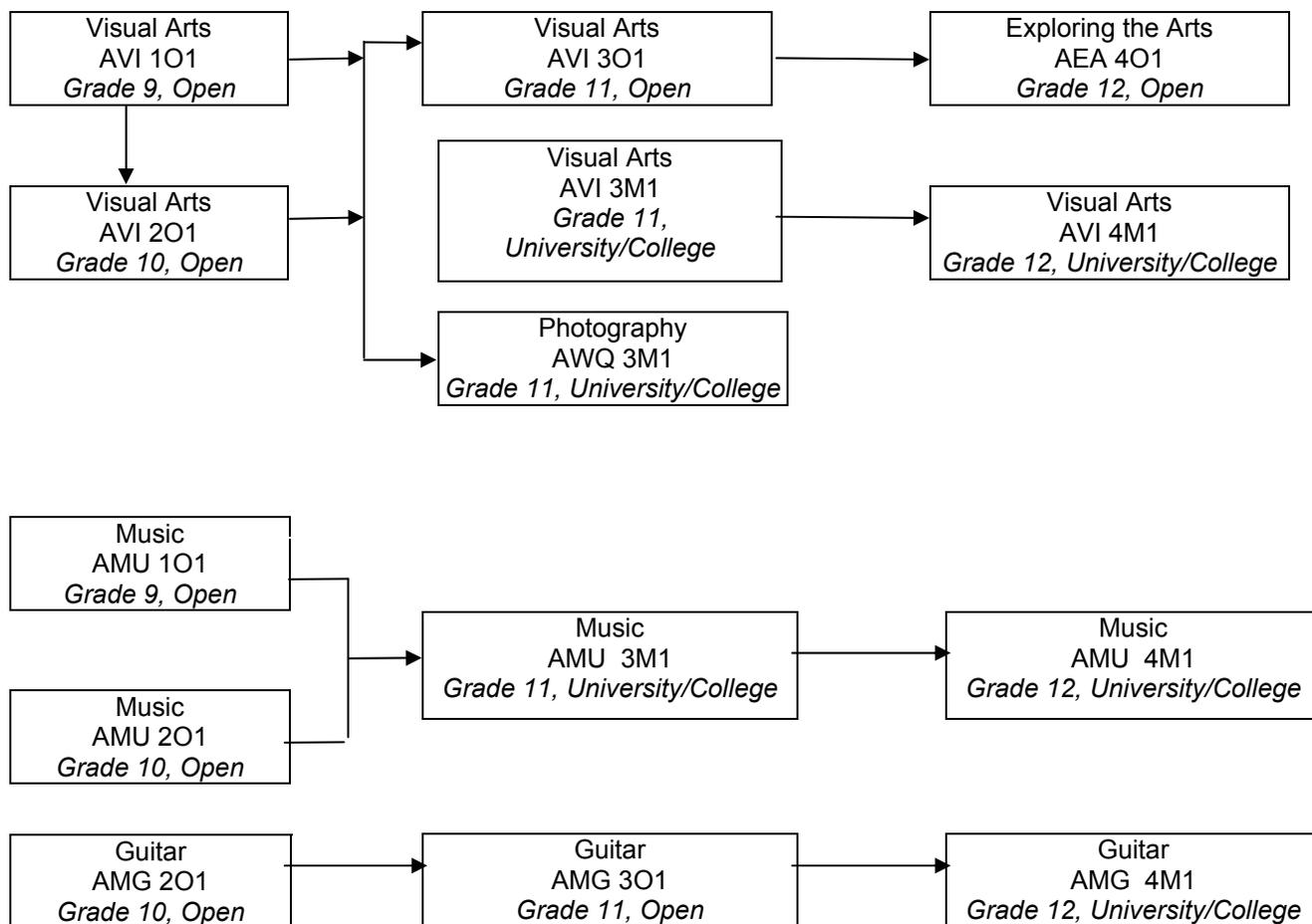
Prerequisite: None, AVI 301 is advised.



Prerequisite Chart for the Arts

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.

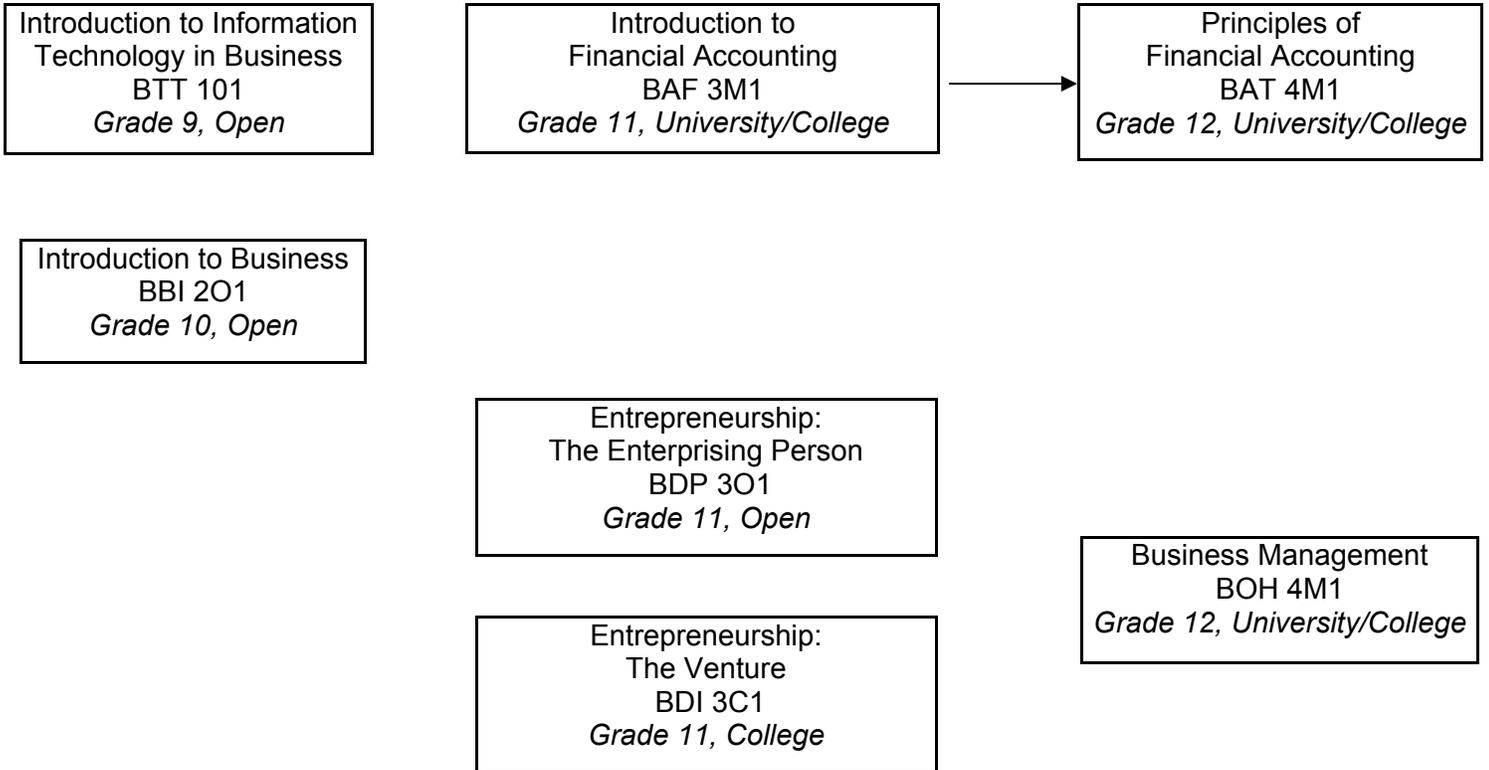
It does not attempt to depict all possible movements from course to course.



Prerequisite Chart for Business Studies

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.

It does not attempt to depict all possible movements from course to course.



Business Education Certificate

To qualify for a business education certificate, students must complete five business education credits during their secondary school career. This certificate will list all of the business education credits and marks the student has received during his/her secondary school years. Business courses provide a solid background to enhance success at college, university or the workplace. Students desiring this business education certificate may choose business courses, computer courses, or co-operative education credits in business placements.

Information and Communication Technology in Business BTT 101 (OPEN)

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

Introduction to Business BBI201 (OPEN)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. The course also explores the concept of personal financial products and how they are used to meet the needs of the individual and family. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

Financial Accounting Fundamentals BAF3M1 (UNIVERSITY/COLLEGE)

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

Prerequisite: None

Financial Accounting Principles BAT4M1 (UNIVERSITY/COLLEGE)

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

Entrepreneurship: The Enterprising Person BDP3O1 (OPEN)

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

Prerequisite: None

Entrepreneurship: The Venture BDI3C1 (COLLEGE)

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

Prerequisite: None

Business Leadership: Management Fundamentals BOH4M (UNIVERSITY/COLLEGE)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

CANADIAN AND WORLD STUDIES

Economics, Law and Politics

Understanding Canadian Law CLU 3M1 (UNIVERSITY/COLLEGE)

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

Prerequisite: CHC 2D1 or CHC 2P1

Understanding Canadian Law CLU 3E1 (WORKPLACE)

This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy, and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates, and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

Prerequisite: Grade 10 History

Canadian and International Law CLN 4U1 (UNIVERSITY)

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

Prerequisite: Any "U" or "M" course in Canadian and World Studies, English, or Social Sciences and Humanities

Interdisciplinary Studies IDC 4US (UNIVERSITY)*offered alternate years

The focus of this course will be political science and economics preparation for university.

This course will help students develop and consolidate the skills required for a knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and process of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

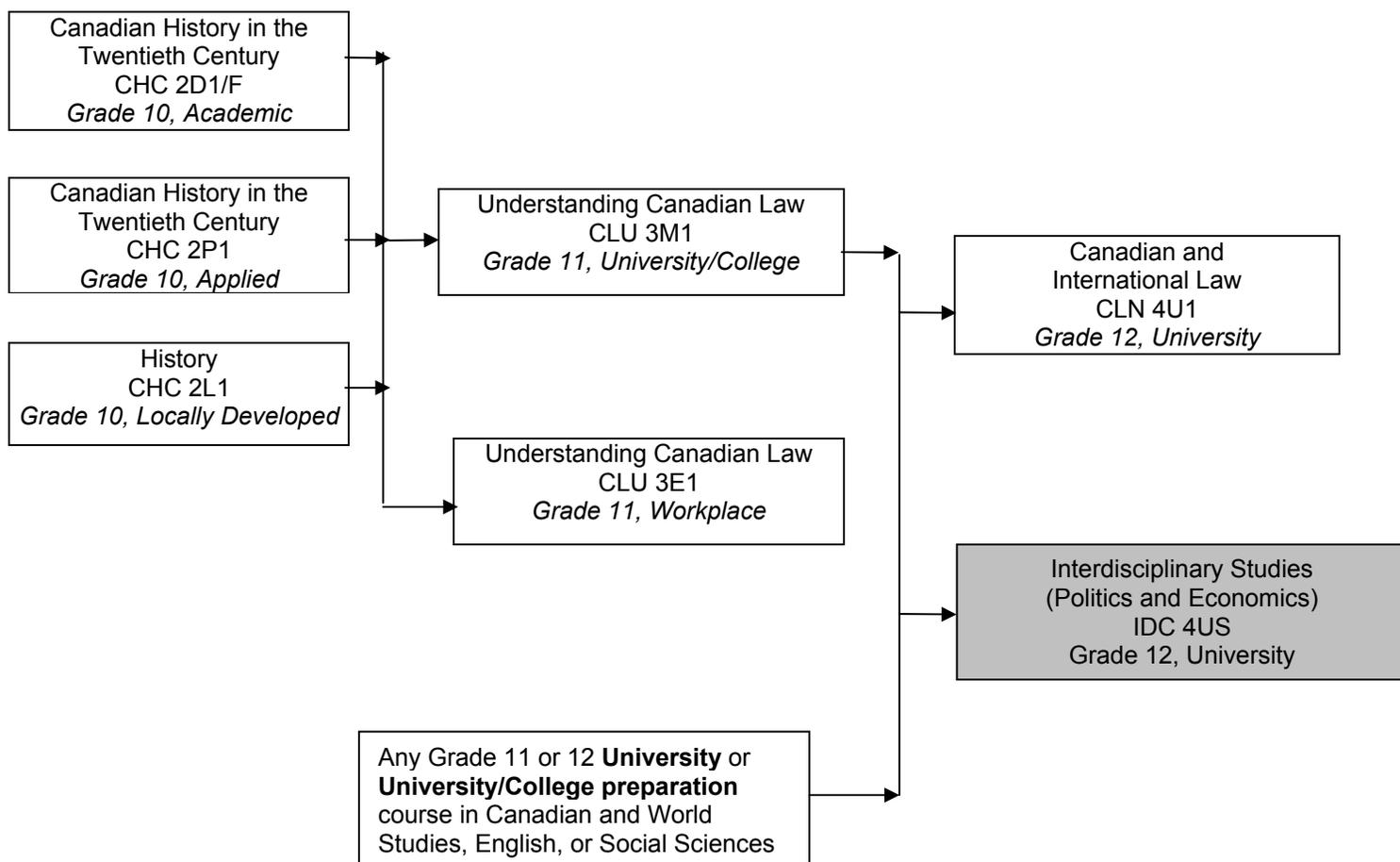
Prerequisite: Any "U" or "M" course in Canadian and World Studies, English, or Social Sciences and Humanities (Offered 2011-2012, 2014-2015)



Prerequisite Chart for Canadian and World Studies – Economics, Law, and Politics

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.

It does not attempt to depict all possible movements from course to course.



Shaded courses will be offered in alternate years.

GEOGRAPHY

Geography of Canada CGC 1D1 (ACADEMIC)

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interaction of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.

Geography of Canada - (EXTENDED FRENCH) CGC 1DF (ACADEMIC)

(This course is one of two compulsory courses for extended French students.) This course explores Canada's distinct land changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.

Geography of Canada CGC 1P1 (APPLIED)

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

Transitional - Geography of Canada CGC 1PN

This course draws upon students' everyday experiences to help them learn about the geography of Canada and the country's place in the global community. Students will have an opportunity to study the country's land forms, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity. The emphasis of the course will be on the practical implications of the study of geography and will provide the students with skills in using the tools of geography in their lives.

Regional Geography: Travel and Tourism CGG 30W (OPEN)

This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

Prerequisite: CGC 1D1 or CGC 1P1

The Environment and Resource Management CGR4M1 (UNIVERSITY/COLLEGE)

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

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

Canadian and World Issues: A Geographic Analysis CGW 4U1 (UNIVERSITY)

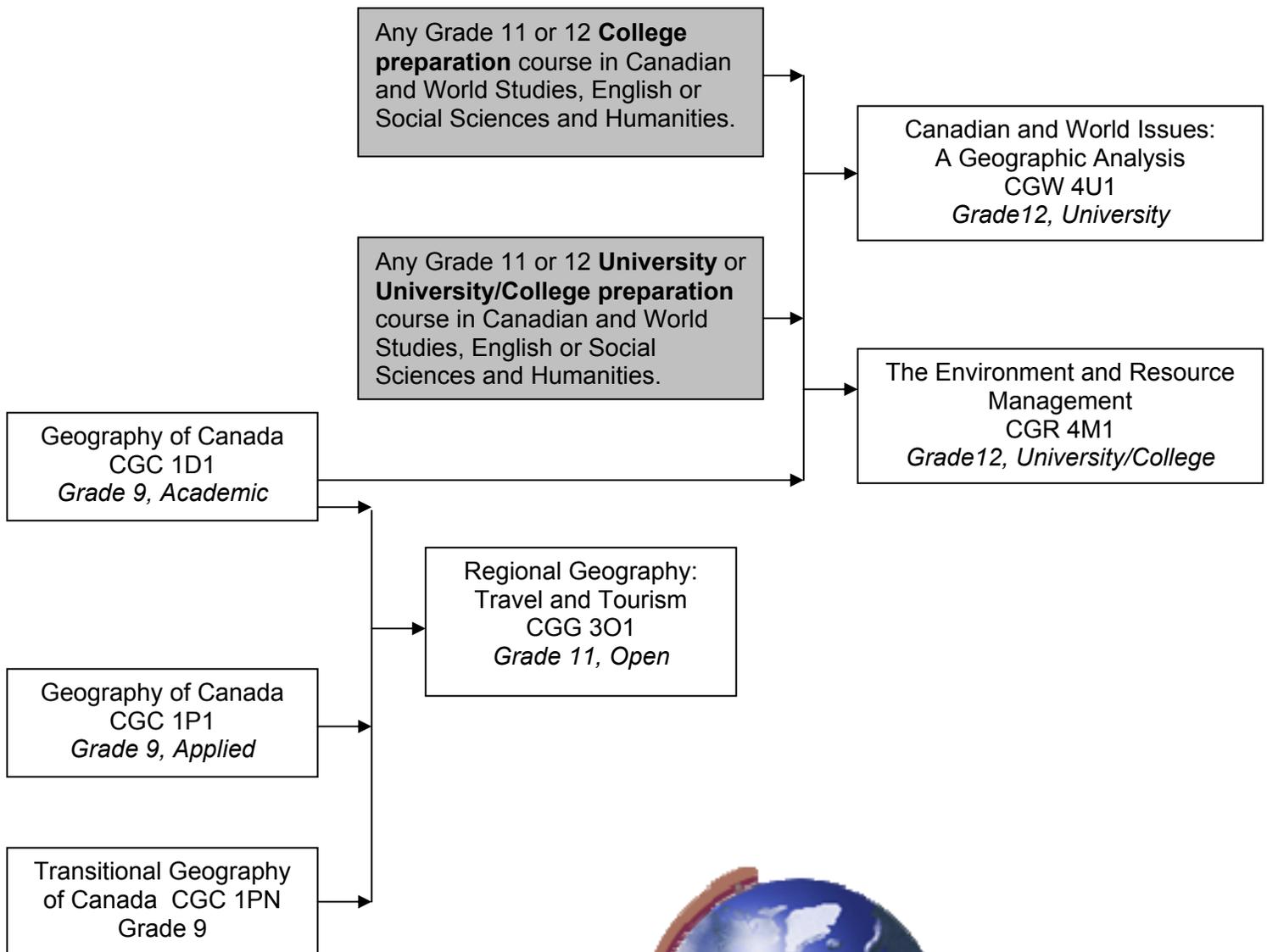
This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

Prerequisite: Any "U" or "M" course in Canadian and World Studies, English, or Social Sciences and Humanities.

Prerequisite Chart for Canadian and World Studies – Geography

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.

It does not attempt to depict all possible movements from course to course.



HISTORY

Canadian History in the Twentieth Century CHC 2D1 (ACADEMIC)

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Canadian History in the Twentieth Century CHC 2DF (EXTENDED FRENCH) (ACADEMIC)

(This course is one of two compulsory courses for extended French students.) This course will explore the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Canadian History in the Twentieth Century CHC 2P1 (APPLIED)

This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War I to the present. By examining how the country has responded to economic, social and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions and present ideas about the central issues and events of the period.

Canadian History in the Twentieth Century CHC 2L1 (LOCALLY DEVELOPED)

This course emphasizes strengthening history-related knowledge and skills and to prepare students for success in everyday life, in the workplace, and in grade 11 workplace courses. Students are given the opportunity to continue developing their skills in reading, writing, and oral language through relevant and practical history activities. They are given opportunities to improve their subject-area knowledge and skills and to practice using them in order to strengthen their literacy skills. This course encourages students to examine their conceptual understandings and beliefs, develop and enhance their critical thinking skills, and engage in meaningful dialogue with teachers and with peers.

Civics CHV 205 (OPEN)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

World History to the Sixteenth Century CHW 3M1 (UNIVERSITY/COLLEGE)

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups and innovations and present their conclusions.

Prerequisite: CHC 2D1 or CHC 2P1

World Religions: Beliefs and Daily Life HRF 301 (OPEN)

This course introduces students to the range and diversity of world religions, and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. The course also helps students to develop skills used in researching and investigation topics related to world religions.

Prerequisite: None

World History: The West and the World CHY 4U1 (UNIVERSITY)

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

Prerequisite: Any “U” or “M” course in Canadian and World Studies, English, or Social Sciences and Humanities.

World History: The West and the World CHY 4C1 (COLLEGE)

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging west and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

Prerequisite: Any “U” or “M” or “C” course in Canadian and World Studies, English, or Social Sciences and Humanities.

Adventures in World History CHM 4E1 (WORKPLACE)

This course explores a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of societies and cultures, examining such things as systems of government, technological developments, work, art, and religion. Students will apply methods of research and inquiry to examine human societies in many different times and places and to communicate points of view about their findings.

Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied (With the approval of the ministry, a locally developed Grade 10 course in Canadian History may also serve as the prerequisite).



COMPUTER

INTRODUCTION TO COMPUTER STUDIES, GRADE 10, OPEN (ICS2O) (OPEN)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. Prerequisite: None

INTRODUCTION TO COMPUTER SCIENCE, GRADE 11, UNIVERSITY PREPARATION (ICS3U)

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite:** None

INTRODUCTION TO COMPUTER PROGRAMMING, GRADE 11, COLLEGE PREPARATION (ICS3C)

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. **Prerequisite:** None

COMPUTER SCIENCE, GRADE 12, UNIVERSITY PREPARATION (ICS4U)

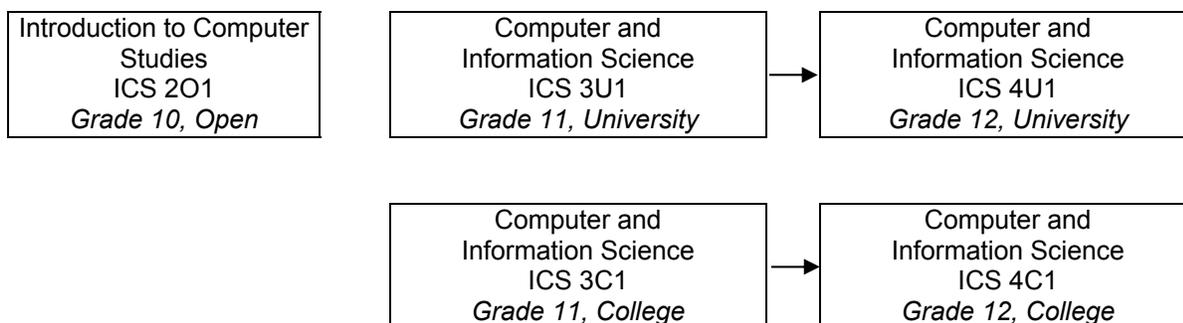
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

COMPUTER PROGRAMMING, GRADE 12, COLLEGE PREPARATION (ICS4C)

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers. **Prerequisite:** Introduction to Computer Programming, Grade 11, College Preparation

Prerequisite Chart for Technological Education, Part B: Computer Studies

This chart maps out all courses in this discipline and shows links between courses and possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



COOPERATIVE EDUCATION

Cooperative Education (Grade 11-12 Open)

2 credit co-op WRK50D

4 credit co-op WRK504

(If you wish a half day Co-op in both semesters choose WRK502 and WRK50D

Co-op Education is an exciting concept that allows students to combine in-school instruction with on-the-job experience as an alternative way of earning credits towards an Ontario Secondary School Diploma. It provides students with the opportunity to discover their skills and career interests in the workplace while still attending school. It enables students to make informed career decisions when the time comes to select their post secondary path. Cooperative education helps students to develop work ethic, interpersonal and employability skills, while at the same time exploring a career for interest and earning from 2 (½ day) to 4 (full day) credits that are tied to a related subject area.

The Cooperative Education Program combines a full semester, half-day or full day work placement in the community with classroom theory. The classroom component includes pre-employment sessions prior to attending a community placement and reflective sessions throughout the semester. The in-school sessions will include training in health and safety, human rights and harassment, confidentiality, work ethics, the role of unions, the Employment Standards Act, workplace skills and career research.

Cooperative Education Placement and Related Course “Tie-in”

Each Co-op placement must be “tied” to a related course. The course must be from an Ontario curriculum policy document or a ministry-approved locally developed course taken prior to or at the same time as the Co-op course. Students will take the skills and knowledge developed in that course and apply them in a relevant workplace.

There is a \$5.00 fee which includes the purchase of a poster board for the Career Fair ISU.



ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

This program allows Ontario Secondary school students to fast track into the trade of their choice. Two types of OYAP Programs exist.

1. The first program consists of a unique combination of community college trades training and a high school Cooperative Education program. Students are registered as apprentices and attend the college one to three days a week to earn their Basic Level 1 of their trade qualifications. The remainder of the week is spent at a work placement with an employer earning three to four high school credits while accumulating hours toward their apprenticeship requirements. This full day program usually takes place during the second semester.

Positions in this program are only available to students who are in their Grade 12 year and eligible to graduate. Student Involvement hours must be completed and documented at the time of indenturing. Candidates demonstrating success in the required Math, Science, English and Technological Studies will be interviewed by a panel from both education and industry to gain entrance into the program.

Successful candidates will require registration in a four credit Cooperative Education program during second semester. A related Cooperative Education placement, during grade 11, is highly recommended. A transportation allowance will be available to subsidize the cost of attending the College Program. The cost of College training is absorbed by the Ministry of Training, Colleges and Universities.

Tentative Accelerated Programs for February 2011

Program	Auto Service Tech	Welding	Small Engines	Plumbing	General Carpenter	Precision Machining	Developmental Service Worker	CVST	Cook /Chef	ECE	Electrical	Hairstylist	Horticulture	Construction Craft Worker
Fleming College					X			X	X					
Durham College	X	X	X	X		X	X			X	X	X		
Lifelong Learning Centre														X
Loyalist College	X								X	X				
St. Lawrence College					X							X		
Humber College													X	

2. A second form of OYAP participation is also available to any Cooperative Education student, with a placement in an Apprenticeable Trade, who is at least 16 years of age and has 16 credits. These OYAP students will not complete their trade's Basic Level 1 course at a Community College. The student will have a Learning Plan developed which is based on the training standards for the trade. Students can be registered as apprentices and the competencies achieved through the Coop placement are recognized toward their apprenticeship. The student will potentially earn between two and four secondary credits. An OYAP student in this program can participate in any of more than 150 recognized trades.

Contact your Guidance, Tech or Cooperative Education teacher for more information.

Students in this program will undergo Basic Military Training (BMQ) and Soldier Qualification (SQ), sixty half days, with four weekends of continuous training. Training areas include:

1. First Aid Training, CPR qualification given
2. Navigation by day and night
3. Physical fitness
4. Military drill dress and deportment
5. Harassment and diversity within the work place
6. Time appreciation
7. Team building and problem solving within the work place
8. Military weapons training

This program runs in the afternoons of the second semester (subject to approval by the Canadian Forces). Students must provide their own transportation to the training sight in Cobourg. Students gain valuable life skills and have the opportunity to continue their training during the summer months and be part of the Canadian Reserve Forces. They can earn either 3 or 4 Cooperative Education credits.

The application process begins in the preceding spring and includes an aptitude test, physical fitness testing, medical examination and an interview.

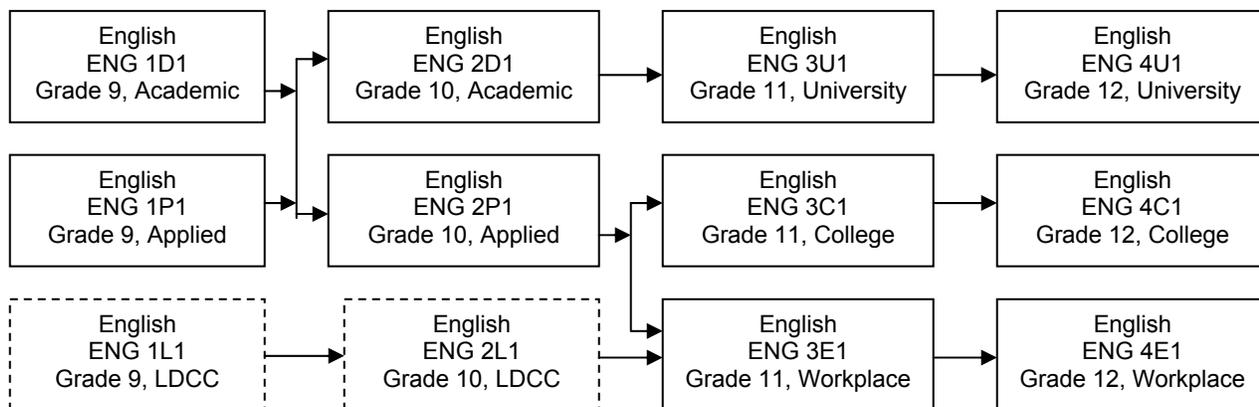




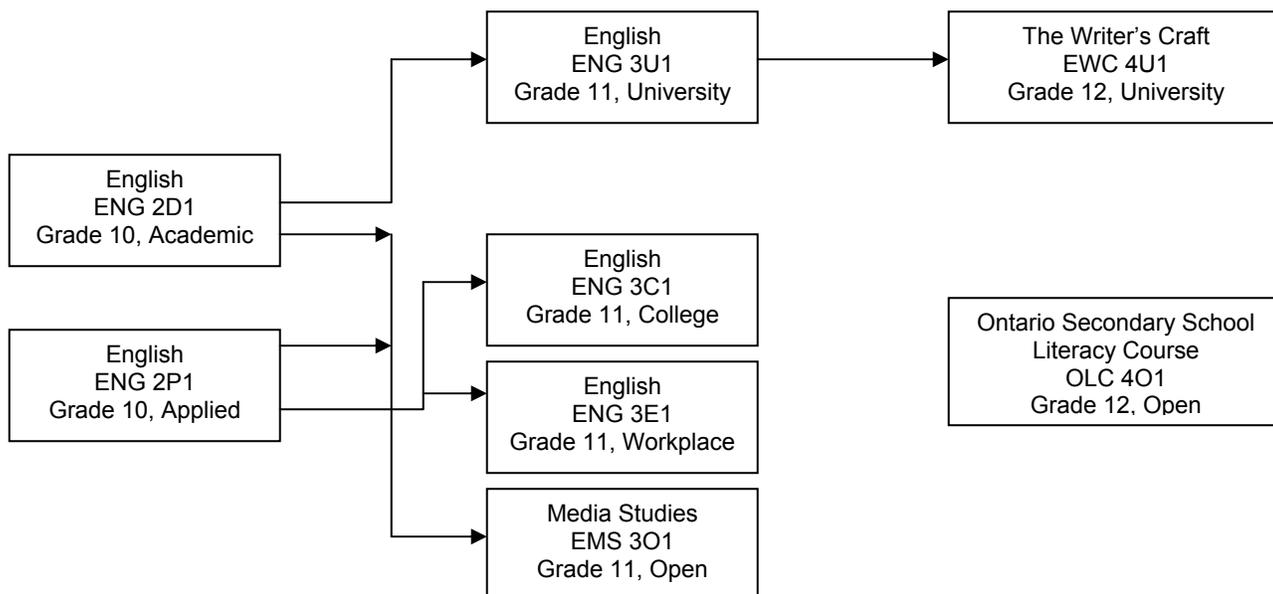
Prerequisite Charts for English, Grades 9-12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

Compulsory Course



Optional Courses



ENGLISH

English ENG 1D1 (ACADEMIC)

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

English ENG 1P1 (APPLIED)

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

English ENG 1L1 (LOCALLY DEVELOPED)

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

English ENG 2D1 (ACADEMIC)

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

Prerequisite: ENG 1D1 or ENG 1P1

English ENG 2P1 (APPLIED)

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

Prerequisite: ENG 1D1 or ENG 1P1

English ENG 2L1 (LOCALLY DEVELOPED)

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

Prerequisite: ENG 1L1

English ENG 3U1 (UNIVERSITY)

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

Prerequisite: ENG 2D1

English ENG 3C1 (COLLEGE)

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

Prerequisite: ENG 2P1

English ENG 3E1 (WORKPLACE)

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

Prerequisite: ENG 2P1 or ENG 2L1

Media Studies EMS 3O1 (OPEN)

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

Prerequisite: ENG 2D1 or ENG 2P1

English ENG 4U1 (UNIVERSITY)

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

Prerequisite: ENG 3U1

The Writer's Craft EWC 4U1 (UNIVERSITY)* offered alternate years

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers. (offered 2008/09 and 2010/11)

Prerequisite: ENG 3U1

English ENG 4C1 (COLLEGE)

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

Prerequisite: ENG 3C1

ENGLISH ENG 4E1 (WORKPLACE)

This course emphasizes consolidation of literacy, communication skills 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 purpose. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

Prerequisite: ENG 3E1

Interdisciplinary Studies (Reading Tutor) IDC 4U1 (University Preparation)

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisites: any "U" or "M" course in Canadian and World Studies, English, or Social Sciences and Humanities.

Ontario Secondary School Literacy Course OLC 4O1 (OPEN)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. 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 literacy portfolio containing a record of their reading experiences and samples of their writing.

Prerequisite: students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit in English and their literacy credential for graduation.

GUIDANCE AND CAREER EDUCATION

Career Studies GLC 205 (OPEN)

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

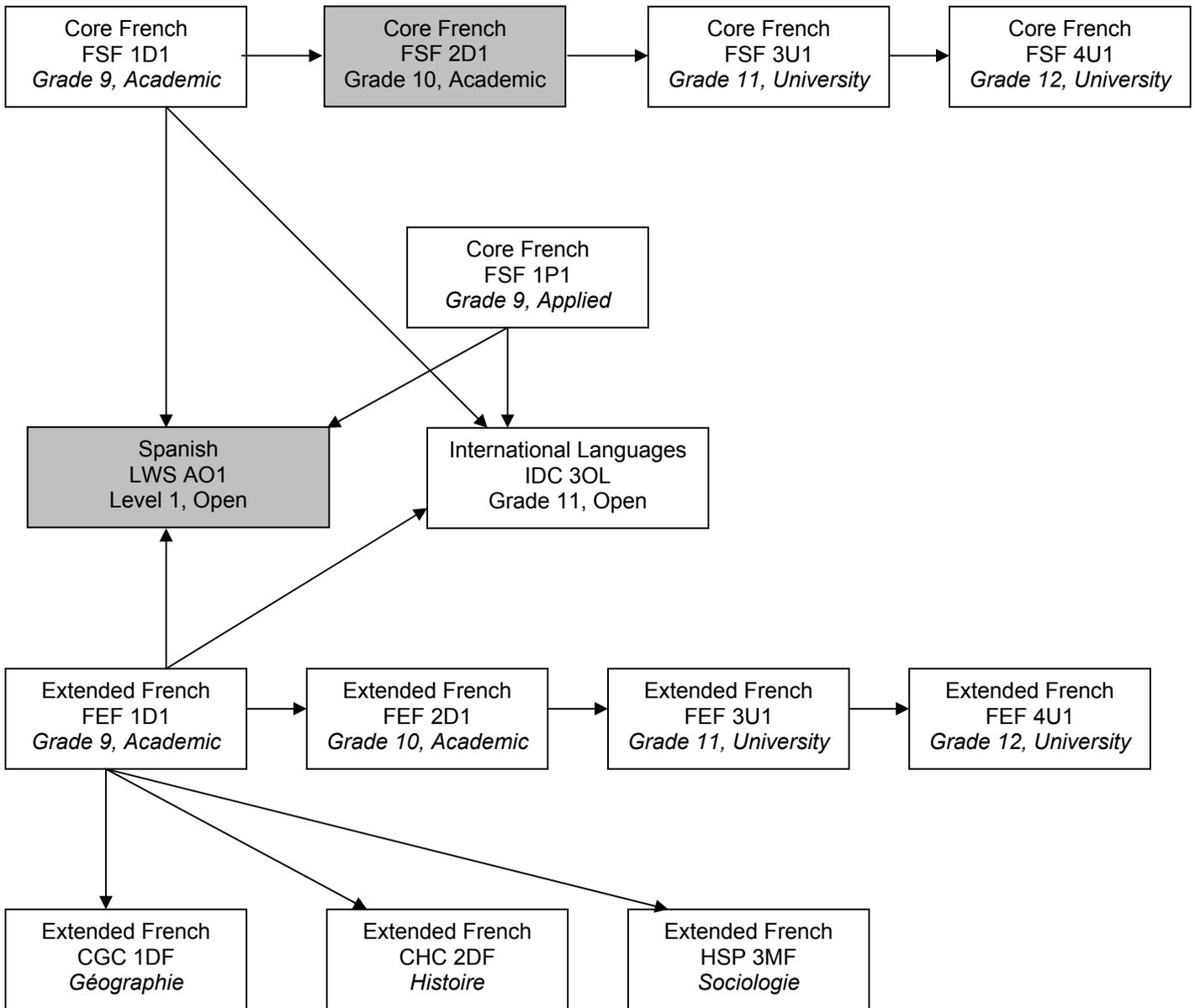
Discovering the Workplace GLD 201 (OPEN)

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



Prerequisite Chart for Languages

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.



Shaded courses will be offered in alternate years.

LANGUAGES

French

Core French FSF 1D1 (ACADEMIC)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. Fee - \$10.00 - French Cahier.

Core French FSF 1P1 (APPLIED)

This course emphasizes the further development of oral communication skills. The development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations. Fee - \$10.00 - French Cahier

Extended French FEF 1D1 (ACADEMIC)

This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.

Core French FSF 2D1 (ACADEMIC)

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of Francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Prerequisite: FSF 1D1

Extended French FEF 2D1 (ACADEMIC)

This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of Francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.

Prerequisite: FEF 1D1

Extended French FEF 3U1 (UNIVERSITY)

This course focuses on developing French language skills through the study of Canadian Francophone authors. Students will analyze works in a variety of genres and will produce various types of written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FEF 2D1

Extended French FEF 4U1 (UNIVERSITY)

This course emphasizes the refinement of French language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FEF 3U1

Core French FSF 3U1 (UNIVERSITY)

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: FSF 2D1

Core French FSF 4U1 (UNIVERSITY)

This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. (2007/08) Prerequisite: FSF 3U1

SPANISH

Spanish LWS AO1 (OPEN-LEVEL 1) *offered alternate years

This course introduces students to language elements they will need to begin to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, Spanish music, and food. (Offered 2011-2012, 2013-14)

Prerequisite: FSF 1D1 or FSF 1P1

International Languages IDC 3OL (Italian/German)

International language studies useful for travel.

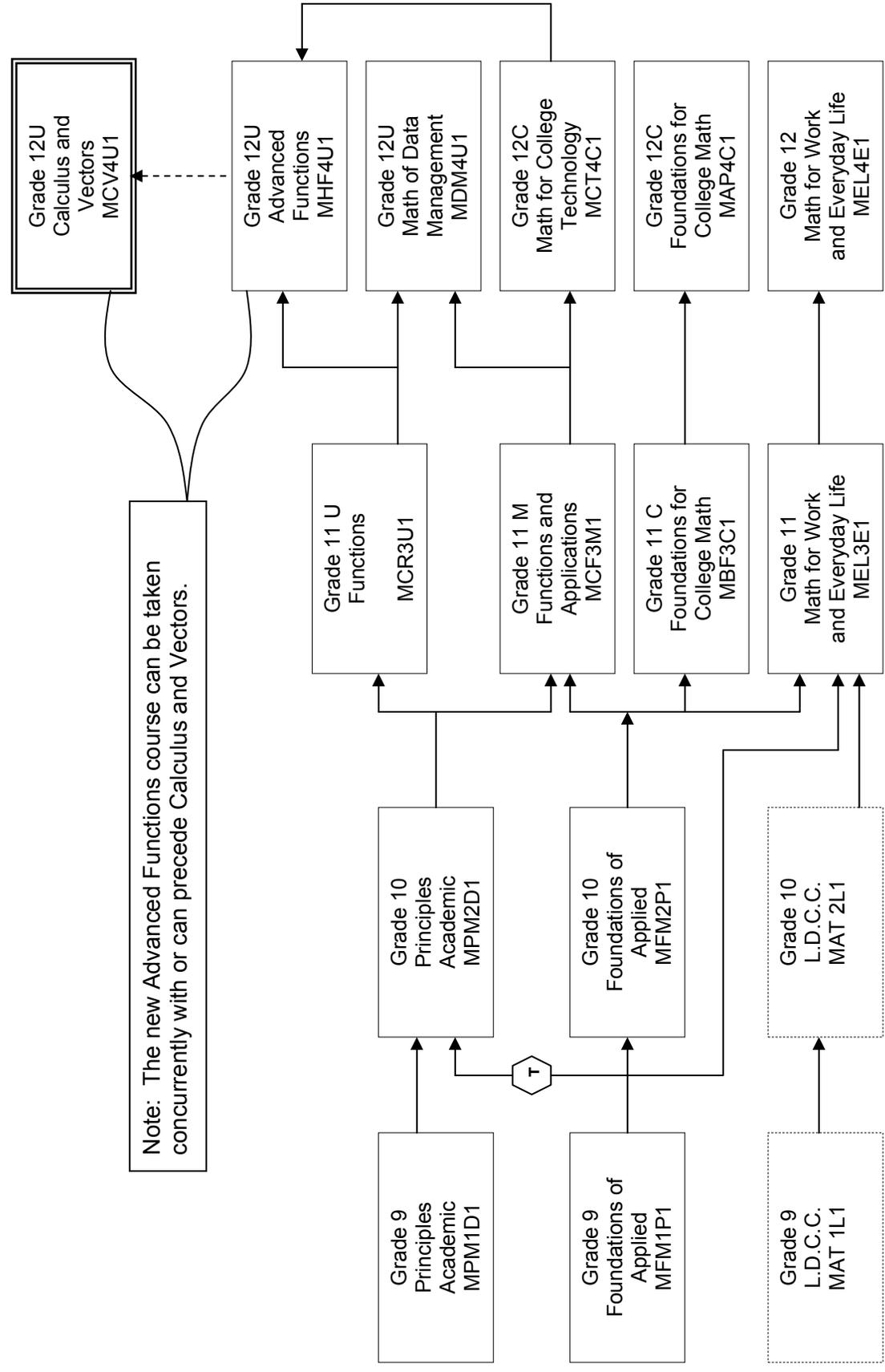
This course will help students develop the basic language skills required for travel to Italy and Germany with a main focus on oral and sociolinguistic skills; students will also explore the rich and varied cultural elements within each country of study.

This course will help students develop and consolidate the skills required for a knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. (offered 2010-11, 2012-13)





Draft Chart for Mathematics, Grades 9 – 12 (October 23, 2006)



Note: The new Advanced Functions course can be taken concurrently with or can precede Calculus and Vectors.

T – Transfer Course
L.D.C.C. – Locally Developed Credit Course

This chart maps out all the courses in the discipline and shows the links between courses and the minimum requirements for them. It does not attempt to depict all possible movements from course to course.

MATHEMATICS

Principles of Mathematics MPM 1D1 (ACADEMIC)

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

Successful completion of this course prepares students for principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through abstract reasoning is an important aspect of this course.

Foundations of Mathematics MFM 1P1 (APPLIED)

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. A fee of \$12.00 is required to cover the purchase of a math journal and workbook.

Successful completion of this course prepares students for foundations of Mathematics, Grade 10, applied (MFM 2P1). (Note: students who wish to take principles of Mathematics, Grade 10, Academic (MPM 2D1) after completing this course will need to take a transfer course at summer school.) Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

Mathematics MAT 1L1 (LOCALLY DEVELOPED)

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) Locally Developed course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses.

This 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. A fee of \$10.00 is required to cover the purchase of a math workbook.

Principles of Mathematics MPM 2D1 (ACADEMIC)

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

Prerequisite: MPM 1D1 (Level 3 strongly recommended)

Foundations of Mathematics MFM 2P1 (APPLIED)

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

A fee of \$10.00 is required to cover the purchase of a math workbook.

Prerequisite: MFM 1P1

Mathematics MAT 2L1 (LOCALLY DEVELOPED)

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation Courses.

This 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. A fee of \$10.00 is required to cover the purchase of a math workbook.

Prerequisite: MAT 1L1

Functions MCR3U1 (UNIVERSITY)

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

Prerequisite: MPM 2D1

Functions and Applications MCF 3M1 (UNIVERSITY/COLLEGE)

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

Prerequisite: MFM 2P1 (Level 4 Recommended) or MPM 2D1

Foundations for College Mathematics MBF 3C1 (COLLEGE)

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

Prerequisite: MFM 2P1

Mathematics for Work and Everyday Life MEL 3E1 (WORKPLACE)

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. A fee of \$10.00 is required to cover the purchase of a math workbook.

Prerequisite: MAT 2L1, MPM 1D1, MFM 1P1

Mathematics for Work and Everyday Life MEL 4E1 (WORKPLACE)

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.

Prerequisite: MEL 3E1

Advanced Functions MHF 4U1 (UNIVERSITY)

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

Prerequisite: MCR 3U1, MCT4C1

Calculus and Vectors, Grade 12, University Preparation MCV 4U1 (UNIVERSITY)

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

Prerequisite: MHF 4U1

Mathematics of Data Management MDM 4U1 (UNIVERSITY)

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

Prerequisite: MCR 3U1 or MCF 3M1

Foundations for College Mathematics MAP 4C1 (COLLEGE)

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

Prerequisite: MBF 3C1, MCF 3M1, MCR 3U1

Mathematics for College Technology MCT 4C1 (COLLEGE)

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs and is also good preparation for the Grade 12 Advanced Functions course. See the Guidance Department for details.

Prerequisite: MCF 3M1, MCR 3U1



PHYSICAL AND HEALTH EDUCATION

Healthy Active Living Education (OPEN)

PPL 1OG (FEMALE) PPL 1OB (MALE)

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote life-long healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills. Students must purchase a PHHS Physical Education uniform (\$25.00); shirt and shorts are included.

Healthy Active Living Education (OPEN)

PPL 2OG (FEMALE) PPL 2OB (MALE)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote life-long healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. Students must purchase a PHHS Physical Education uniform \$25.00; shirt and shorts are included.

Healthy Active Living Education (OPEN)

PPL 3OG (FEMALE) PPL 3OB (MALE)

*** If enrolment numbers are low, male and female classes will be combined.**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. A fee of \$25.00 is required to cover activities which take place in the community.

Health for Life PPZ 301 (OPEN)

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the VITALITY approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop their own health, as well as to encourage others to lead healthy lives. Cost \$25.00

Outdoor Recreation (OPEN)

PAD 3OG (FEMALE) PAD 3OB (MALE)

*** If enrolment numbers are low, male and female classes will be combined.**

This course focuses on the development of skills for participation in a variety of outdoor recreational activities, including self-reliance, teamwork and planning. Students will acquire knowledge and skills related to the environment in which the activities take place in order to minimize the impact of those activities on the environment. They will also learn how to develop their own personal well-being through activities in which they can engage for the rest of their lives, as well as developing skills to ensure their own and other's safety in those activities. This course will prepare students for college programs in outdoor recreation and leisure, as well as for programs in environmental studies. A fee of \$175.00 is required.

Exercise Science PSE 4U1 (UNIVERSITY) *offered alternate years

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. Workbook fee of \$25.00 is required. (Offered alternate years 2008-2009, 2010-2011)

Prerequisite: Any Grade 11 "U" or "M" course in Science, or PPL 301 or PPL 401

Healthy Active Living Education (OPEN)

PPL 40G (Female) PPL 40B (Male)

*** If enrolment numbers are low, male and female classes will be combined.**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. A fee of \$25.00 is required to cover activities which take place in the community.

Recreation and Fitness Leadership PLF 4CW (COLLEGE) *offered alternate years

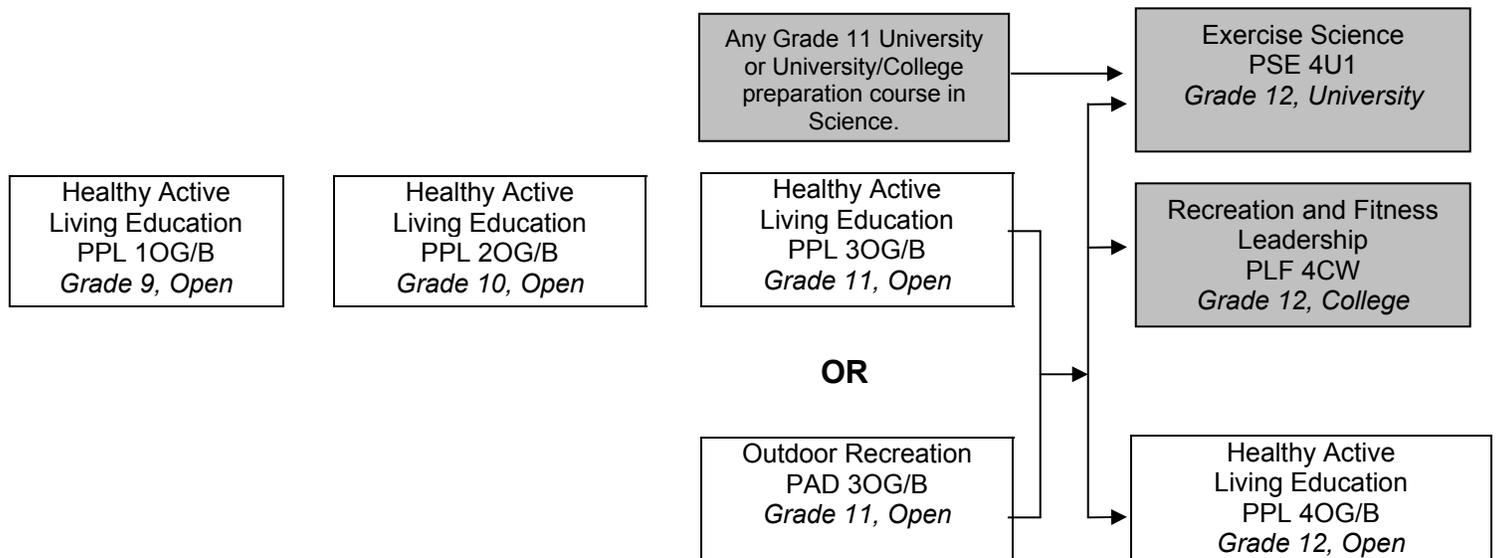
This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational leisure, and fitness leadership. (Offered alternate years 2009-2010;2011-1012)

Prerequisite: PPL 301 or PPL 401

Prerequisite Chart for Health and Physical Education

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.

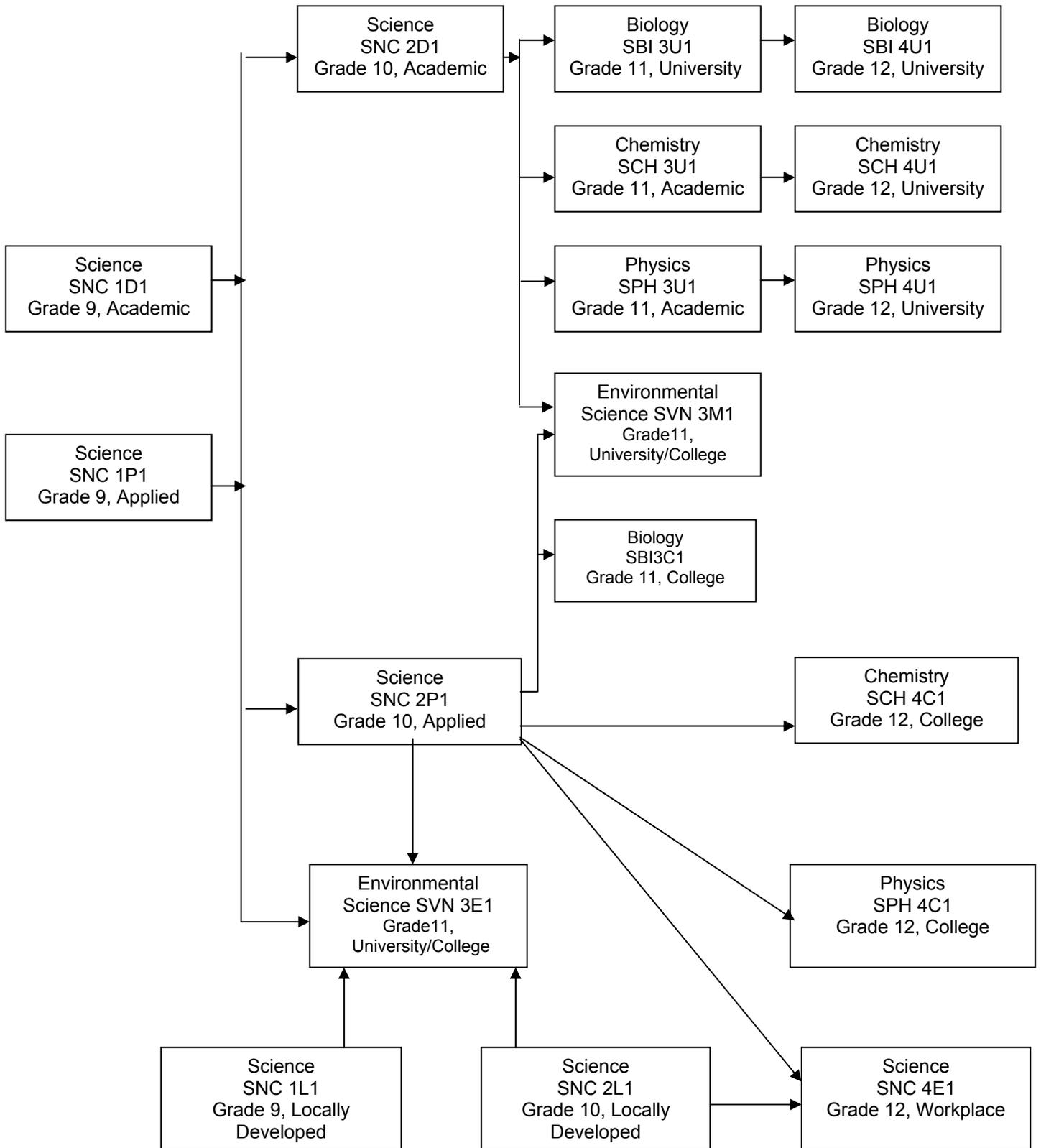
It does not attempt to depict all possible movements from course to course.



Shaded courses will be offered in alternate years.

Prerequisite Chart for the Science

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.



This chart maps out all the courses in the discipline and shows the links between courses and the minimum requirements for them. It does not attempt to depict all possible movements from course to course.

SCIENCE

Science SNC1D1 (ACADEMIC)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. A \$5.00 lab fee is required.

Prerequisite: None

Science SNC1P1 (APPLIED)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity. A \$5.00 lab fee is required.

Prerequisite: None

Science SNC 1L1 (LOCALLY DEVELOPED)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the science Grade 11 Workplace Preparation course.

Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes, simple and complex organisms, and electrical circuits.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. A \$5.00 lab fee is required, and \$15 for the student workbook

Science SNC2D1 (ACADEMIC)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. A \$5.00 lab fee is required.

Prerequisite: Science, Grade 9, Academic or Applied

Science SNC2P1 (APPLIED)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. A \$5.00 lab fee is required.

Prerequisite: Science, Grade 9, Academic or Applied

Science SNC 2L1 (LOCALLY DEVELOPED)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace in the Science Grade 11 Workplace Preparation course.

Students explore a range of topics including science in the media, interaction of common materials, interdependence of organisms in communities, and using electrical energy.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. A \$5.00 lab fee is required.

Science SNC4E1 (WORKPLACE)

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy. A \$5.00 lab fee is required.

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

BIOLOGY

Biology SBI3U1 (UNIVERSITY)

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. A \$5.00 lab fee is required.

Prerequisite: Science, Grade 10, Academic

Biology SBI3C1 (COLLEGE)

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. A \$5.00 lab fee is required.

Prerequisite: Science, Grade 10, Academic or Applied

Biology SBI4U1 (UNIVERSITY)

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. A \$5.00 lab fee is required.

Prerequisite: Biology, Grade 11, University Preparation

CHEMISTRY

Chemistry SCH3U1 (UNIVERSITY)

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. A \$5.00 lab fee is required.

Prerequisite: Science, Grade 10, Academic

Chemistry SCH4U1 (UNIVERSITY)

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. A \$5.00 lab fee is required.

Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry SCH4C1 (COLLEGE)

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. A \$5.00 lab fee is required.

Prerequisite: Science, Grade 10, Academic or Applied

ENVIRONMENTAL SCIENCE

Environmental Science SVN3M1 (UNIVERSITY/COLLEGE)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. A \$5.00 lab fee is required.

Prerequisite: Grade 10 Science, Applied or Academic

Environmental Science SVN3E1 (WORKPLACE)

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. A \$5.00 lab fee is required.

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

PHYSICS

Physics SPH3U1 (UNIVERSITY)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. A \$5.00 lab fee is required.

Prerequisite: Science, Grade 10, Academic

Physics SPH4U1 (UNIVERSITY)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. A \$5.00 lab fee is required.

Prerequisite: Physics, Grade 11, University Preparation

Physics SPH4C1 (COLLEGE)

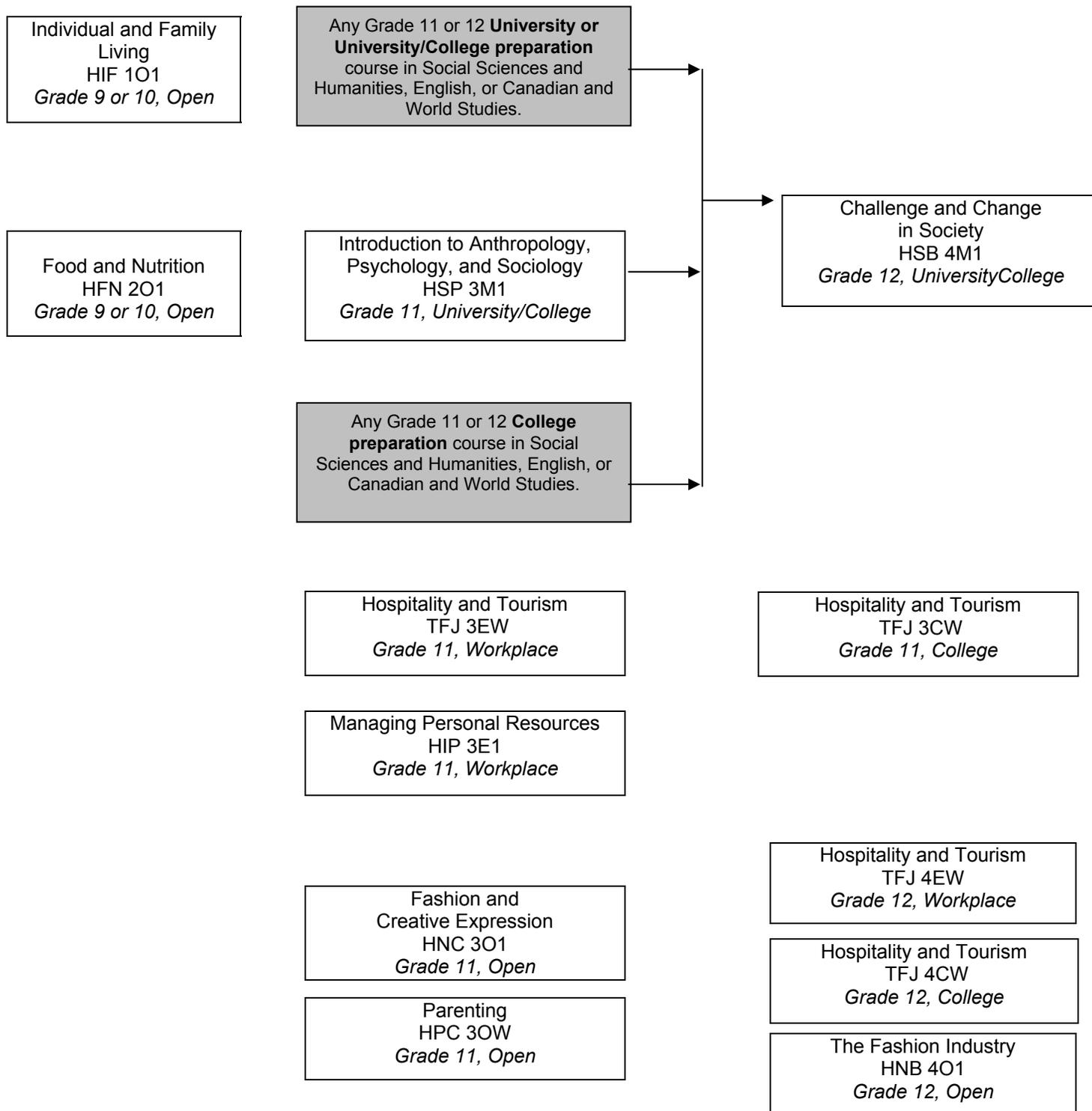
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will 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.

A \$5.00 lab fee is required.

Prerequisite: Science, Grade 10, Academic or Applied

Prerequisite Chart for Social Sciences and Humanities

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



 Shaded Courses will be offered in alternate years.

SOCIAL SCIENCE

FAMILY STUDIES

Individual, Family, and Social Living HIF 101 (OPEN)

This course explores the challenges faced by all people; how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will learn about how families work and the diversity of families and societies, and will have opportunities to develop interpersonal skills, decision-making skills, and practical skills related to family and social issues in daily life. A fee of \$10.00 is required to cover lab costs.

Food and Nutrition HFN 201 (OPEN)

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition. A fee of \$10.00 is required to cover food lab costs.

Managing Personal Resources HIP 3E1 (WORKPLACE)

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management. A fee of \$5.00 is required to cover food costs.

Fashion and Creative Expression HNC 301 (OPEN)

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology. The student brings vintage or new fabric for their final project themselves.

Parenting HPC 30W (OPEN)

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting. A one day C.P.R. course (\$25.00) is strongly recommended and will be offered early in the course.

Hospitality and Tourism, Grade 11, College TFJ3CW

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

Prerequisite: None

Hospitality and Tourism, Grade 11, Workplace Preparation (TFJ3EW)

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

Prerequisite: None

The Fashion Industry HNB 401 (OPEN)

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry. The student brings vintage or new fabric for their final project themselves.

Hospitality and Tourism, Grade 12, College TFJ4CW

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

Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

Hospitality and Tourism, Grade 12, Workplace Preparation (TFJ4EW)

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

Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation



GENERAL SOCIAL SCIENCE

Introduction to Anthropology, Psychology, and Sociology HSP 3M1 (UNIVERSITY/COLLEGE)

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.



Introduction to Anthropology, Psychology, and Sociology HSP 3MF (UNIVERSITY/COLLEGE)

This is a requirement for extended French students. This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Challenge and Change in Society HSB 4M1 (UNIVERSITY/COLLEGE)

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyze cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Prerequisite: Any "U", "M" or "C" Social Science and Humanities and English.

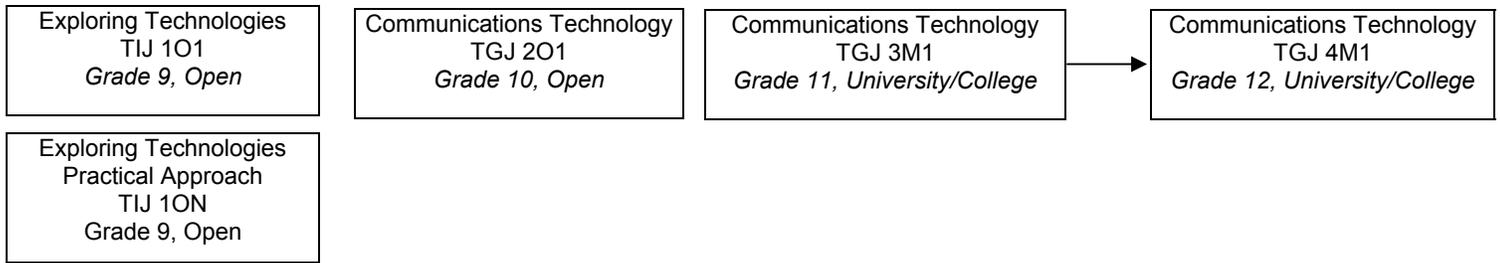


Prerequisite Chart for Technological Education, Part A: Broad-based Technology

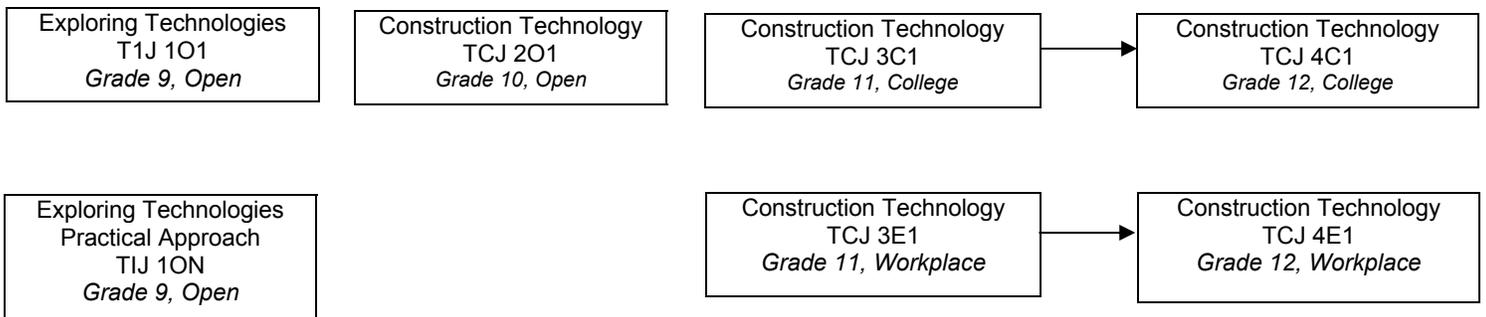
This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.

It does not attempt to depict all possible movements from course to course.

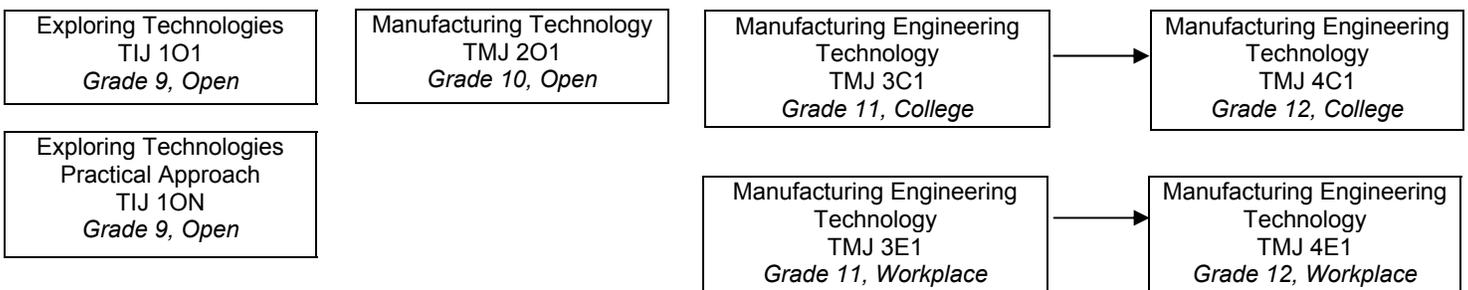
Communications Technology



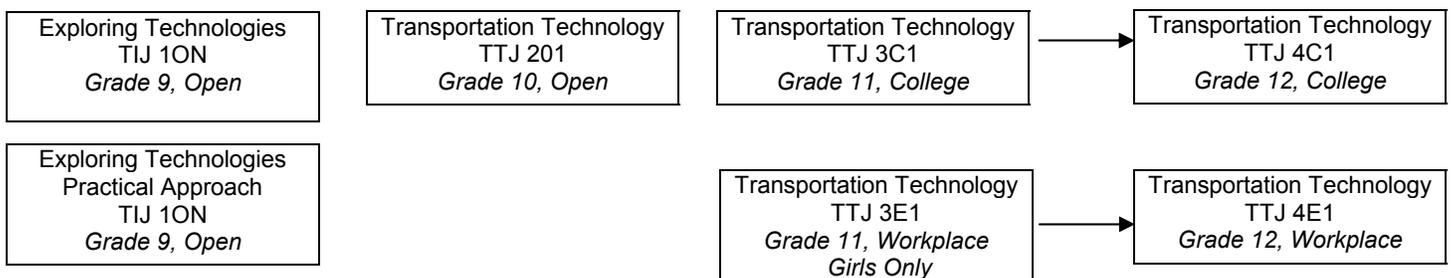
Construction Technology



Manufacturing Technology



Transportation Technology



TECHNOLOGY

1. **Safety glasses are mandatory in all technology classes and must be supplied by the student.**
2. **All project materials must be paid by the student or supplied by the student.**
3. **All shop wear is supplied by the student.**
4. **All technology courses have a \$15.00 project material fee.**

Exploring Technologies, Grade 9, Open (TIJ1O1)

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. Students must have safety glasses.

Prerequisite: None

Exploring Technologies Through A Practical Approach, Grade 9, Open (TIJ1ON)

This course provides a practical approach to acquiring and refining skills required to solve technical problems, build usable products, or to deliver services, as well as to pursue further technological studies and career paths. Students will use a variety of hand tools and machinery to complete projects and tasks to extend their personal skill set. The course material will be presented in such a way as to encourage students to develop their practical skills inside the classroom and then apply them to their daily lives.

COMMUNICATIONS

Communications Technology, Grade 10, Open (TGJ2O1)

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

Prerequisite: None

Communications Technology, Grade 11, University/College Preparation (TGJ3M1)

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

Prerequisite: None

Communications Technology, Grade 12, University/College Preparation (TGJ4M1)

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

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



CONSTRUCTION

Construction Technology, Grade 10, Open (TCJ2O1)

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. Students must have a tape measure and safety glasses.

Prerequisite: None

Construction Engineering Technology, Grade 11, College Preparation (TCJ3C1)

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. Students must have a tape measure and safety glasses. **Prerequisite:** None

Construction Technology, Grade 11, Workplace Preparation (TCJ3E1)

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

Prerequisite: None

Construction Engineering Technology, Grade 12, College Preparation (TCJ4C1)

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

Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

Construction Technology, Grade 12, Workplace Preparation (TCJ4E1)

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

Prerequisite: Construction Technology, Grade 11, Workplace Preparation



MANUFACTURING

Manufacturing Technology, Grade 10, Open (TMJ2O1)

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. This project driven course is open to both boys and girls. Students must have safety glasses.

Prerequisite: None

Manufacturing Technology, Grade 11, Workplace Preparation (TMJ3E1)

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry. A fee of \$25.00 is required. Students must have safety glasses.

Prerequisite: None

Manufacturing Technology, Grade 11, College Preparation (TMJ3C1)

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. Students must have safety glasses.

Prerequisite: None

Manufacturing Technology, Grade 12, Workplace Preparation (TMJ4E1)

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

Prerequisite: Manufacturing Technology, Grade 11, Workplace Preparation

Manufacturing Technology, Grade 12, College Preparation (TMJ4C1)

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. Students must have safety glasses.

Prerequisite: Manufacturing Technology, Grade 11, College Preparation

TRANSPORTATION

Transportation Technology, Grade 10, Open (TTJ201)

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. Students must have safety glasses.

Prerequisite: None

Transportation Technology: Vehicle Ownership, Grade 11, Girls (TTJ301)

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

Prerequisite: None

Transportation Technology, Grade 11, College Preparation (TTJ3C1)

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. Students must have safety glasses.

Prerequisite: None



Transportation Technology: Vehicle Maintenance, Grade 12, Workplace Preparation (TTJ4E1)

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

Prerequisite: None

Transportation Technology, Grade 12, College Preparation (TTJ4C1)

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

Prerequisite: Transportation Technology, College Preparation, Grade 11



PLANNING CHART

	Year 1 - Grade 9	Year 2 - Grade 10	Year 3 - Grade 11	Year 4 - Grade 12
1	English	English	English	English
2	Math	Math	Math	
3	Science	Science		
4	Canadian Geography	Canadian History		
5	Physical Education	Civics Career Studies		
6				
7				
8				

Compulsory Credits - 18

English - 4 credits (1 per grade)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<u>Plus these additional credits:</u>
Mathematics - 3 credits (at least 1 in Gr. 11 or 12)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Group 1 <input type="checkbox"/> a 5 th English, or French as a second language, or a native language, or a classical or an international language or a Canadian & World Studies, or a Social Sciences & Humanities or guidance and career education or a co-operative education
Science - 2 credits	<input type="checkbox"/> <input type="checkbox"/>	Group 2 <input type="checkbox"/> 1 additional credit in health and Physical Education or the Arts or 1 credit in Business or 1 credit in co-operative education
French as a second language - 1 credit	<input type="checkbox"/>	Group 3 <input type="checkbox"/> a 3 rd science credit in Grade 11 or 12 or 1 credit in Technology, Grades 9-12 or 1 credit in co-operative education
Canadian Geography - 1 credit	<input type="checkbox"/>	
Canadian History - 1 credit	<input type="checkbox"/>	
The Arts (drama, music, visual arts) - 1 credit	<input type="checkbox"/>	
Health and Physical Education - 1 credit	<input type="checkbox"/>	
Civics - 0.5	<input type="checkbox"/>	
Career Studies - 0.5 credit	<input type="checkbox"/>	

Elective Credits - 12.....

Plus:

Passed the literacy test or completed OLC401

Completed 40 hours of community involvement.....