

# Wellington Heights Secondary School

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<http://homer.ugdsb.on.ca/whss>

## Course Selection Book

Grade 9-12

2010 - 2011

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Principal

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Vice-Principal

*Pride...Respect...Friendship...*

### **Mission Statement**

The Mission of Wellington Heights Secondary School, which serves a distinct rural community, is to maximize our students' potential for excellence in learning. We will achieve this through diverse experiences and opportunities promoting life-long learning and personal development. We will provide a safe, supportive and stimulating environment that fosters pride, respect and friendship.

### **Collective Commitments**

1. We will provide diverse learning experiences inside and outside of the classroom.
2. We will provide varied programs, strategies and resources to serve all learning styles and needs.
3. We will provide a stimulating and enriching school environment for student learning through curricular and extracurricular activities.
4. We will provide a safe, secure and supportive environment in which school community members treat each other with respect and dignity.
5. We will operate in collaborative learning teams.
6. We will ensure access to social support systems and program for school community members.

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## **PRINCIPAL’S MESSAGE**

This is the Course Selection Handbook for 2010-2011. In our review of our course selections we have attempted to provide diverse learning experiences through varied programs in order to meet the multitude of our students’ learning styles, interests, and needs. We hope that this handbook assists our students and parents to select the courses leading to greater success on the pathway to their desired post-secondary destinations. Our mission is to maximize our students’ potential for excellence in learning.

Recently, the Ministry of Education has been in the process of updating the Musics, Drama, and Visual Arts courses. Please take an opportunity to review our course calendar online as updates will be made as they become available. The staff and I look forward to meeting you and working with you to ensure the success of each of our students.

Richard Goodbrand

## **EXPECTATIONS**

### **ATTENDANCE**

Regular attendance is vital to the process of learning. When the student is late or frequently absent, both the individual student and classmates miss excellent learning experiences.

Students are expected to attend classes regularly; to try to succeed; and to participate in all learning opportunities.

Absences from class which are not legitimate will affect the student's school achievement. When a student reaches 15 days absence from a course, the student may be withdrawn from that course or from the school.

### **ACHIEVEMENT**

All students must achieve at least 50% as a final promotion mark to receive a credit in a course.

### **PARENT-SCHOOL COMMUNICATION**

Communication is a two-way process. Please contact the school if you wish to discuss the progress of your son or daughter. Regular newsletters will keep you informed of school happenings and future events. Please keep us informed of any situation that could influence your student's ability to participate in regular school attendance.

# CODE OF ETHICS

## Rights ...

### *of students...*

1. to be treated with respect and dignity by staff and students regardless of colour, creed, gender, disability, or sexual orientation
2. to have access to courses which are suitable and challenging to the student's interests, abilities and career goals;
3. to request and receive extra help from teachers;
4. to be in a pleasant and positive atmosphere in all school activities;
5. to be disciplined in a firm, consistent and fair way.

### *of teachers...*

1. to expect reasonable behaviour from all students while at school and during school functions;
2. to receive support and co-operation in the performance of their duties from the administration, parents and students;
3. to report to an appropriate authority any student who is constantly disruptive in the learning environment;
4. to be regarded as an individual and to be treated with respect;
5. to conduct his/her classroom using a variety of styles and strategies provided that they promote learning.

### *of parents...*

1. to have access to descriptions of all courses of study and the criteria for student evaluation;
2. to expect classes to be conducted in a professional manner;
3. to expect the school's behaviour code and academic requirements to be followed;
4. to receive regular communication from the school, e.g. reports, newsletters;
5. to be informed promptly of any serious behavioural or academic concerns;
6. to appeal decisions to the appropriate higher authority;
7. to discuss their concerns with the school, e.g. special testing and programs to meet perceived needs;
8. to be respected;
9. to have their child treated with respect and courtesy.

# Responsibilities...

## *of students...*

1. to show respect and courtesy to all staff and students regardless of colour, creed, gender or disability;
2. to work diligently to meet the requirements of courses and to complete work missed when absent from class for any reason;
3. to be regular and punctual in attendance;
4. to actively promote pride in and support of the school;
5. to respect the property of others;
6. to be aware of and obey all school rules.

## *of teachers...*

1. to be fair and just in enforcing the rules of the school, while recognizing the rights of the individual;
2. to treat students, staff and parents with respect;
3. to keep accurate records of a student's progress and to provide them at the request of the administration and parents;
4. to evaluate and return all assignments within a reasonable time;
5. to report problems of learning or behaviour to the appropriate authority;
6. to assist students with their learning environment, planning a worthwhile program and providing extra help;
7. to encourage students to behave in a positive manner and to strive to reach their full potential;
8. to be firm, fair and discreet in their interactions with students.

## *of parents...*

1. to provide a home environment conducive to learning;
2. to make contact with the school regarding any special needs or concerns regarding their child;
3. to talk to their child about progress in school and to take an active interest in concerns;
4. to ensure and assume responsibility for regular and punctual attendance of the student;
5. to provide reasons for students absences from school, orally or in writing, as directed by the principal;
6. to encourage their child to behave in a manner which will show pride in and bring credit to the school;
7. to co-operate with the school in facilitating the emotional, cultural, moral and intellectual development of the student.

## SOME TERMS USED IN SECONDARY SCHOOL

**COURSES: Student success is maximized by careful and appropriate course selection.**

Courses are available in many subject areas in secondary school. Within a subject area, students can further specialize their study, depending on their personal interests. Students registered in courses in several grades may encounter timetable and examination problems. Students may not get all the courses they have requested due to timetable conflicts and the examination timetable may require a student to write more than one exam on the same day.

Note: Some courses require specialized equipment.

**TYPES OF COURSES:** Grades 9 and 10

**Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

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

**Essentials courses (sometimes called Locally Developed)** are designed for students who will move directly into the workforce upon completion of secondary school. These courses lead to completion of the OSSD and access to the workplace, and some apprenticeship and college programs.

**Students must choose** between academic and applied courses (and essential courses where offered) in each of the core subjects - English, French as a second language, Mathematics, Science, Geography, and History. All courses set high expectations for students while preparing them for studies in the senior grades. The 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 should take into account the need to adapt instructional approaches and materials to reflect the differences between the two course types.

**Open courses** are the only type of course offered in these subjects other than those listed above. They 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: academic, applied and essential.

**TYPES OF COURSES:** Grades 11 and 12

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

**University/college preparation courses** (M code) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered.

**College preparation courses** (C code) 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** (E code) are designed to equip students with the knowledge and skills they need to meet the expectation of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship and some college 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.

## **COURSE CODES**

Each high school course is identified by a five character "code"  
( eg. ENG1D; BTT1O; MFM1P)

- The first three characters refer to the subject and specific area.  
eg., ENG is English. MAT is mathematics.
- The fourth character normally refers to the grade:  
1 = grade 9            2 = grade 10        3 = grade 11        4 = grade 12
- The fifth character refers to the type of course as outlined above:  
D = Academic; P = Applied; O = Open; M = University/College; U = University;  
C = College; E = Workplace

## **CREDITS**

A credit is granted when a course of 110 hours is successfully completed.  
Students study 4 courses from September to January, and 4 courses from February to June, with examinations and reports at the end of each semester.

## **PREREQUISITE**

Some courses require that students have completed a "prerequisite" course in order to enrol. These prerequisite requirements are indicated in high school course calendars. Students and their families should study carefully the requirements for senior level courses when selecting a program in earlier grades.

# Requirements for OSSD

## 18 compulsory + 12 optional = 30 credits plus Community Service and 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. However, in all cases, 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. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. Each substitution will be noted on the student's Ontario Student Transcript.

### Mandatory Community Involvement

Students will be required as part of their Ontario Secondary School Diploma (O.S.S.D.) to complete a minimum of 40 hours of unpaid community involvement over their four years of secondary school. This involvement will be in addition to the 30 credits required to graduate and must be arranged by the students and parents. Students must keep a record of this involvement and have it validated by the school principal. Possible placements include charity work, service clubs, coaching, or involvement in certain extra-curricular activities within the school as defined by the guide provided by the Ministry. Further details can be found in the Upper Grand District School Board brochure located at [www.ugdsb.on.ca/departments/program/volunteer/manual.pdf](http://www.ugdsb.on.ca/departments/program/volunteer/manual.pdf) (Community Involvement Information Manual.)

### The Ontario Secondary School Literacy Test

All students who enter Grade 9 in the 1999-2000 school year or in subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. School boards are required to provide remedial assistance for students who do not compete the test successfully. This assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e. English or French).

Students who have not been successful on the OSSLT and have been eligible to write it at least once, may take the OSSLC Literary Course in lieu of rewriting the test in order to achieve the literacy standard.

### OSSLT Accommodations, Deferrals, and Exemptions

**Accommodations.** The necessary accommodations must be made 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.** Students who might benefit from a deferral from the test may include students who have been

identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent 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. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

**Exemptions.** A student whose IEP indicates that a student is not working toward 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. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point to allow the student to work towards the attainment of the secondary school diploma, the student would be required to successfully complete the secondary school literacy test.

## **Course Changes: Policies and Procedures**

Students wishing to change a course should consult with a guidance counsellor. Although the final responsibility for the course selection rests with the student and parents, the school staff, and the guidance counsellors are available to assist students by providing as much information as possible to help make appropriate choices. As a result of these choices, the school must make important decisions which affect staffing, budget, and timetables. Therefore, it is expected that students will remain in the courses they have chosen for the entire semester. Students who drop or fail a course in Semester 1 should not assume that they will automatically be eligible for, or be able to take, the same course in Semester 2. It is Wellington Heights Secondary School's policy that all timetable conflicts will be resolved within the first two weeks of the start of the school year and that all course changes will be completed by the end of the second week in each semester.

Students under 16 years of age or who have fewer than 16 credits will not be permitted to have a "spare" period.

## **Changing Pathways: Policies and Procedures**

### **Crossover Material**

Grade 9 students who intend to change from one course type to another (e.g. from a grade 9 applied course to grade 10 academic or academic to applied) will be encouraged to complete additional course work called *Crossover Material* of up to 30 hours in order to demonstrate achievement of the learning expectations of the course they wish to enter.

### **Transfer Courses**

The purpose of transfer courses is to enable students who alter their post secondary plans to transfer from one type of course to another in Grades 10, 11, and 12 (e.g. the prerequisite for Grade 11 university preparation course in English is the Grade 10 Academic course in English). Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. These courses will provide partial credits. The credits earned will qualify as optional credits towards the diploma requirements.

### **Courses with Similar Expectations**

If two courses share a significant number of similar learning expectations, a credit will not be granted for the successful completion of both courses. For example, credit would not be granted for both the Grade 9 Applied English and the Grade 9 Academic English course. Therefore, students may not take both courses in the same discipline that contain many of the same learning expectations for credit.

## **Achievement and Accreditation**

## **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. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal who grants the credits.

## **Ontario Student Transcript and Ontario Student Record**

The Ontario Student Transcript (O.S.T.) is a provincially standardized document which is the student's official record of credits earned. Copies are available to students and parents on request.

The O.S.T. is kept in the student's Ontario Student Record folder (O.S.R.). This folder contains achievement results, credits earned, and other information important to the education of the student. The O.S.R. is created when a student enters the Ontario school system, and moves with the student from school to school. The O.S.R. is created under the authority of the Education Act, and the contents of the O.S.R. are protected under the Freedom of Information and Protection of Privacy Act. The parents/guardian and the student may examine the contents of the O.S.R. on request, with the assistance of the principal or designated administrator.

## **Full Disclosure**

The Ontario Student Transcript changed September 1, 1999. The Ministry announced a new policy of "full disclosure": all Grade 11 and 12 courses in which students enrol must be reported on their Ontario Student Transcript. The transcript will show the mark they earn for each course that they complete or fail. If a student withdraws from a course five days after the mid-term report or leaves it incomplete the mark for the graded work will be shown.

## **Subject Promotion**

Students are promoted in individual subjects and not by overall grade average. A student may be working at the same time in different subjects, in different grades in different types of courses.

## **Special Education Plan for the Upper Grand DSB**

The Upper Grand District School Board's Special Education Advisory Committee (SEAC) is a committee created under the Education Act to make recommendations to the board about matters affecting the establishment and development of special education programs and services for exceptional pupils in the board. The role of SEAC and its members is detailed in Regulation 464/97. The SEAC is made up of parents, trustees, and community representatives who meet regularly to discuss concerns about the education of exceptional children. The SEAC is involved each year in the preparation of the Special Education Plan and the budget process.

Copies of The Upper Grand District School Board's Parents' Guide to Special Education are available in each school. Parents are able to read the Special Education Plan at the school, or access the document on The Upper Grand District School Board website: [www.ugdsb.on.ca/article.aspx?id=1076](http://www.ugdsb.on.ca/article.aspx?id=1076)

## **Special Education at Wellington Heights**

The Student Services department provides programs and services to meet the needs of identified students and students

who have an Individual Education Plan (IEP) throughout their time at Wellington Heights Secondary School. Grade 9 and 10 programs are designed to make a successful transition from Grade 8 into high school. On-going communication between the Special Education resource staff, classroom teachers, students, and parents is stressed.

## Placement Options

### Monitor Program

For students who need a minimum of support. Assistance is on an as-needed basis with accommodations provided mainly in the classroom or through occasional resource withdrawal.

### Learning Strategies Course

For incoming Grade 9 students who have been identified or have an IEP, this credit course is designed to assist students in making the transition from Grade 8 into high school. The course examines different learning strategies and helps students to become more independent learners. For a complete course description, please refer to the Grade 9 Optional course selections located on page 22 of this calendar.

### Resource Period

This is designed for students who would benefit from a reduced course load. Students do not achieve a credit, but receive assistance with other courses while in the resource room.

### UGDSB e-Learning

The Upper Grand District School Board and **Wellington Heights S.S.**, through the Ontario e-Learning Consortium, are able to offer selected students the opportunity to take online courses (e-learning). Students who are unable to take a course through our daytime program may have the opportunity to gain that credit through e-learning. In addition, students with specific needs as outlined in the protocol may also enroll in e-learning courses. These courses meet the Ministry standards, are taught by Ontario teachers and count as credits towards the Ontario Secondary School Diploma. In order to register for an e-learning course you must see your guidance counselor at your home school. There you will also receive information about course availability and online learning requirements. **All decisions are based on the principal's discretion.**

### A successful on-line, e-Learner will be:

A problem solver	Computer literate
Organized	Self-motivated
Self-directed	Responsible
Able to manage his/her time	A critical thinker
Able to multitask	Honest
Flexible- with a willingness to learn	An effective communicator
Willing and able to provide a working computer	

**Time Commitment:** As an e-learner, you will spend at least as much time with your online course as you would expect to spend in a regular classroom.

### Rights & Responsibilities of e-learning Students

*An e-learning student is responsible for:*

- obtaining approval for an e-learning course registration through his/her home school guidance department
- participating in an e-learning orientation
- following the policies outlined in the course syllabus with respect to acceptable use and student conduct
- meeting participation requirements as outlined in the course syllabus

### **Guidance for Approval for Enrollment in e-Learning Courses**

*Students must be approved by the principal to take an e-learning course. Criteria to be considered include:*

- ◆ They are home-schooled students
- ◆ The course is **not available** in the home school (because of course conflicts, over- enrollment or under-enrollment)
- ◆ Health issues that prevent full-time attendance
- ◆ Special education needs (such as giftedness)
- ◆ Students who fit the profile of a successful online learner as described in the School Course Handbook.

### **In addition:**

A student may only enrol in a maximum of 4 courses per semester as this constitutes a full-time course load. This total of 4 includes all classes in the home school as well as online.

2. Any decisions with respect to e-learning enrollment are made by the student and his/her parent in consultation with the guidance department and the school principal. Notwithstanding, a principal may deny a student the opportunity to take an e-learning course when the principal feels that the student will not be successful.
3. Students cannot opt out of a course currently offered at the home school to take the same course online.
4. Any courses at UGDSB Secondary Schools that are cancelled due to low enrollment in a given location may be available online. Students with these choices will be contacted about availability of courses online by the home school's guidance department.

### **Dual Credits**

Dual Credits allow students to participate in college courses while still in high school. Courses count towards both a high school diploma and a post secondary diploma or certificate. Dual Credit programs may provide new and varied learning opportunities by exposing students to the college setting and culture.

Upper Grand is partnered with Conestoga College in Guelph and Kitchener/Waterloo and Georgian and Humber Colleges in Orangeville in the delivery of dual credit programs. Courses will be offered in both academic areas and in Level 1 Apprenticeship.

**All Dual Credit programs will be packaged with Co-operative Education in semester two.** Speak to your Guidance counselor or Student Success teacher about the availability of programs in your area.

### **Specialist High Skill Major**

The Specialist High Skills Majors (SHSM), launched in September 2006, are part of the Student Success Strategy Initiative, which focuses on expanding quality learning opportunities and supporting success for all students. The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the

requirements for their secondary school diploma. Currently Wellington Heights is offering a Specialist High Skill Major in the Construction Sector.

This career-focused program is also designed to help prepare students to make the transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their post-secondary goals.

### **General Outline for SHSM Requirements**

Components for the SHSM

- 1) A bundle of Grade 11 and 12 credits that include:
  - i. 4 major credits that provide sector-specific knowledge and skills;
  - ii. 3 or 4 other required credits from the Ontario curriculum, in English and Mathematics, in which some expectations are met through learning activities contextualized to the sector;\*
  - iii. 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practice sector-specific knowledge and skills.
- 2) Sector-recognized certifications and training courses (some are compulsory, and a choice of additional training from a list of Ministry approved certifications and training courses. The requirement is different for each sector).
- 3) Experiential learning activities within the sector.
- 4) "Reach Ahead" experiences in the area of the student's post-secondary destination of choice.
- 5) Development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation.

### **Alternative Education**

WHSS offers a program of Alternative Education at an offsite location. This limited enrollment program is designed for students who have struggled with the regular school setting and who demonstrated great difficulty in accumulating credits. Enrollment in Alternative Education is at the Principal's discretion.

Students who are enrolled in the Alternative Education are able to complete Credit Recovery to regain credits lost, and are also able to earn new credits similar to those offered at WHSS. In addition to the credits listed in this course calendar, Alternative Education students may also earn credits in Learning Strategies (GLS1OA) and Managing Personal Resources (HIP3EA).

## **EDUCATIONAL AND CAREER PLANNING WEB SITES**

Ontario School Counsellors' Association

<http://www.osca.ca/>

Grade 9 to Grade 10 Course Destination Changes (Crossover Materials)  
<http://www.ilc.org/COU/Courses/Crossover/index.html>

#### Post-secondary Destinations and Requirements

Ministry of Education - Training, Jobs & Apprenticeship:  
[www.edu.gov.on.ca/eng/training/training.html](http://www.edu.gov.on.ca/eng/training/training.html)

College information  
[www.ontariocolleges.on.ca](http://www.ontariocolleges.on.ca)

University information:  
<http://www.electronicinfo.ca/en/index.php?j=1>

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School finder:  
[www.schoolfinder.com](http://www.schoolfinder.com)

Ontario Student Assistance Program (OSAP)  
<http://accesswindow.osap.gov.on.ca/>

#### Post-secondary Financial Aid Resources

[www.canlearn.ca](http://www.canlearn.ca)  
[www.scholarshipscanada.com](http://www.scholarshipscanada.com)  
[www.studentawards.com](http://www.studentawards.com)  
[www.debtfreegrad.com](http://www.debtfreegrad.com)

#### Career Exploration

Ontario WorkinfoNet, or ONWIN:	<a href="http://www.onwin.ca">www.onwin.ca</a>
Career Directions:	<a href="http://www.careerdirectionsonline.com">www.careerdirectionsonline.com</a>
Job Futures:	<a href="http://www.jobfutures.ca">www.jobfutures.ca</a>
Jobs, Workers, Training & Careers:	<a href="http://www.jobsetc.ca">www.jobsetc.ca</a>
Mazemaster:	<a href="http://www.mazemaster.on.ca">www.mazemaster.on.ca</a>
Skilled Trades:	<a href="http://www.careersintrades.ca/">http://www.careersintrades.ca/</a>
Ontario Job Futures:	<a href="http://www.ontariojobfutures.net">www.ontariojobfutures.net</a>

**COURSES AVAILABLE 2010 - 2011**

\* courses offered 2011-2012

	Grade 9	Grade 10	Grade 11	Grade 12
<b>The Arts</b>			ADB 30 AEA30	ADB 40 AEA 40
Dramatic Arts	ADA 10	ADA 20	ADA 3M	ADA 4M
Music	AMU 10	AMU 20	AMU 3M	AMU 4M
Visual Arts	AVI 10	AVI 20	AVI 3M AWO 30	AVI 4M AWO4M
<b>Business and Computer Studies</b>	BBI 10	BTT 20		
Accounting			BAF 3M BAI 3E	BAT 4M BAN 4E
Computer Studies		ICS 20	ICS 3C ICS3U	ICS 4C ICS 4U
Economics				CIA 4U
Entrepreneurship and Organization			BDI 3C	BOH 4M
Information Technology			BTA 30	
Marketing			BMI 3C	
Retailing			BMX 3E	
<b>Canadian and World Studies</b>				
Civics		CHV 20		
History		CHC 2D CHC 2P CHC 2L	*CHA 3U CHT 30 CHW 3M	CHY 4U CHY 4C CHM 4E
Geography	CGC 1D CGC 1P		CGF 3M CGG 30	CGW 4U CGR 4E
Law			CLU 3E CLU 3M	CLN 4U
Native Studies			NBV 3C NBV 3E	
<b>English</b>	ENG 1D ENG 1P ENG 1L	ENG 2D ENG 2P ENG 2L	ENG 3U ENG 3C ENG 3E EMS 30	ENG 4U ENG 4C ENG 4E EWC 4U ETS 4U
Ontario Secondary School Literacy Course				OLC 40
<b>French</b>	FSF 1D FSF 1P	FSF 2D	FSF 3U	FSF 4U

<b>Guidance, Career Education and Coop</b>	GLS 10 GLE 10	GLC 20 GLD 20	GWL 30 GPP 30	GLN 40
<b>Healthy Active Living Education</b>	PPL 10F PPL 10M	PAL 20F PAL 20M PAF20F	PAL 30F PAL 30M PAD 30 PAF30	PSE 4U PPL 40 PLF 4C PAD 40 PAF40
<b>Interdisciplinary Studies</b>		Community Environment Leadership (CELP)	IDC 30S IDC 30T	IDC 4UB IDC 4UL
<b>Mathematics</b>	MPM 1D MFM 1P MAT 1L	MPM 2D MFM 2P MAT 2L	MBF 3C MCF 3M MCR 3U MEL 3E	MEL 4E MDM 4U MHF 4U MAP 4C MCT 4C MCV 4U
<b>Science</b>	SNC 1D SNC 1P SNC 1L	SNC 2D SNC 2P	SNV 3E SBI 3C SCH 3U SBI 3U SPH 3U	SNC 4E *SPH 4C SPH4U SCH 4C SCH4U SBI 4U
<b>Social Science and Humanities</b>				
Family Studies	HFN 10	HIF 20	HNC 30 HPC 30	HNB 40
Social Science			HSP 3M	HHS 4M HSB 4M
<b>Technical Studies</b>	TIJ 10			
Transportation			TTJ301	
Communications			TGJ 301 TGJ3M1	TGJ 401 TGJ4M1
Construction		TCJ20W	TCJ 3E1 TCJ 3E2 TCJ 3E4	TCJ 4E1 TCJ 4E2 TCJ 4E4
Metal Manufacturing		TMJ 20M	TMJ 3E1 TMJ 3E2	TMJ 4E1 TMJ 4E2
Wood Manufacturing			TWJ3E1	TWJ4E1
Technological Design		TDJ 201	TDJ 3M1	TDJ 4M1

**WELCOME TO GRADE 9 AT WELLINGTON HEIGHTS**

The first year of high school is an exciting time. It offers a world of new experiences, opportunities and friendships. It is also a time when students, with a view to the future, have the opportunity to select courses that best meet their learning needs and interests. Starting in Grade 9, students make choices about both the subjects and the types of courses they take. Teachers, other staff, and parents/guardians all work with students to help them make the best possible choices based on the student's interests, learning styles, past successes, future goals and diploma requirements. Specific information about choices and programs can be obtained from the high school or the student's elementary school. This information will be shared with grade 8 students and their families during the option selection process in the elementary schools. This process takes place in January and early February.

<b>FACTORS TO CONSIDER WHEN CHOOSING A STREAM</b>		
<b>Factor</b>	<b>Academic</b>	<b>Applied</b>
Elementary School Achievement	meeting or exceeding provincial standard (level 3)	meeting or approaching provincial standard (level 3)
Future Plans	university, college or other post secondary training	college, apprenticeships, workplace or other post secondary training
Learning Style	inquisitive seeks to understand	enjoys "hands on" activities

## GRADE 9 PROGRAM OUTLINE

- The Grade 9 program will consist of both COMPULSORY and OPTIONAL courses.
- All grade 9 students must take **8** courses.
- Promotion is on a subject by subject basis.
- Grade 8 students will complete an options sheet in order to select their courses.

COMPULSORY COURSES: English, Mathematics, Science, French, Geography

English, Mathematics and Science will be streamed courses offered at the Academic, Applied and Essential levels.

French and Geography will be offered at the Academic and Applied levels only.

\* Students may take the Academic level course in one subject, Applied in another, and Essential in another. Be sure to note that future plans are directly related to course selection.

### COMPULSORY COURSES

Course Level	English	French	Geography	Mathematics	Science
Academic	ENG 1D	FSF 1D	CGC 1D	MPM 1D	SNC 1D
Applied	ENG 1P	FSF 1P	CGC 1P	MFM 1P	SNC 1P
Essential	ENG 1L	not available recommend GLE10	not available	MAT 1L	SNC 1L

OPTIONAL COURSES: Students will select three **(3)** of these courses, which will be offered at the Open level only.

### OPTIONAL COURSES

Course	Code
Arts: Drama	ADA 10
Arts: Music	AMU 10
Arts: Visual Arts	AVI 10
Business and Computer Studies	BBI 10
Healthy Active Living Education	PPL 10F PPL 10M
Social Science and Humanities: Food and Nutrition	HFN 10
Technology: Integrated Technology	TIJ 10
Learning Strategies	GLE 10

# Grade 9 Course Descriptions

## Compulsory Courses

### English

#### English, Grade 9, Academic

ENG1D

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

Prerequisite: None

#### English, Grade 9, Applied

ENG1P

This course is designed to develop the key oral communication, reading, writing, and media literacy skills that 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. Note: for students who wish to take ENG2D, after completing this course, the completion of a transfer credit is strongly recommended. To acquire the skills necessary for the Grade 10 Academic course.

Prerequisite: None

#### English, Grade 9 Essential

ENG1L

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter the Grade 11 course in English, Workplace and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practice the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

Prerequisite: None

### Mathematics

#### Principles of Mathematics, Grade 9, Academic

MPM1D

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 relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi step problems. Learning through abstract reasoning is an important aspect of this course.

Prerequisite: None

#### Foundations of Mathematics, Grade 9, Applied

MF1P

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Learning through hands-on activities and the use of concrete examples is an important aspect of this course. Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). *Note:* Students who wish to take Principles of Mathematics, Grade 10, Academic, (MPM2D) after completing this course will need to complete a transfer course to acquire the skills necessary for the grade 10 academic course.

Prerequisite: None

### **Mathematics, Grade 9 Essential**

**MAT1L**

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

The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems.

Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

## **Science**

### **Science, Grade 9 Academic**

**SNC 1D**

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

Prerequisite: None

### **Science, Grade 9 Applied**

**SNC 1P**

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 and develop their understanding of scientific theories 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. *Note:* Students who wish to take , Grade 10, Academic, (SNC2D) after completing this course will need to complete a transfer course to acquire the skills necessary for the grade 10 academic course

Prerequisite: None

### **Science, Grade 9 Essential**

**SNC1L**

This course enables students to deepen their knowledge and understanding of basic concepts in biology, physics, earth and space science, and chemistry; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to human impact on the environment, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

## **Canadian and World Studies**

## **Geography of Canada, Grade 9, Academic**

**CGC1D**

This course explores Canada's distinct and 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 analyse and evaluate geographic issues and present their findings.

Prerequisite: None

## **Geography of Canada, Grade 9, Applied**

**CGC1P**

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.

Prerequisite: None

# **French**

## **Core French, Grade 9, Academic**

**FSF1D**

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, social 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.

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

## **Core French, Grade 9, Applied**

**FSF1P**

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance 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.

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

## **Grade 9 Optional Courses**

# **Dramatic Arts**

## **Dramatic Arts, Grade 9, Open**

**ADA10**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. Prerequisite: None

# **Music**

## **Music, Grade 9, Open**

**AMU10**

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

Prerequisite: None

## Visual Arts

### Visual Arts, Grade 9, Open

AVI10

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. Prerequisite: None

## Business

### Introduction to Business, Grade 9, Open

BBI10

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. 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. If you like to have fun while you learn, this course which is full of hands on activities is for you. This is an excellent "sampler course" which allows students to get a taste of the various business courses offered in future grades.

## Guidance and Career Education

### Learning Strategies, Grade 9, Open

GLE10

This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn. This course is specifically designed to assist students who have an IEP make a successful transition to high school.

Prerequisite: None

## Health and Physical Education

### Healthy Active Living Education, Grade 9, Open (Girls)

PPL10F

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

Prerequisite: None

### Healthy Active Living Education, Grade 9, Open (Boys)

PPL10M

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

Prerequisite: None

## Social Sciences and Humanities

### Food and Nutrition, Grade 9, Open

HFN10

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. Come and learn about food and nutrition by learning how to make appropriate food choices, food preparation skills and enjoy sharing the fruits of labour with your peers.

Prerequisite: None

## Technological Education

### Exploring Technologies, Grade 9, Open

TIJ 10

Course Fee: There is a \$15.00 materials fee to cover project costs.

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 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 post-secondary education and training pathways leading to careers in technology-related fields.

Prerequisite: None.

Major Projects: May include 2D animation, drafting metal work, and wood working.

## WORK SHEET

Credits towards my Ontario Secondary School Diploma

Grade 10, 11, 12 including your Grade 9 credits you must choose sufficient courses to meet these requirements.

Compulsory Credits

- English (4 credits/ 1 per grade)
- French (1 credit)
- Mathematics (3 credits/grade 9, 10, and 11 or 12)
- Science (2 credits)
- Canadian History (1 credit in grade 10)
- Canadian Geography (1 credit in grade 9)
- The Arts (1 credit)
- Health and Physical Education (1 credit)
- Civics (.5 of a credit)
- Career Studies (.5 of a credit)

*plus:*

- 1 additional credit in English, *or* French as a Second Language, *or* a Native language, *or* a classical or international language, *or* social sciences and the humanities, *or* Canadian and world studies, *or* guidance and career education, *or* co-operative education\*.
- 1 additional credit in health and physical education, *or* the arts, *or* business studies, *or* co-operative education\*.
- 1 additional credit in science (grade 11 or 12) *or* technological education (grades 9 - 12), *or* co-operative education\*.

\*A maximum of two credits in co-operative education can be counted as compulsory credits.

Optional Credits Required (12 credits)

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# Grade 10, 11 and 12 Course Descriptions

## The Arts

### Dramatic Arts

#### Dramatic Arts

ADA 20

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

Prerequisite: None

#### Dramatic Arts, Grade 11, University/College Preparation

ADA3M

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

Prerequisite: Drama, Grade 9 or 10, Open

#### Dramatic Arts, Grade 12, University/College Preparation

ADA4M

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

Prerequisite: ADA3M

#### Musical Theatre, Open

ADB 30/40

This course requires students to create and to present dramatic works. Students will do research on and study the development of musical theatre. They will interpret and present works in a variety of dramatic forms; analyze and reflect on dramatic works; and develop their communication skills and other skills useful in a variety of careers.

The focus of the course is preparing a musical theatre production. An overview of the history of musical theatre will provide students with a background of the genre. The majority of class time will be spent on the music and blocking the show. Extra rehearsal time will be required outside the regular timetable in order to create a polished and professional performance. This is a fabulous opportunity for budding actors, singers, musicians and actors. Auditions will take place in the spring of this school year.

Prerequisite: ADA10, or ADA20

#### Exploring and Creating the Arts, Grade 11 or 12, Open

AEA30/40

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.

Students will work on the technical and production side of the musical theatre production. Lighting, sound, set construction, painting, publicity, ticket sales, programs, posters are all part of a show. (It is possible for music students to use this course code to be admitted to the performance section of the musical theatre course. They would need to audition in the Spring as well. See above ADB30/40

Prerequisite: None

## Music

### Music, Grade 10, Open

AMU20

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

Prerequisite: None. Students are strongly encouraged to either have previous experience with a band instrument, or to take AMU10 prior to AMU20.

### Music, Grade 11, University/College Preparation

AMU3M

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

Prerequisite: AMU10, or AMU20

### Music, Grade 12, University/College Preparation

AMU4M

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

Prerequisite: AMU3M

## Visual Arts

### Visual Arts, Grade 10, Open

AVI20

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

Prerequisite: None

### Printmaking, Grade 11, Open

AWO30

Visual Arts courses focus on art appreciation and studio activities. Within these courses, students analyse and interpret works of fine art, works in applied design, and works in crafts. Through practical activities, they design and create art works and products, and experiment with a variety of media and processes.

This course will be an introduction to the principles and technical applications of printmaking through the study of making multiple images through various techniques emphasizing the use of color and line. Although other forms of printmaking will be learned, there will be a content focus on screen printing and graphic design elements.

### **Visual Arts, Grade 11, University/College Preparation**

**AVI3M**

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

Prerequisite: AVI10, or AVI20

### **Printmaking, Grade 12, University/College Preparation**

**AWO4M**

In this Grade 12 University/College course, traditional, contemporary, and experimental printmaking processes will be taught. Students understanding and application of the medium will be expanded through a study of historical and contemporary printmaking across a variety of cultures.

Prerequisite: AWO30

### **Visual Arts, Grade 12, University/College Preparation**

**AVI4M**

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).

Prerequisite: AVI3M

## **Business/Computer Studies**

### **Introduction to Information Technology in Business, Grade 10**

**BTT20**

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. One of the most valuable courses offered! Learn how to produce impressive reports, graphs, tables, electronic slide shows, and videos. An invaluable tool for success.

Prerequisite: None

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

**BAF3M**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. Ensure your financial success; learn how to manage money! Students considering pursuing post-secondary studies in business should take this course.

Prerequisite: None

### **Accounting Essentials, Grade 11, Workplace Preparation**

**BAI3E**

This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting. Money makes the world go around! All

businesses and individuals need to manage their money effectively to be successful. This course will provide the basics of money management.

Prerequisite: None

**Marketing: Goods, Services, Events, Grade 11, College Preparation**

**BMI3C**

This course introduces the fundamental concepts of product marketing, which include the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. No product sells itself--marketing does. Students will practice the basics of product development, promotion, pricing, and distribution through a series of creative, hands on projects, including the "Great Smoothie Bled-Off".

Prerequisite: None

**Marketing: Retail and Services, Grade 11, Workplace Preparation**

**BMX3E**

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace. This is an excellent course for students who would like to work in, own, or manage a retail or service business. Do you want to operate your own electrician service or hair salon?

Perhaps working in the fashion industry is for you?

Prerequisite: None

**Entrepreneurship: The Venture, Grade 11, College Preparation**

**BDI3C**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a student-run school-based or summer business. WHSS Dragon's Den! Turn great ideas into profitable business ventures by practising your entrepreneurial skills with exciting hands-on projects.

Prerequisite: None.

**Information and Communication Technology: The Digital Environment, Grade 11, Open**

**BTA30**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post-secondary studies. Move over Bill Gates! This course allows you to combine your enjoyment of computers, creativity, and business sense.

Prerequisite: None. BTT20 is recommended.

**International Studies, Grade 12, University Preparation**

**IDC4UB**

This course combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from Analysing Current Economic Issues, Grade 12, University Preparation; Canadian and International Law, Grade 12 University Preparation; and Introduction to International Business, Grade 12, University/College Preparation.

Our world is increasingly interconnected and interdependent. Students today face an unprecedented range of social, legal, economic, cultural, environmental, political, and technological issues. This course explores the opportunities and challenges

presented by today's global village. Students planning to pursue a post-secondary program in business or international studies will find this course of particular interest. This course will open your eyes to the world around you! With a business view, examine such topics as international free and fair trade, universal human rights and solving the world's problems of extreme poverty and hunger.

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

### **Business Leadership: Management Fundamentals, Grade 12, University/College Preparation**

**BOH4M**

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

This course proves that learning can be fun! Through a series of activities students learn the importance of planning, organizing, leading and controlling. Students in this course gain real-life business experience by operating the annual "Warm Winter Wishes" non-profit organization.

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

### **Financial Accounting Principles, Grade 12, University/College Preparation**

**BAT4M**

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

Prerequisite: BAF3M

### **Accounting for a Small Business, Grade 12, Workplace Preparation**

**BAN4E**

This course further develops students' understanding of the fundamentals of accounting by having them examine each component of the accounting cycle, with an emphasis on a merchandising business. Students will use computer applications software to learn how accounting is practiced in the workplace. Students will acquire an understanding of payroll systems, inventory, specialized journals, subsidiary ledgers, income tax reporting, and budgeting. Attention all trades people and future small business owners! This course will give you a basic understanding of finance and bookkeeping to help you run a successful service business.

Prerequisite: BAI3E

## **Computer Studies Courses**

### **Introduction to Computer Studies, Grade 10, Open**

**ICS 20**

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. How things work: Students will learn the internal workings of a computer and how to write programs to operate hardware in this introductory course.

Prerequisite: None

### **Introduction to Computer Science, Grade 11, College Preparation**

**ICS 3C**

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 post-secondary opportunities in computer-related fields. The mystery is solved! Students will learn how the computer operates and how they are networked, and write their own problem-solving programs.

Prerequisite: None

### **Introduction to Computer Science, Grade 11, University**

**ICS 3U**

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. Students will learn some features of the programming language Java.

Prerequisite: None

### **Computer Programming, Grade 12, College**

**ICS 4C**

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. This course emphasizes the use of objects in programming. Students will have some opportunity to develop algorithms.

Prerequisite: ICS 3C

### **Computer Science, Grade 12, University**

**ICS 4U**

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. Algorithms are developed and discussed, and students will have some opportunity to program with objects. Prerequisite: ICS 3U

## **Canadian and World Studies**

### **Geography**

#### **Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College Preparation**

**CGF3M**

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the change that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

The course includes an extended field study at an Ontario Provincial Park.

Prerequisite: CGC1D, or CGC1P.

### **Travel and Tourism: A Regional Geographic Perspective, Grade 11, Open**

**CGG30**

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: CGC1D, or CGC1P

### **Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation**

**CGW4U**

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 University or University/College preparation course in Canadian and World Studies, English or Social Sciences and Humanities.

### **The Environment and Resource Management Grade 12, Workplace Preparation**

**CGR4E**

This course examines the influence of human activities on the natural environment. Students will study ecosystem structures and processes, the ecological impact of human activities, and methods of responsible resource management. Students will apply geotechnologies and geographic inquiry methods to develop and present practical solutions to environmental and resource-management issues. In the process, students' problem-solving and communication skills will be enhanced in preparation for careers and the workplace.

This course features a lot of hands-on field work. Prerequisite: CGC1D, or CGC1P

## **History**

### **Canadian History Since World War I, Grade 10, Academic**

**CHC2D**

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. Prerequisite: None

### **Canadian History in the Twentieth Century, Grade 10, Applied**

**CHC2P**

This course explores some of the pivotal 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.

Prerequisite: None

### **History, Grade 10 Essential**

**CHC2L**

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for Grade 11 Canadian and World Studies Workplace Preparation courses through the development

and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

Prerequisite: None

**Civics (Open) (½ credit)**

**CHV 20**

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.

Prerequisite: None

**American History, Grade 11, University Preparation**

**CHA3U**

This course examines the development of American social, political, and economic structures from colonial times to the present. Students will analyse the chronology of events and evaluate the roles played by specific individuals and groups throughout American history. Students will conduct research and analysis, and communicate, in a variety of ways, their knowledge and understanding of the country that is Canada's closest neighbour and most important cultural influence and economic partner. The study of the world's foremost superpower is brought to life during/or on a field trip to an American destination.

(Offered alternate years, **IS NOT** offered during the 2010-2011 school year)

Prerequisite: CHC2D, or CHC2P

**World History to the 16<sup>th</sup> Century, Grade 11 University/College Preparation**

**CHW3M**

This course investigates the history of humanity from earliest to the sixteenth century. Students will analyse diverse societies from around the world, with particular regard to the political, cultural, and economic structures and historical forces that form the foundation of the modern world. They will examine the influence of selected individuals and groups, as well as of particular innovations, and will develop skills of historical inquiry, organization, analysis, and communication. Unravel the past as we examine such mysteries as the Olympics, Gladiators, Mummies and Knights. (Offered alternating years, **IS** offered during the 2010-2011 school year)

Prerequisite: CHC2D, or CHC2P

**Twentieth-Century History: Global and Regional Perspectives, Grade 11, Open**

**CHT30**

This course focuses on events and issues in twentieth-century world history. Students will analyse issues relating to the two world wars, the Cold War, post-1945 regional conflicts, human rights, changes in everyday life, and the problems facing developing countries. The skills and knowledge developed in the course will help students understand and analyse the challenges facing peoples, both historically and at the present time, in various parts of the world. Join us as we embark on an investigative journey of major global events of the 20<sup>th</sup> century.

Prerequisite: CHC2D, or CHC2P

**World History: The West and the World, Grade 12, University Preparation**

**CHY4U**

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

### **World History: The West and the World, Grade 12, College Preparation**

**CHY4C**

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 acquire sound skills of historical inquiry and will develop an appreciation of the forces that have formed our modern world. Revel in the modern world's tumultuous times - revolution, regions of terror and romance.

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

### **Adventures in World History, Grade 12, Workplace Preparation**

**CHM4E**

This course examines a variety of human experiences in world history from earliest times to the present. Students will learn about a wide range of social, cultural, economic, and political topics, including technological development and cultural expression, social and political structures, and the values of community and individualism. As well, students will be given opportunities to develop their awareness of historical experience, to practise their skills of analysis and communication, and to cultivate a lifelong interest in the adventures of world history. Travel through time to discover the mysteries of ancient and modern worlds.

Prerequisite: CHC2D, CHC2P, or CHC2L

## **Law and Economics**

### **Understanding Canadian Law, Grade 11, University/College Preparation**

**CLU3M**

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. CSI: WHSS! This class allows you to understand your legal rights and responsibilities, police powers, and how the court system works. This process comes alive by examining current events and participating in a mock trial.

Prerequisite: Canada History in the 20<sup>th</sup> Century, Grade 10, Academic or Applied

### **Understanding Canadian Law, Grade 11, Workplace Preparation**

**CLU3E**

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. CSI: WHSS! This class allows you to understand your legal rights and responsibilities, what a crime is, what to do if you are sued or want to sue someone, and what your employment rights are. Make sense of TV crime- is it real or Hollywood? Students will participate in a mock trial.

Prerequisite: Canada History in the 10<sup>th</sup> Century Grade 10, Academic or Applied

### **Canadian and International Law, Grade 12, University Preparation**

**CLN4U**

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 analyse legal

issues, conduct independent research, and present the results of their inquiries in a variety of ways. Law and Order: students in this course delve deeper into the law assuming the role of future lawyers and judges. What is justice? What changes to our legal systems are needed? Examine international incidents and Canada's role in international law and peacekeeping.

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

### **Analysing Current Economic Issues, Grade 12, University Preparation**

**CIA4U**

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings. Deficits, recession, bailouts, gas prices, interest rates... make sense of the headlines! This is a valuable course for any student taking a post-secondary business course.

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

## **Native Studies**

### **Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation**

**NBV3C**

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine world views of Aboriginal peoples and the political, economic, cultural, and social challenges facing individuals and communities. Students will also learn how traditional and contemporary beliefs and values influence the aspirations and actions of Aboriginal peoples.

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

### **Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, Workplace Preparation**

**NBV3E**

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine issues of identity facing Indian, Metis, and Inuit peoples, and their relationships to land and nature, as well as to one another within their communities and working environments. Students will also learn how traditional and contemporary beliefs and values influence the present-day aspirations and actions of Aboriginal peoples.

Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied

## **English**

### **English, Grade 10, Academic**

**ENG2D**

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

Prerequisite: ENG1D, or ENG1P

### **English, Grade 10, Applied**

**ENG2P**

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: ENG1D, or ENG1P

### **English, Grade 10, Essential**

**ENG2L**

This course emphasizes key skills in reading, writing, oral communication, and thinking that students need for continuing success in their secondary school subjects, and to communicate with others in their lives outside of school. This course gives students a solid literacy skills foundation to enter Grade 11 English, Workplace and to prepare them for successful completion of the Grade 10 Test of Reading and Writing Skills. In particular, the course encourages students to develop and reflect upon the strategies that will improve their literacy competence and confidence.

Prerequisite: ENG1L

### **English, Grade 11, University Preparation**

**ENG3U**

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: ENG2D

### **English, Grade 11, College Preparation**

**ENG3C**

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: ENG2P

### **English, Grade 11, Workplace Preparation**

**ENG3E**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary 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. This course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

Prerequisite: ENG2P, or ENG2L

### **Media Studies, Grade 11, Open**

**EMS30**

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

Prerequisite: ENG2D, or ENG2P

Course fee \$15.00 photography and projects

### **English, Grade 12, University Preparation**

**ENG4U**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, 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. This course is designed to prepare students for university, college, or the workplace.

Prerequisite: ENG3U

### **Studies in Literature, Grade 12, University Preparation**

**ETS4U**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

There will be a trip to Stratford, University of Waterloo or Toronto to view a play.

Prerequisite: ENG3U

### **The Writer's Craft, Grade 12, University Preparation**

**EWC4U**

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

Prerequisite: ENG3U

### **Philosophy in Literature and Film, Grade 12, University Preparation**

**IDC4UL**

This course selects the expectations from Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from Studies in Literature, Grade 12, University Preparation; Classical Civilization, Grade 12 University Preparation; Philosophy: The Big Question, Grade 11, Open; and Media Studies, Grade 11, Open. This course is for serious students with a special interest in the philosophic nature of literature and film. Humankind's search for self and our dual nature (good vs. evil) will be major themes. Students will analyze a range of literary and film texts and respond to them personally, critically, and creatively. Utopian/dystopian literature will be explored with the culminating event as a Philosopher's Café where students will unveil their own visions of a Utopian Society.

Prerequisite: ENG3U

### **English, Grade 12, College Preparation**

**ENG4C**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts 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: ENG3C

### **English, Grade 12, Workplace Preparation**

**ENG4E**

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

Prerequisite: ENG3E

### **Ontario Secondary School Literacy Course, Grade 12, Open**

**OLC 40**

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

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

## French

### Core French, Grade 10, Academic

FSF2D

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: FSF1D, or FSF1P

### Core French, Grade 11, University Preparation

FSF3U

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 a 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: FSF2D

### Core French, Grade 12, University Preparation

FSF4U

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.  
Prerequisite: FSF3U

## Guidance and Career Education

### Career Studies (Open) (½ credit)

GLC 20

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.  
Prerequisite: None

### Discovering the Workplace, Grade 10, Open

GLD20

This **two credit** package course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. They investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects. This course helps students make plans for continued learning and work.  
Prerequisite: None

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. A successful interview is required in order to gain acceptance into this course which focus on peer tutoring a junior English class.

Prerequisite: Career Studies, Grade 10, Open

## **Cooperative Education**

Cooperative Education is a program that allows senior students to refine, extend, and apply classroom learning into supervised placements in the community. Coop students must be 16 years of age and have at least 16 credits. Students can earn two credits in the 'Designing Your Future' course, or four credits linked to specific in-school subjects.

### **Why Take Coop?**

#### **Coop will enable you to:**

- Explore future career possibilities
- Understand employer expectations in real job situations
- Develop a positive self-image
- Develop confidence in the workplace
- Obtain work experience often required by college and university programs
- Apply and expand classroom knowledge
- Work with state-of-the-art equipment and technology
- Benefit from the experience and expertise of people in your community
- Develop the essential skills and the employability skills necessary for success in the workplace

## How Does Coop Work?

- The program combines a full semester, half or full-day work placement in the community with a school based classroom component. Students are expected to be at their placement for three to six hours per day.
- A mandatory pre-placement classroom component prepares students for work through health and safety training, self assessment tasks, and lessons on resumé and interview skills, confidentiality, and employer expectations.
- Students must successfully interview with a community employer prior to placement.
- Competitive interviews may be conducted; students are not guaranteed a particular placement.
- Students return to the classroom on a regular basis to share experiences, develop further skills, and present assignments.
- Regular job performance appraisals are completed by the employer in conjunction with the teacher.
- Students can not be paid while on the job but earn regular school credits for their work term.
- The Coop teacher monitors the work of the student at the placement, and works in consultation with the workplace supervisor to develop the curriculum (the Personalized Placement Learning Plan) to ensure that a meaningful experience takes place.
- Coop students are covered by school accident and liability insurance and the Workplace Safety and Insurance Board.
- Transportation costs, personal protective equipment and immunization required by the placement are the responsibility of the student.
- Students do NOT go to their work placements during school holidays, on weekends, or during exams.
- Students interested in Coop should have a level of maturity consistent with the type of placement requested in addition to a good attendance and behavioural record.

## Subject Based Cooperative Education

Students who have demonstrated the required skills and readiness to earn coop credits in specific areas may be able to earn two coop credits where the course code will match their in-school preparation. For example, a student wishing to experience an accounting career after taking BAF 3M1 would earn two credits in BAF 3MC. A complete list of available subject areas will be distributed to all senior students.

***Note: Cooperative Education courses cannot be used to meet the course requirements (Six U or U/M courses ) for university admission.***

## Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is a specialized Coop program for those students interested in Apprenticeship Training. This program allows senior students to complete Coop credits toward their Ontario Secondary School Diploma and earn hours towards an apprenticeship in one of the designated trade sectors such as construction, motive power, industrial or service.

Students will work under the supervision of a qualified journey person. In some cases wages may be earned. At that time, the Workplace Safety and Insurance Board coverage will become the responsibility of the employer. OYAP is generally a two year program. Students who have demonstrated exceptional competency in the trade-related subject, have an acceptable attendance record and a serious attitude and commitment to their apprenticeship goal are referred by their trade-related subject teacher.

If accepted, the student will complete a “trial” pre-apprenticeship placement; if successful, the student may then take a second coop course and become “registered” as an apprentice. The curriculum for a “registered” apprentice must complement skills in the Training Standard for the chosen trade.

## How will OYAP Benefit You?

- Focus your education on your desired apprenticeship.
- Strengthen skills and expand knowledge related to a specific trade.

- Accumulate a substantial number of hours towards your trade papers.
- Earn a wage, in some cases, while still receiving credits towards your OSSD.

#### Conditions For Acceptance?

- Age 16, with sixteen high school credits as a minimum.
- Be enrolled as a full time student.
- A good attendance and behavioural record.
- Demonstrate competence in the trade related subjects.

#### Note:

1. A student's acceptance into the OYAP program does not guarantee that a student will become "registered" as an apprentice. School staff and the School to Work office will do their best to locate a position, but placement and registrations rely on the size and type of placement opportunities within the community, on economic conditions, and on the job performance of the student.
2. OSSD requirements must be met to remain in the OYAP program.
3. Students who change their mind about their chosen trade may simply return to a regular school schedule with their trade experience appearing on their transcript as co-operative education credits.

#### How Do You Apply for Cooperative Education?

- Complete the option sheet, requesting Coop/OYAP on your course option sheet.
- Obtain and complete a Coop application form indicating your career interest.
- Submit two references from teachers, one of whom must be your teacher in the related subject area.
- Participate in a structured interview with the Coop teacher(s)
- Complete a health test and/or Criminal Reference Check if required by the placement. A fee may be charged for either check.

## COOP and OYAP Courses

The following courses may become part of a coop package.

### Discovering the Workplace, Grade 10, Open

**GLD20**

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

**Prerequisite:** None

### Designing Your Future (Open)

**GWL 301/GWL30C**

This **two credit** Cooperative Education package is designed to enable students at the senior level to combine in-school lessons and an out-of-school placement experience. Students will be able to experience a potential career by working at a placement related to each student's career goal. Through classroom work and workplace experience students will explore the realities and opportunities of the modern workplace, refine their employability skills and learn how to plan their future. Completed assignments, log sheets, and an independent study are expectations of the course. Examples of the types of placements for two-credit

Cooperative Education include: hairstyling, daycare, nursing, business administration, marketing, engineering, computer technology, elementary teacher's assistant, and customer service.

**Prerequisite:** Career Studies, Grade 10, Open

**Navigating the Workplace, Grade 12, Open**

**GLN401/GLN40C**

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

**Prerequisite:** None

## CO-OPERATIVE EDUCATION COURSE SELECTIONS for 2009-2010

1. For Co-op, choose one of the course codes below. Record the correct code on your course selection sheet.
2. For Co-op that is unrelated to a course listed below, or if you would like to have 4 credits of Co-op, choose either GWL30C, or GLN40C if you already have GWL30C in your credit history, on your course selection sheet.

Subject Area	Related Course (Pre- or Co-requisite)	Co-op Course Code to be entered on option sheet	Placement Possibilities
Dramatic Arts	ADA 3M1	ADA 3MC	teaching
Music	AMU 3M1	AMU 3MC	teaching
Visual Arts	AVI 3M1, AWO 3O1	AVI 3MC, AWO 3OC	photography, galleries, teaching, art studio, print shop
Accounting	BAF 3M1 BAT 4M1	BAF 3MC, BAT 4MC	accounting, small business, financial institutions
Marketing, Entrepreneurial Studies, Retailing	BMI 3C1, BDI3C1, BMX 3E1	BMI 3CC, BDI 3CC, BMX 3EC	advertising, community organizations
Information Technology	BTA 3O1	BTA 3OC	business, software applications
English	ENG 3U1, ENG 3C1	ENG 3UC, ENG 3CC	journalism, public relations, communications, teaching
French	FSF 3U1	FSF 3UC	teaching
Geography	CGG 3O1, CGF 3M1	CGG 3OC, CGF 3MC	tourism, resource management, teaching
Law	CLU 3M1	CLU 3MC	law office, security
Fashion	HNC 3O1	HNC 3OC	design, fashion retail
Parenting	HPC 3O1	HPC 3OC	day care, JK, SK
Anthropology, Psychology, Sociology	HSP 3M1	HSP 3MC	social services
Health and Physical Education	PAL 3OM, PAL 3OF, PLF 4C1, PSE 4U1	PAL 3OC, PLF 4CC, PSE 4UC	fitness, physiotherapy, teaching
Mathematics	MCF 3M1, MCR 3U1, MBF 3C1	MCF, 3MC, MCR 3UC, MBF 3CC	financial insitutions, teaching, civil service
Biology	SBI 3C1, SBI 3U1	SBI 3CC, SBI 3UC	human and animal health care, research
Chemistry	SCH 4C1, SCH 3U1	SCH 4CC, SCH 3UC	laboratories, pharmacy
Physics	SPH 4C1, SPH 4U1	SPH 4CC, SPH 3UC	optometry, engineering, electrical
Communications Technology	TGJ 3M1	TGJ 3MC	media studies, desktop publishing, graphics
Construction Technology	TCJ 3E1, TCJ 4E1, TCJ 3E2, TCJ 4E2, TCJ 3E4, TCJ 4E4	TCJ 3EC, TCJ 4EC	construction trades
Technological Design	TDJ 3M1	TDJ 3MC	drafting, engineering
Manufacturing Technology	TMJ 3E1, TMJ 3E2, TMJ 4E1, TMJ 4E2	TMJ 3EC, TMJ 4EC	welding, machining, tool and die
Guidance General Co-op	GWL 3O1 (2 credit package) GLN 4O1 (2 credit package)	GWL 3OC, GLN 4OC	retail, hairstyling, office administration, auto service, auto body, small engine, etc.
Guidance Co-op placements will provide a generalized workplace experience. Additional Co-op courses at the Grade 12 level may be considered during co-op interviews.			

# Health and Physical Education

## Healthy Active Living Education: Personal Fitness Focus, Grade 10, Open (Girls)

PAF20F

This new course focuses on the development of an appreciation for and regular participation in a variety of unique and non-traditional activities while engaging students' interest and promoting continued participation throughout their lives. Students will be encouraged to develop personal competence through Yoga, Pilates, dance, aerobics, fitness & specialized weight training, self-defence, orienteering, outdoor fitness & other recreational activities. Students will study the components of nutrition, diet analysis, stress management and relaxation techniques.

Prerequisite: None

## Healthy Active Living Education: Large Group Activities, Grade 10, Open (Girls)

PAL20F

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

Prerequisite: None

## Healthy Active Living Education: Large Group Activities, Grade 10, Open (Boys)

PAL20M

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

Prerequisite: None

## Healthy Active Living Education: Large Group Activities, Grade 11, Open (Girls)

PAL30F

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

Prerequisite: None

## Healthy Active Living Education: Large Group Activities, Grade 11, Open (Boys)

PAL30M

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

Prerequisite: None

## Sports and Society, Grade 11, Open

IDC30S

This course combines the expectations for Interdisciplinary Studies, Grade 11, Open with selected expectations from two or more other courses (e.g. Open; Introduction to Business, Grade 9, Open; English, Grade 11, University, College, or Workplace Preparation; Healthy Active Living Education, Grade 11, Open)

This course explores the role of sports and athletics in history, in various cultures, and at various levels of society. These levels include: international, national, provincial, local (Mount Forest and Arthur), and most importantly within our own school community. Using diverse resources and research methods, students will analyse the depiction of sports and health in media and will examine trends in the communication of sports related activities. Using this knowledge, a considerable amount of class time will be spent documenting the role of sports in our school community in the form of a class athletic newspaper.

Prerequisite: None

**Healthy Active Living Education: Outdoor Education Focus, Grade 11/12, Open (Coed)**

**PAD 30/40**

This is a co-ed focus course which centres on outdoor education activities to develop the healthy active living concepts. This course offers students an introduction to the fundamentals of camping, canoeing, hiking, cross-country skiing, snowshoeing, swimming, orienteering, survival skills and wilderness first aid. The focus is on how to prepare for, and safely participate, in these activities and to encourage an appreciation for the outdoors and what it has to offer. The out-of-school component of this course will involve a mandatory wilderness canoe and camping trip. There are many other out-of-classroom experiences in this course. The costs of this is approximately \$250 plus food.

A transportation fee/facility fee for activities will also be assessed. This course is an acceptable prerequisite for 4U physical education courses. To ensure suitability for this course, students will be interviewed before being admitted. Students will not be admitted to the course more than four days after the semester begins.

Prerequisite None.

**Healthy Active Living Education: Personal Fitness Focus, Grade 11, Open (Coed)**

**PAF 30**

This course teaches the same expectations as PAL3OM and PAL3OF. A personal program of cardiovascular training, body toning and flexibility will be set up for you following an extensive battery of fitness testing. A study of proper nutrition and lifestyle activities will supplement your daily "workouts". Fitness retesting will assess your gains in personal fitness.

Prerequisite: None

**Exercise Science, Grade 12, University Preparation**

**PSE4U**

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 sport administration.

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

**Recreation and Fitness Leadership, Grade 12, College Preparation**

**PLF4C**

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. A course fee for use of community facilities will be levied.

Prerequisite: any Grade 11 or 12 open course in health and physical education.

**Healthy Active Living Education, Grade 12, Open (Coed)**

**PPL40**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives.

Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Prerequisite: None

### **Healthy Active Living Education: Personal Fitness Focus, Grade 12, Open (Coed)**

**PAF 40**

This course teaches the same expectations as PPL4O1. A personal program of cardiovascular training, body toning and flexibility will be set up for you following an extensive battery of fitness testing. A study of proper nutrition and lifestyle activities will supplement your daily "workouts". Fitness retesting will assess your gains in personal fitness.

Prerequisite: None

## **Interdisciplinary Studies**

Interdisciplinary studies courses provide students with opportunities to understand the diverse perspectives of and the links among discrete subjects/disciplines and to develop their knowledge and skills beyond the scope of individual disciplines and to develop their knowledge and skills beyond the scope of individual disciplines to solve problems, make decisions, and present new findings. Students will integrate general interdisciplinary concepts, skills, models, resources, technologies, and strategies with specific content and approaches from diverse areas of the curriculum, which can be adapted to reflect the context of the specific interdisciplinary studies courses or packages of courses. Students may take a maximum of **three** interdisciplinary courses.

### **Sports and Society, Grade 11, Open**

**IDC3OS**

This course combines the expectations for Interdisciplinary Studies, Grade 11, Open with selected expectations from two or more other courses (e.g. Dance, Grade 11, Open; Introduction to Business, Grade 10, Open; English, Grade 11, University, College, or Workplace Preparation; Healthy Active Living Education, Grade 11, Open). This course explores the role of sports and athletics in history and in various cultures. Using diverse resources and research methods, students will analyse the depiction of sports and health in media and literature and will examine trends in the business and communication of sports-related activities. They will also explore the importance of personal fitness and healthy living, the relationship between amateur and professional sports, and local and provincial opportunities and careers in sports, outdoor education, and physical activity.

Prerequisite: None

### **Women in Technology, Grade 11 Open**

**IDC3OT**

This course examines a variety of non-traditional occupations for women in the skilled trades. Students will explore a broad range of career opportunities in the skilled trades through hands-on project. Students will experience the construction, transportation, automotive, and manufacturing trades. The role and experiences of women in the trades, the training and apprenticeship process, and the opportunities available for rewarding careers will be examined.

Prerequisite: None

### **Outdoor Education - Community Environmental Leadership Program, Grade 10**

Credit Value: 4

This package of courses consists of the expectations for Interdisciplinary Studies, Grade 10, Open, as well as all the expectations from the following four component courses: Career Studies, Grade 10, Open (half credit); Civics, Grade



Prerequisite: None

### **THJ 20P**

### **Green Industries**

- 1 credit in Technological Education

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

Prerequisite: None

### **International Studies, Grade 12, University Preparation**

**IDC4UB**

This course combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from Analysing Current Economic Issues, Grade 12, University Preparation; Canadian and International Law, Grade 12 University Preparation; and Introduction to International Business, Grade 12, University/College Preparation.

Our world is increasingly interconnected and interdependent. Students today face an unprecedented range of social, legal, economic, cultural, environmental, political, and technological issues. This course explores the opportunities and challenges presented by today's global village. Students planning to pursue a post-secondary program in business or international studies will find this course of particular interest. This course will open your eyes to the world around you! With a business view, examine such topics as international trade and embargos, famine and war, and human rights and sweatshops.

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

### **Philosophy in Literature and Film, Grade 12, University Preparation**

**IDC4UL**

This course selects the expectations from Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from Studies in Literature, Grade 12, University Preparation; Classical Civilization, Grade 12 University Preparation; Philosophy: The Big Question, Grade 11, Open; and Media Studies, Grade 11, Open. This course is for serious students with a special interest in the philosophic nature of literature and film. Humankind's search for self and our dual nature (good vs. evil) will be major themes. Students will analyze a range of literary and film texts and respond to them personally, critically, and creatively. Utopian/dystopian literature will be explored with the culminating event as a Philosopher's Café where students will unveil their own visions of a Utopian Society.

Prerequisite: ENG3U

## **Mathematics**

### **Principles of Mathematics, Grade 10, Academic**

**MPM2D**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using

analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM1D

### **Foundations of Mathematics, Grade 10, Applied**

**MFM2P**

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

Prerequisite: MPM1D, or MFM1P

### **Mathematics, Grade 10, Essential**

**MAT2L**

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

Prerequisite: A Grade 9 Mathematics credit

### **Functions and Relations, Grade 11, University Preparation**

**MCR3U**

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: MPM2D

### **Functions, Models, Grade 11, University/College Preparation**

**MCF3M**

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: MPM2D or MFM2P

### **Mathematics of Personal Finance, Grade 11, College Preparation**

**MBF3C**

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

Prerequisite: MFM2P

### **Mathematics for Everyday Life, Grade 11, Workplace Preparation**

**MEL3E**

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

Prerequisite: MPM1D, MFM1P, or MAT2L

### **Advanced Functions, Grade 12, University Preparation**

**MHF4U**

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

Prerequisite: MCR3U, or MCT4C

### **Calculus and Vectors, Grade 12, University Preparation**

**MCV4U**

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.

**Co-requisite:** MHF4U **Note:** The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors. It is strongly recommended that students complete the course MHF4U prior to beginning MCV4U, rather than trying to complete both MHF4U and MCV4U in the same semester.

### **Mathematics of Data Management, Grade 12, University Preparation**

**MDM4U**

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: MCR3U, or MCF3M

### **Foundations for College Mathematics, Grade 12, College Preparation**

**MAP4C**

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

Prerequisite: **MBF3C**

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

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

Prerequisite: MCF3M

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

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

Prerequisite: MEL3E

**Science****Science, Grade 10 Academic****SNC2D**

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 particular attention to acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: SNC1D, or SNC1P

**Science, Grade 10 Applied****SNC2P**

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

Prerequisite: SNC1D, or SNC1P

**Biology, Grade 11 University****SBI3U**

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 functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: SNC2D

**Biology, Grade 11 College****SBI3C**

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

Prerequisite: SNC2P

### **Environmental Science, Grade 11 Workplace Preparation**

**SVN3E**

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

Prerequisite: SNC1D, SNC1P, or SNC1L

### **Chemistry, Grade 11 University**

**SCH3U**

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 of those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: SNC2D

### **Physics, Grade 11 University**

**SPH3U**

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 the laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D

### **Biology Grade 12 University**

**SBI4U**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. Prerequisite: SBI3U

### **Chemistry, Grade 12 University**

**SCH4U**

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

Prerequisite: SCH3U

### **Chemistry, Grade 12, College**

**SCH4C**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. Prerequisite: SNC2D or SNC2P

### **Physics, Grade 12 University**

**SPH4U**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse qualitatively, and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications on society and the environment. Prerequisite: SPH3U

### **Science, Grade 12, Workplace Preparation**

**SNC4E**

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 work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

Prerequisite: SNC2P (Offered alternate years, **IS** offered during the 2010-2011 school year)

### **Physics, Grade 12, College**

**SPH4C**

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 as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D, or SNC2P

(Offered alternate years. It **IS NOT** offered in the 2010-2011 school year)

## **Social Sciences and Humanities**

### **Individual and Family Living, Grade 10, Open**

**HIF 20**

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 acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society. Come and experience a taste of the various components of Family Studies: foods, garment construction, communication, housing, and interpersonal relationships.

Prerequisite: None

### **Fashion and Creative Expression, Grade 11, Open**

**HNC 30**

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. Come and learn about fashion and how to construct garments and accessories that express your own individuality.

Prerequisite: None

### **Parenting, Grade 11, Open**

**HPC 30**

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. Take "Baby Think It Over" home and experience what it is like to be a responsible care giver.

Prerequisite: None

### **Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation**

**HSP 3M**

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. Delve into the mysteries of mankind, avenues of personality, dilemmas with society and cultures.

Prerequisite: None

### **The Fashion Industry, Grade 12, Open**

**HNB 40**

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.

Prerequisite: None

### **Individuals and Families in a Diverse Society, Grade 12, University/College Preparation**

**HHS 4M**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families. Turn off the talk shows as we uncover the real mysteries and dilemmas of the Canadian family.

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

### **Challenge and Change in Society, Grade 12, University/College Preparation**

**HSB 4M**

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 analyse 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. Examine and investigate societal trends which have impacted modern times such as the Baby Boom, modern inventions, and personal conflicts.

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

## Technological Studies

The focus of technology courses at Wellington Heights Secondary School is to give students as broad a technical experience as possible. Our three technology labs are very well equipped to carry out this task.

CSA approved safety glasses are required.

Some of the many career paths available through technological studies include:

- Construction trades

- Wood manufacturing

- Welding (Oxy-Acetylene, SMAW and MIG welding practices)

- Precision machining (general machinist, tool and die, millwright)

- Computer controlled machining (CNC machining)

- Civil and mechanical design and engineering (Computer Assisted Design)

- Communications technologies (computer graphics, animation, sound recording and video)

## Interdisciplinary Studies

### Women in Technology, Grade 11, Open

IDC 30T

This course examines a variety of non-traditional occupations for women in the skilled trades. Students will explore a broad range of career opportunities in the skilled trades through hands-on project. Students will experience the construction trades, transportation and automotive trades, and manufacturing trades. The role and experiences of women in the trades, the training and apprenticeship process, and the opportunities available for rewarding careers will be examined. There will be a material fee for any take-home projects completed in this course.

Prerequisite: none

## Transportation Technology Courses

### Transportation Technology: Vehicle Ownership, Grade 11, Open

TTJ 301

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 transportation, and will learn about apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: None

## Manufacturing Technology Courses

Course Fees for Manufacturing. Students are responsible for the cost of materials used in the construction of their major project. This cost runs from a minimum of \$25.00, to a typical maximum of \$50.00 to \$60.00.

**Manufacturing Technology, Grade 10, Open (Metal)**

**TMJ 20M**

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

Major Projects: Development of core skills in precision machining and welding.

Prerequisite: None

**Manufacturing Technology, Grade 11, Workplace Preparation (Metal)**

**TMJ 3E1**

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 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 industry.

Major Projects: Development of core skills in precision machining and welding.

Prerequisite: None

**Manufacturing Technology, Grade 11, Workplace Preparation (Metal)**

**TMJ 3E2**

This **two credit** course helps familiarize students with the broad range of career opportunities within the manufacturing sector. Students will acquire design and fabrication skills using a variety of materials, tools, equipment, and processes, and will construct products that adhere to design specifications and meet quality control standards. In addition to developing employability and technical skills, students will develop an understanding of the impact of the manufacturing sector on consumers, society and the environment. This course is designed to prepare students for apprenticeships in the areas of General Machinist, Tool and Die, Industrial Machinist (Millwright), and Welder.

Major Projects: Development and refinement of core skills in precision machining and welding plus the design and fabrication of projects using those skills.

Prerequisite: none (Recommend Grade 10 TMJ 20M)

**Manufacturing Technology, Grade 12, Workplace Preparation (Metal)**

**TMJ 4E1**

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 career opportunities in the manufacturing industry.

Major Projects: Development and refinement of core skills in precision machining, tool fabrication, and welding, plus the design and fabrication of projects using those skills.

Prerequisite TMJ 3E1 or TMJ 3E2

### **Manufacturing Technology, Grade 12, Workplace Preparation (Metal)**

**TMJ 4E2**

This **two credit** course focuses on drafting and design, machining, welding, computer numerical control (CNC), computer-assisted machining (CAM), and computer control. Students will use sophisticated design and manufacturing systems to design and fabricate tooling, to program CNC equipment, and to design and build solutions to technological challenges in manufacturing. This course is designed to prepare students for apprenticeships in the areas of General Machinist, Tool and Die, Industrial Machinist (Millwright), and Welder.

Major Projects: Development and refinement of core skills in precision machining, tool fabrication, and welding, plus the design and fabrication of projects using those skills.

Prerequisite TMJ 3E1 or TMJ3E2

## **Technological Design Courses**

### **Technological Design, Grade 10, Open**

**TDJ201**

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

Would you like to design and build your own chopper pedal bike, or test bottle rockets to see whose can fly the farthest? How about designing and building sets and props for a drama production? These are just a few of the projects that this active course is offering. This is a project-driven course covering aspects of welding and metal manufacturing, as well as wood and its properties. Students who are good problem solvers, are good with their hands, and have a creative mind should consider taking this course. There will be a material fee to cover the cost of any take-home projects and students are required to supply CSA safety glasses.

Prerequisite: None

### **Technological Design, Grade 11, University / College Preparation**

**TDJ 3M1**

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

Major Projects: Architectural design, drafting and rendering of a dream home, and packaging design.

Prerequisites: None

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

**TDJ 4M1**

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

Prerequisite: TDJ 3M

## **Construction and Wood Manufacturing Technology Courses**

Course Fees for Construction: There is a materials fee to cover take-home projects. CSA safety glasses are required. On-site courses require CSA safety footwear - student supplied.

### **Construction Technology, Grade 10, Open Wood Focus**

**TCJ 20W**

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

**Note:** This course will be delivered with a focus on construction, **and** woodworking skills.

Prerequisite: None.

### **Construction Technology, Grade 11, Workplace Preparation**

**TCJ 3E1**

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, layout, 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 post-secondary and career opportunities in the field.

Major Projects: Construction of a backyard shed or other small building that meets all Ontario Building Code specifications.

Prerequisite: None

### **Construction Technology, Grade 11, Workplace Preparation**

**TCJ 3E2**

This **two credit** 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, layout, 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 post-secondary and career opportunities in the field. This course is designed to prepare students for apprenticeships in the areas of Carpentry, Masonry, Drywall, Electrical, Plumbing, and Roofing.

Major Projects: Construction of a backyard shed or other small building that meets all Ontario Building Code specifications, and work on building projects in the community.

Because of the onsite aspect of the program, it is mandatory that each student provide their own CSA footwear.

Prerequisite: None

### **Construction Technology, Grade 11, Workplace Preparation**

**TCJ 3E4**

This **four credit** course, which includes two credits of Construction and two credits of Construction Coop 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, layout, 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 post-secondary and career opportunities in the field. This course is designed to prepare students for apprenticeships in the areas of carpentry, masonry, drywall, electrical, plumbing, and roofing.

Because of the on-site aspect of this program it is mandatory that each student provide their own CSA safety footwear.

Major Projects: Construction of a backyard shed or other small building that meets all Ontario Building Code specifications and work on building projects in the community.

Prerequisite: None

### **Construction Technology, Grade 12, Workplace Preparation**

**TCJ 4E1**

This course enables students to further develop 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.

Major Projects: Construction of a backyard shed or other small building that meets all Ontario Building Code specifications.

Prerequisite TCJ 3E1 or TCJ 3E2 or TCJ 3E4

### **Construction Technology, Grade 12, Workplace Preparation**

**TCJ 4E2**

This **two credit** course enables students to further develop 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

Because of the on-site aspect of this program it is mandatory that each student provide their own CSA safety footwear.

Major Projects: Construction of a backyard shed or other small building that meets all Ontario Building Code specifications, and work on building projects in the community.

Prerequisite TCJ 3E1 or TCJ 3E2 or TCJ 3E4

### **Construction Technology, Grade 12, Workplace Preparation**

**TCJ 4E4**

This **four credit** course, which includes 2 credits of construction and 2 credits of construction coop, enables students to further develop 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

Because of the on-site aspect of this program it is mandatory that each student provide their own CSA safety footwear.

Major Projects: Construction of a backyard shed or other small building that meets all Ontario Building Code specifications, and work on building projects in the community.

Prerequisite: TCJ 3E1 or TCJ 3E2 or TCJ 3E4

### **Custom Woodworking, Grade 11, Workplace Preparation**

**TWJ3E1**

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

Prerequisite: None.

**Custom Woodworking, Grade 12, Workplace Preparation**

**TWJ4E1**

This course enables students to further develop knowledge and skills related to planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

Prerequisite: TWJ3E1.

## **Communications Technology Courses**

**Communications Technology: Broadcast and Print Production, Grade 11, Open**

**TGJ301**

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

Prerequisite: None.

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

**TGJ 3M1**

This course examines communication 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 communication; 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 communication technology fields.

Major projects: Video and audio recording and editing techniques, 2D animation, and live broadcast production.  
Prerequisite: None

**Communications Technology: Digital Imagery and Web Design, Grade 12, Open**

**TGJ401**

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

Prerequisite: TGJ301.

**Communications Technology, Grade 12, University/College Preparation**

**TGJ 4M1**

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 explore post-secondary education, training, and career opportunities.

Major Projects: Video and audio recording editing and special effects, 2D and 3D animation, and live broadcast production.

Prerequisite: TGJ 3M1