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CURRENT ADMINISTRATION

Mrs. A. Lofaso
Principal

Mr. S. Sleiman
Vice-Principal

Mr. M. Naicker
Vice-Principal



Student Services

Mrs. G. Parent—Guidance Head
Mrs. R. Pare— Special Education Head
Mrs. C. Pastorius—Student Success Teacher

Campus Ministry

Mr. J. Gendron

DEPARTMENT HEADS

Arts
Catholic Studies
Business Studies and Co-operative Education
English
English as a Second Language
Languages
Mathematics
Physical Education
Sciences
Social Sciences
Technical Studies

Ms. L. Garrisi
Mrs. C. Da Silva
Mrs. S. Cvetkovski
Mrs. S. Soumis
Mrs. N. Uros
Mr. S. Richardson
Mr. J. Nuic
Mr. J. Khoury
Ms. M. Sawicki
Mr. P. Gebrael
Mrs. J. Banks

Parents' Council

Mrs. Paulette Fortier, Chairperson

Student Services

ATTENDANCE OFFICE

The Main Office contains the offices for the Vice-Principals in charge of discipline. Since both attendance and discipline are necessary prerequisites to learning, this office is central to the smooth running of the school and ensures that students are able to learn. It is from this necessity that students must report all their absences, lates and early-leavings, giving reasons for these. Other ingredients for successful learning are the student's openness to learn, eagerness to learn, respect for teachers, respect for others, and willingness to do the work provided. For this reason, there is a Student Code of Conduct in which every rule stems from the above needs. It is the duty of this office to see that students understand and follow the Code of Conduct and to work with parents and students in the improvement of behavior and attendance.

GUIDANCE DEPARTMENT

The Guidance Department helps all students with academic, credit, career, and personal counseling. These counseling services are delivered via whole class, small group or individual gatherings. Counseling sessions focus upon grades, study habits, course selection, post secondary planning, bursary/scholarship and financial concerns. The Guidance Department provides assistance to the School Improvement Plan and literacy development. Information regarding testing, social work, psychological assessment, learning resources and tutoring can be obtained here.

SPECIAL EDUCATION

The Special Education Department meets the educational needs of students who have been formally identified as exceptional by a School Board's Special Education Identification, Placement and Review Committee (I.P.R.C.), as well as students who have an Individualized Education Plan (I.E.P.). The Special Education Department also services students who require additional support through the services of qualified teachers to meet the needs of earning credits. The needs of each student are dealt with individually in consultation with the special education staff, student, parents/guardians and teachers. Every effort is made to ensure success for each student.

LIFE SKILLS PROGRAM

The Life Skills program is the centre of learning for students recommended into this special program from the elementary level in consultation with Parents, Teachers and the Special Education Department Head. Students in this program are integrated into non-credit courses which are most appropriate to develop each student's potential. Work Experience is a key component of this program. Students enrolled in the Life Skills Program may graduate with an Ontario Secondary School Certificate or a Certificate of Accomplishment.

LEARNING ENRICHMENT CENTRE

The Learning Enrichment Centre is designed to meet the educational needs of any student having difficulty in one or more subject areas, but who may benefit from regular grade instruction with the on-going support of the Learning

Enrichment Teacher. Students may receive assistance in a variety of ways:

- a) During class time, a student may receive additional support in the Learning Enrichment Centre for daily class work, assignments, tests and exams.
- b) A student can be scheduled in the Learning Enrichment Centre during the school day to receive additional support in one or more subject areas.

STUDENT SUCCESS PROGRAM

The Student Success Program has been initiated to focus on students who need additional help to be successful in their courses. Students in this program are supported by a Student Success Teacher. Support is offered through credit Rescue, Credit Recovery, SAL and/or Alternative space for students, all in a supported environment. Students are also supported by an in house CYW.

CAMPUS MINISTRY

The Campus Ministry Office is a hub of activity and service at Catholic Central. The Breakfast Nutrition Program, run with staff volunteers and peer helpers, provides food and a friendly atmosphere three days a week. All community service opportunities are promoted through Campus Ministry. CCH students are able to fulfill their 40 hours needed to graduate and learn first-hand the meaning of our school motto: Christ waits for us in others.

The Campus Minister coordinates school masses and liturgical celebrations; plans and facilitates retreat days and is a resource person for students, parents and staff. The St. Joseph the Worker Chapel is available for prayer, reflection and class Masses.

'Youth in Action' meets every Tuesday during lunch to plan and promote activities which make a positive difference in our school, community. The 'Healthy Communities' group's focus is to help our Grade 9 students feel welcome & supported in their new setting. Campus Ministry connects students, staff, parents and parishes. The door is always open and all are welcome for sharing, celebration, outreach and community.

Graduation Requirements

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

18 Compulsory Credits

- 4 credits in English*
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics

Plus one credit from each of the following groups:

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

In addition, students must complete:

- 12 optional credits†
- 40 hours of community involvement activities
- the provincial literacy requirement

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

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

†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed in the school course calendar based on their individual interests and goals. ***All students are expected to take a Religious Education course each year.**

Community Involvement Requirements and Procedures

As part of the diploma requirements, each student must make a positive contribution to the well-being of the community. The community involvement consists of student self-directed activities of at least 40 hours, which must be completed before graduation. The activities must occur outside of normal instructional hours. Community Involvement summary sheets can be picked-up in the Guidance Office.

Ontario Secondary School Literacy Test (OSSLT)

All secondary school students earning a diploma must successfully complete the Ontario Secondary School Literacy Requirement. The literacy test is administered in grade 10 and is based on Ontario curriculum expectations for reading and writing in all subjects up to the end of grade 9.



Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma provided they have earned a minimum of 7 Optional Credits and 7 Compulsory Credits.

The compulsory credits must be distributed as follows:

- 2 English
- 1 Canadian Geography or History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts or Technological Education

- 7 Optional credits (Selected by the student from available courses.)

Certification of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new Certificate of Accomplishment.



ACADEMIC INFORMATION

SEMESTERS AND REPORT CARDS

Catholic Central is a semestered school with semesters beginning in September and February. *Report cards are brought home by the students four times a year (mid-November, beginning of February, middle of April and early July).*

ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluations based on the Provincial curriculum expectations and the achievement levels listed below. Students are evaluated on four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. (The names of the categories differ slightly from one subject area to another.) A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- (a) 70% of the grade will be based on assessments and evaluations conducted throughout the course.
- (b) 30% of the grade will be based on a final evaluation in the form of an examination, performance and/or essay administered towards the end of the course.

80 - 100 % (Level 4)

A very high to outstanding level of achievement. Achievements above the Provincial standard.

70 - 79% (Level 3)

A high level of achievement. Achievement is at a Provincial standard.

60 - 69% (Level 2)

A moderate level of achievement. Achievement is below, but approaching the Provincial standard.

50 - 59% (Level 1)

A passable level of achievement. Achievement is below the Provincial standard.

Below 50%

Insufficient achievement of curriculum expectations. A credit will not be granted.

FULL DISCLOSURE

- Withdrawals from Grade 9 and 10 courses are not shown on the OST (Ontario Student Transcript). Only successfully completed courses for these grades will show.
- Students who withdraw from a grade 11 or 12 course in a secondary school, **within 5** instructional days following the issue of the first provincial

report card will not have withdrawn courses recorded on their OST.

- However, courses withdrawn **after 5** instructional days following the issue of the first provincial report card, will have the withdrawn course shown on the OST indicated by a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.
- Students who are under 18 years of age require parental approval for any course changes.
- Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the same course. However, each attempt and the percentage grade obtained is recorded on the OST. Repeated courses are indicated by an "R" in the "Credit" column for the course(s) with the lower percentage grade shown.

TRANSFER STUDENTS

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST.

TYPES OF COURSES GRADES 9 AND 10

Grades 9 and 10 courses are organized into three types: Academic, Applied and Open. All courses build on the grade 8 curriculum and **have rigorous standards**. All courses prepare students for study in the senior grades. Academic and Applied courses differ in the balance between essential concepts and additional requirements, and in the balance between theory and application. They differ primarily, not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts.

The final responsibility for course selection rests with the parents/guardians. The school's responsibility is to advise students and parents of the available programmes, alternatives and consequences.

Academic Courses

(Courses with a D in the fifth position) focus on the essential concepts of the discipline and also explore related concepts. Course work develops students' knowledge and skills by emphasizing theoretical and abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for further learning and problem solving.

Applied Courses

(Courses with a P in the fifth position) focus on the essential concepts of the disciplines. Course work develops students' knowledge and skills by emphasizing practical, concrete application of these concepts and incorporating theoretical applications as appropriate. Course work relates to familiar real-life situations and provides students with the opportunity for extensive hands-on applications of the concepts they study.

OPEN Courses

(Courses with a O in the fifth position) have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12 and for productive participation in society.

Locally Developed Courses

(Courses with a L in the fifth position) have been developed to meet students' educational needs not met by the existing Provincial curriculum.

TYPES OF COURSES GRADES 11 AND 12

Grades 11 and 12 courses are organized into five types, based on students' future destinations. Students may choose from Workplace Preparation, College Preparation, University/ College Preparation, University Preparation, or Open courses.

Workplace Preparation Courses

(Courses with a E in the fifth position) prepare students to move directly into the workplace or to be admitted to apprenticeship programs and other training programs in the community. These courses emphasize practical workplace skills.

College Preparation Courses

(Courses with a C in the fifth position) provide students with the knowledge and skills to meet entrance requirements for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and the development of critical thinking and problem-solving skills. The courses will focus on the development of independent research skills and independent learning skills.

University/College Preparation Courses

(Courses with a M in the fifth position) include content that is relevant for both university and college. They provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and their content will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

University Preparation Courses

(Courses with a U in the fifth position) provide students with the knowledge and skills needed to meet entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content with supporting applications. The courses will focus on the development of both independent research skills and independent learning skills.

Open Courses

(Courses with a O in the fifth position) Open courses in grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination.

Experiential Learning

Schools are offering more opportunities to customize your high school experience and build on your strengths and interests through a variety of new and enhance learning options including Experiential Learning. Experiential Learning programs enhance your academic background and provide you with opportunities to gain valuable experiences in our community. No matter your post secondary pathway, experiential learning can assist you in making career decisions and help you develop the knowledge, skills and habits required in the workplace. All forms of experiential learning are a valuable complement to your post secondary preparation and future employment.

Experience / Program	Length	Eligibility / Delivery	Credits	Description	Post Secondary Pathway
Job Shadowing	½ to 1 day	Any grade	N/A	<ul style="list-style-type: none"> One-on-one observation of a worker at a place of employment Take Our Kids to Work Day in Grade 9 is prototype of job shadowing May be incorporated into any credit course Counts towards the Experiential Learning component requirement for an SHSM 	Apprenticeship College University Work
Job Twinning	½ to 1 day	Any grade	N/A	<ul style="list-style-type: none"> One-on-one observation of a cooperative education student at his or her placement May be incorporated into any credit course Counts towards the Experiential Learning component requirement for an SHSM 	Apprenticeship College University Work
Work Experience	1 – 4 weeks	Any grade	N/A	<ul style="list-style-type: none"> A planned learning opportunity that provides students with a relatively short-term work experience May be incorporated into any credit course Counts towards the Experiential Learning component required for an SHSM 	Apprenticeship College University Work
Co-operative Education Program (Co-op)	1 semester or more usually 0.5 day 1, 2, 3 or 4 credit scheduling options Summer Co-op also available	Grade 11 Grade 12	2 or more	<ul style="list-style-type: none"> A ministry-approved program that allows students to earn secondary school credits while completing a work placement in any career field Students can apply 2 co-op credits towards their compulsory high school graduation requirements with not limit on earning potential co-op credits "Test-drive" career options and gain valuable work experience for postsecondary programs and future employment 2 credits in co-op are required for an SHSM 	Apprenticeship College University Work
Ontario Youth Apprenticeship Program (OYAP)	1 or 2 year program in senior years	Prerequisite 1 related Technology course Must be 16 years of age Must have 16 credits Grade 11 Grade 12	2 or more	<ul style="list-style-type: none"> Gain on-the-job training and experience in an apprenticeship in a skilled trade while earning credits towards the Ontario Secondary School Diploma (OSSD) Accumulate workplace hours that count towards both secondary school co-op credits and the requirements of an apprenticeship program May have an opportunity to receive Level 1 apprenticeship in-school training or be eligible to write an exemption test for Level 1 If enrolled in a ministry-approved dual credit program, may earn optional credits towards their OSSD for Level 1 apprenticeship in-school training May involve the student's registration in an apprenticeship Apprenticeship opportunities are determined by the demand of local employers in 4 sectors: industrial, motive power, service and construction Sample occupations included Automotive Service Technician, Truck and Coach Technician, Cook, Hairstylist, Horticulturist, Carpenter, and General Machinist A student may participate in OYAP as part of an SHSM program 	Apprenticeship College
School-Work Co-op Program	1 or 2 year program in senior years	Grade 11 Grade 12	2 or more	<ul style="list-style-type: none"> For students who are planning to enter the workplace after graduation Any area of work NOT requiring formal post-secondary education A student may participate in School-Work Co-op as part of an SHSM program 	Work

For further information or to apply to any of these programs, contact your Guidance Counsellor or school's Co-op teacher

Learning Programs

COOPERATIVE EDUCATION

Cooperative Education is a partnership between the school and business/industry where senior students are provided with a learning experience outside the classroom in a community placement. Students usually spend a half-day at the placement and are involved in an experience which complements in-school learning.

Students can choose up to two cooperative education credits and one career education or learning strategies credit towards their 18 compulsory credits.

BENEFITS TO THE STUDENT

- Explore tentative career choices.
- Enhance skills learned in school.
- Improve qualifications for future employment.
- Use equipment not available in schools.
- Obtain employment references.
- Earn secondary school credits while gaining practical experience.

COOPERATIVE EDUCATION PLACEMENTS ARE MOST SUITABLE FOR:

- All students who want to enhance their learning through an out-of-school experience.
- Motivate students who wish to enter employment upon graduation.
- Senior students who wish to explore a specific career.
- High-achieving students who want the enrichment of an experience in a work placement.
- Students who wish to explore an alternative method of earning credits.
- All students wishing to gain exposure to the workplace.

ENTRY REQUIREMENTS FOR COOPERATIVE EDUCATION

- Proper in-school course.
- A suitable placement available.
- A suitable timetable.
- Successful interview with the Cooperative Education teacher. Recommended by teachers at the school.
- Approved or recommended by Vice-Principal as a reliable person who has a good record of attendance, punctuality and appropriate behaviour.

Examples of placements:

- 1) Schools;
- 2) Retail businesses;
- 3) Accounting firms;
- 4) Fitness facilities;
- 5) Physiotherapy offices;
- 6) Hospitals;
- 7) Police services/fire services;
- 8) Hair salons;
- 9) Restaurants;
- 10) Daycares;
- 11) Senior residences.



ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Apprenticeship is a hands-on training program for people who wish to pursue a career in the skilled trades and enjoy learning by doing. The **Ontario Youth Apprenticeship Program** allows high school students the opportunity to train in an apprenticeable occupation while enrolled in high school. This two year program targets skilled trades that are high in demand locally including precision metalcutting trades (i.e. general machinist, mould maker, tool and die maker), automotive trades (i.e. automotive service technician, truck and coach technician, auto body repairer), construction trades (brick and stone mason, carpenter, floor and tile installer), horticulturist, and service trades (i.e. baker, cook/chef, educational assistant, hairstylist, information technology support analyst).

WHO SHOULD APPLY?

- A student who will be 16 years of age when the initial placement begins.
- A student who is enrolled full-time and will have completed 14 to 16 credits.
- A student who, at the applied or academic level, maintains strong mathematics, English, and technical skills and has a mature attitude and good work ethic.
- A student who has/will successfully complete the related grade 10 level Technology course
- (Manufacturing, Transportation, Construction, Horticulture, Hospitality & Tourism or Personal Services).

O.Y.A.P. EMPHASIZES

Placement in an apprenticeable trade with the goal of signing an apprenticeship agreement anytime during the program, prior to graduation. Placement hours are accredited towards your apprenticeship agreement.

MODE OF DELIVERY

Students may earn up to a total of 6 out of school Cooperative Education credits: Half-day placement second semester in Grade 11 (2 credits) and up to 4 out-of-school Cooperative Education credits in Grade 12, either a full day placement one semester or a half-day placement for two semesters. After graduation students go directly to work full-time and to college at night or as day release to complete the theoretical in-school component of their apprenticeship training. It is extremely important

that course selections are guided during the Grade 10 option period.

FOR MORE INFORMATION, CONTACT YOUR GUIDANCE COUNSELLOR OR THE EXPERIENTIAL LEARNING TEACHER AT YOUR SCHOOL.

To obtain more information about Apprenticeship training, access the Ministry's web site:

<http://www.edu.gov.on.ca/eng/training/apprenticeship/appren.html>

<https://www.ontario.ca/page/apprenticeship-ontario>

and our board's web page:

<https://www.wecdsb.on.ca/programs/pathway/oyap>

www.wecdsb.on.ca/oyap/index.html



e-Learning is:

- ◆ A pathway for a student to earn a High School credit independently
- ◆ Available via the internet from anywhere in the world
- ◆ Taught by an accredited teacher assigned to the course to guide and support student progress throughout the course

Why try e-Learning?

- ◆ Access courses unavailable in your school
- ◆ Experience a new way to learn
- ◆ Get experience with a popular College / University course format
- ◆ Problem solve individual program situation
- ◆ ***e-Learning Students will:***
- ◆ Develop skills needed for the 21st century
- ◆ Earn the same High School credit as in the face to face class only on the computer

E-Learning Course Offerings

(All courses are subject to student enrolment requirements and courses may change)

BAF3MV Introduction to Financial Accounting, Semester 2—Regular

CGW4UV World Issues: A Geographic Analysis, Semester 2—Regular

ENG4UV English, Semester 1—Regular

ENG4UV English, Semester 2—Regular

EWC4UV The Writer's Craft, Semester 2—Regular

HSB4UV Challenge and Change in Society, Semester 1—Regular

HSB 4UV Challenge and Change in Society, Semester 2—Regular

HSP3CV Introduction to Anthropology, Psychology and Sociology, Semester 1—Regular
HSP 3CV Introduction to Anthropology, Psychology and Sociology, Semester 2—Regular
HZT4UV Philosophy: Questions and Theories, Semester 2, Regular
SPH4UV Physics, Semester 1—Regular
SPH4UV Physics, Semester 2—Regular
SVN3MV Environmental Science, Semester 2—Regular
The sixth character (V) in each course code indicates that the course is an on-line, eLearning course.

Earn Two Credits For One Course With Dual Credit Offerings At St. Clair College

What is a dual credit program?

Dual credit programs allow senior students the opportunity to earn high school and college credits at the same time. Students attend one of St. Clair College's campuses for either a full or half day once a week for approximately a fifteen week period. This unique arrangement allows you, the student, the chance to experience life and learning in a college environment and allows you to fast track towards your post secondary goals.

Examples of dual credit offerings include: Radio Reporting, Photojournalism, Basic Carpentry Skills, Electrical Installation, Intro to Early Childhood Education, Baking & Pastry Arts, Pedicures, Basic Welding Process and Fabricating, and Environmental Design.

A maximum of 4 college-delivered dual credits can be counted as optional credits towards the Ontario Secondary School Diploma (OSSD). Dual Credits cannot be used as substitutions for compulsory credit requirements.

What does it cost?

You pay nothing. All books, transportation and

tuition are paid for through grants from the School College Work Initiative (SCWI). SCWI is a collaborative partnership between the Ministry of Education and the Ministry of Training, Colleges and Universities.

What makes a student eligible?

Dual credit programs are intended to assist secondary school students in the completion of their OSSD and provide a successful transition to college and apprenticeship programs. As well, students in Specialist High Skills Major (SHSM) programs and the Ontario Youth Apprenticeship Programs (OYAP) are eligible to enroll.

Enrolment in half or full day Co-op allows greater flexibility to participate.

How do I apply?

You MUST be referred to the program through your school Student Success Team. St. Clair College will not accept applications directly.

If I am a student in Windsor, can I take a course at the Chatham campus?

YES, transportation will be provided if you wish to enroll in Chatham courses.

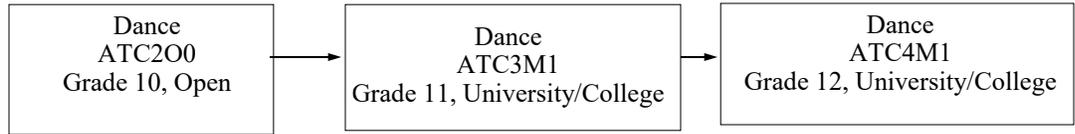
To find out what dual credit offerings are available and to take advantage of this great opportunity, contact your Guidance counsellor or Co-op teacher.



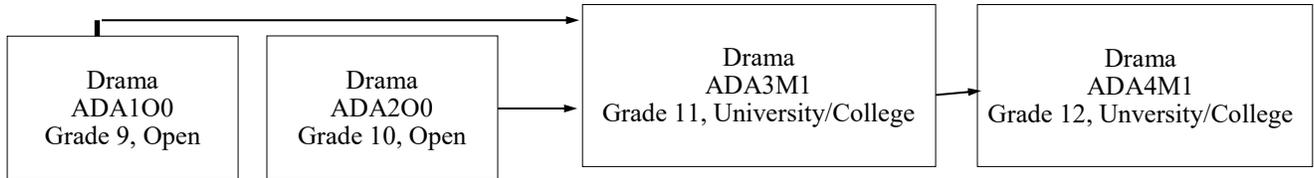
Prerequisite Chart For The Arts, Grades 9-12

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

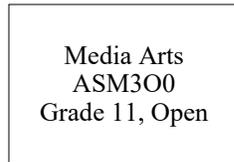
Dance



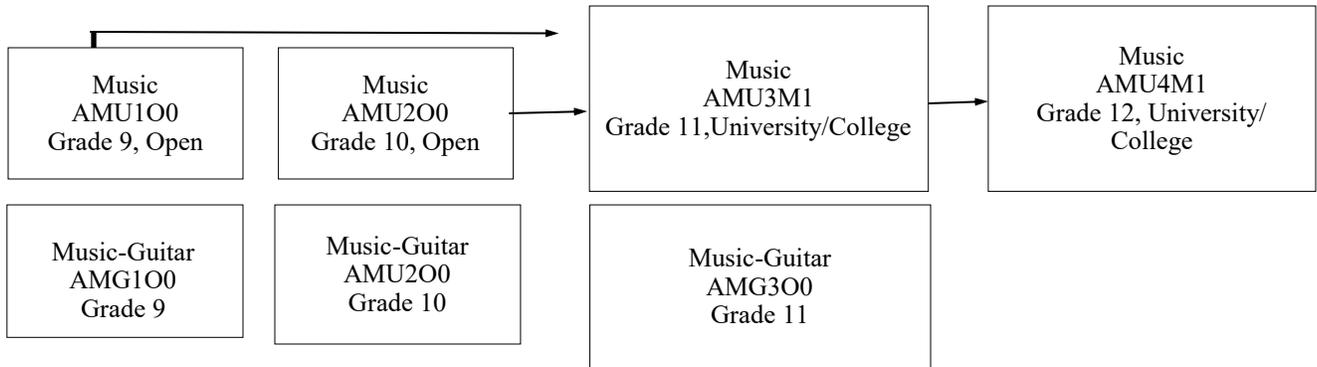
Drama



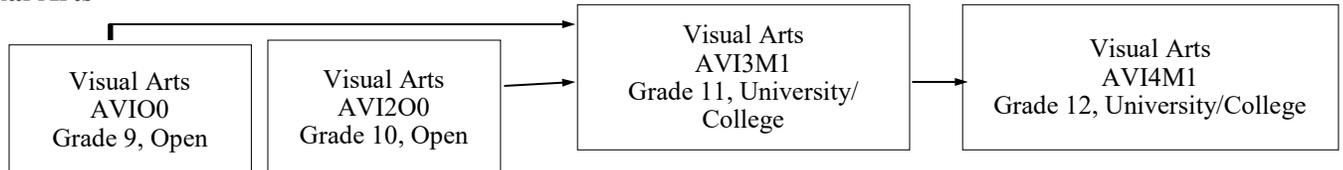
Media Arts



Music



Visual Arts



Courses in the Arts

ARTS	Grade 9	Grade 10	Grade 11	Grade 12
Dance		ATC200	ATC3M1	ATC4M1
Dramatic Arts	ADA100	ADA200	ADA3M1	ADA4M1
Media Arts			ASM300	
Music - Instrumental Music - Guitar	AMU100 AMG100	AMU200 AMG200	AMU3M1 AMG300	AMU4M1
Visual Arts	AVI100	AVI200	AVI3M1	AVI4M1

Dance

Dance (ATC200) Grade 10

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

Pre-requisite: None

Dance (ATC3M1) Grade 11

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world.

Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations;

describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

Pre-requisite: ATC 200

Dance (ATC4M1) Grade 12

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

Pre-requisite: ATC3M1

Dramatic Arts



Dramatic Arts (ADA100) Grade 9, Open

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

Pre-requisite: None

Dramatic Arts (ADA200) Grade 10, Open

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

Pre-requisite: None

Dramatic Arts (ADA3M1) Grade 11, University/College Preparation

This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various

cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences **Pre-requisite: ADA100 or ADA200**

Dramatic Arts (ADA4M1)

Grade 12, University/College Preparation

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

Pre-requisite: ADA3M1

Media Arts

Media Arts (ASM300)

Grade 11, Open

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works. Prerequisite: None

Music

Instrumental Music (AMU100)

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.

Pre-requisite: None



Instrumental Music (AMU200)

Grade 10, Open

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

Pre-requisite: none, but highly recommend completion of AMU100

Instrumental Music (AMU3M1)

Grade 11, University/College Preparation

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and 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.

Pre-requisite: AMU100 or AMU200. (AMU200 Strongly recommended)

Instrumental Music (AMU4M1)

Grade 12 University/College Preparation

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

Pre-requisite: AMU3M1

Guitar (AMG100) Grade 9, Open
Guitar (AMG200) Grade 10, Open
Guitar (AMG 300) Grade 11, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. **Pre-requisite: None**

Visual Arts

Visual Arts (AVI100)
Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. **Pre-requisite: None**

Visual Arts (AVI200)
Grade 10, (1st or 2nd Year), Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. **Pre-requisite: None**



Visual Arts (AVI3M1)
Grade 11, University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design). **Pre-requisite: AVI100 or AVI200**

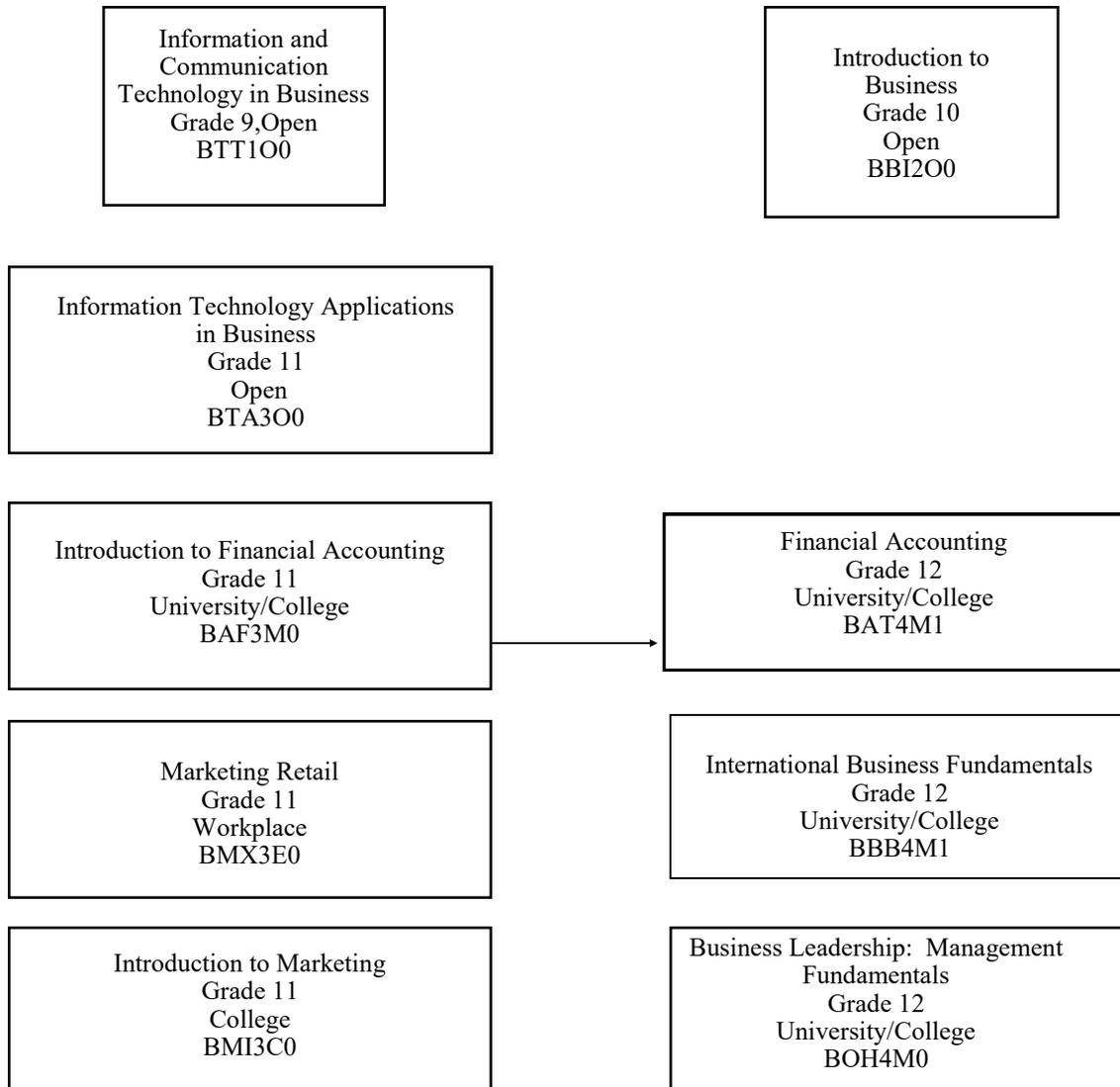
Visual Arts (AVI4M1)
Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Pre-requisite: AVI3M1**



Prerequisite Chart For Business Studies

This chart maps out courses and shows the link between courses and the prerequisites for them.



Courses in Business Studies

BUSINESS STUDIES	Grade 9	Grade 10	Grade 11	Grade 12
Information & Communication Technology in Business	BTT100	BBI200		
Information & Communication Technology: The Digital Environment			BTA300	
Introduction to Marketing			BMI3C0	
Marketing Retail			BMX3E0	
Financial Accounting Fundamentals			BAF3M0	BAT4M1
Introduction to Computer Science Introduction to Computer Programming			ICS3U0 ICS3C0	
International Business Fundamentals				BBB4M1
Business Leadership: Management Fundamentals				BOH4M0

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

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will be introduced to word processing, spreadsheet, database, graphics, animation, presentation software, and website design skills. Emphasis is placed on how these software packages are used to assist students in their school work and projects.

Pre-requisite: None

Information and Communication Technology: The Digital Environment (BTA300) Grade 11, Open

This course prepares students for the digital environment. Using a hands-on approach, students will study in depth the use and integration of software packages such as wordprocessing (**Word**), spreadsheet (**Excel**), database (**Access**), graphics (**Corel and Fireworks**), animation (**Flash**) and presentation (**PowerPoint**) as well as web design (**HTML**). 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 postsecondary studies.

Introduction to Business (BBI200) Grade 10, Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility.

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.

Pre-requisite: None

Marketing Retail and Service (BMX3E0) Grade 11, Workplace Preparation

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.

Pre-requisite: None

Introduction to Marketing (BMI3C0) Grade 11 College Preparation

This course introduces the fundamental concepts of marketing, with an emphasis on in-depth analysis of the influence of changes in the economy and global marketplace, trends and issues, and the impact of technology. Students will analyse the buying patterns of various consumers and the effect of marketing strategies, and will engage in marketing research. Students will also develop and present a marketing plan for a specific product.

Pre-requisite: None

Financial Accounting Fundamentals (BAF3M0) Grade 11 University/College Preparation

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.

Pre-requisite: None

Financial Accounting (BAT4M1) Grade 12 University/College Preparation

This course emphasizes the study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report. This is a University/College preparation course and is designed to equip students with the knowledge and skills they need to be successful when taking accounting either at the university or college level.

Pre-requisite: BAF3M0

International Business Fundamentals (BBB4M1) Grade 12 University/College

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution,

and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

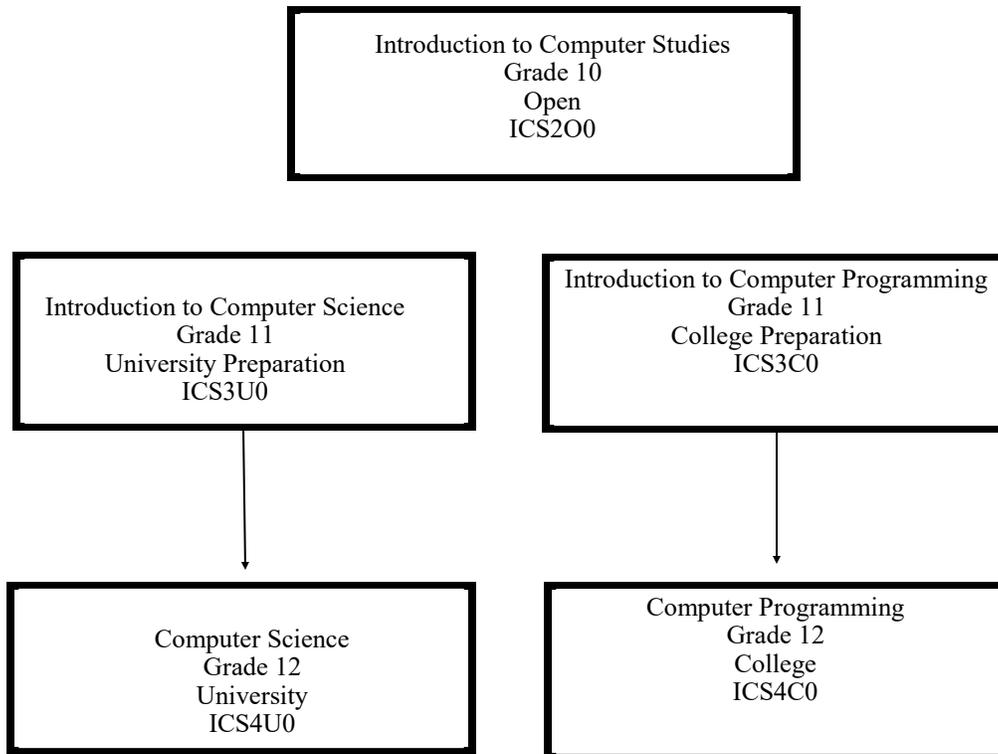
Pre-requisite: None

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

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 are also emphasized. **Pre-requisite: None**



Prerequisite Chart for Computer Studies



Courses in Computer Studies

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Introduction to Computer Studies	Open	ICS200	None
11	Introduction to Computer Science	University	ISC3U0	None
11	Introduction to Computer Programming	College	ICS3C0	None
12	Computer Science	University	ICS4U0	Grade 11 Introduction to Computer Science University
12	Computer Programming	College	ICS4C0	Grade 11 Introduction to Computer Programming College

Introduction to Computer Studies (ICS200) Grade 10, Open

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selections, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

Introduction to Computer Science (ICS3U0) Grade 11

University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Introduction to Computer Programming (ICS3C0) Grade 11

College Preparation

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

Prerequisite: None

Computer Science (ICS4U0) Grade 12

University Preparation

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

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

Computer Programming (ICS4C0) Grade 12

College Preparation

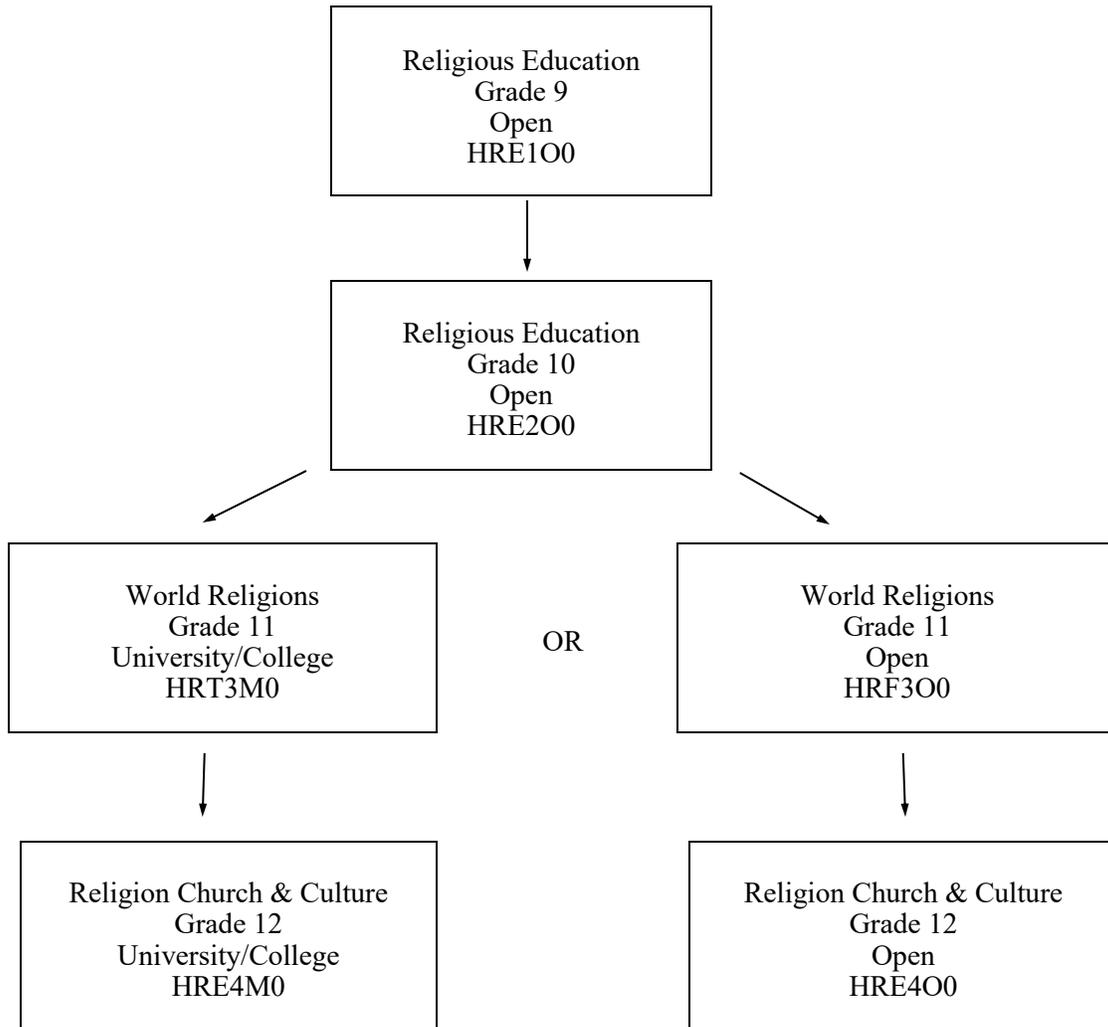
This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming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

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



Prerequisite Chart For Catholic Studies

This chart maps out courses and shows the link between courses and the prerequisites for them.



**Students selecting university level M
Catholic Studies should also be selecting
English at the university level.**

Courses in Catholic Studies

CATHOLIC STUDIES	Grade 9	Grade 10	Grade 11	Grade 12
Religious Education	HRE100			
Religious Studies: “Christ and Culture”		HRE200		
World Religions: Beliefs, Issues and Religious Traditions			HRT3M0	
World Religions: Beliefs and Daily Life			HRF300	
Religion Education: “Church and Culture” (University/College)				HRE4M0
Religious Education: “Church and Culture”				HRE400

Religious Education (HRE100) Grade 9, Open

This course uses the Beatitudes as a framework to examine the attitudes and actions that characterize the Christian life. Students will derive knowledge and skills from a study of Scripture, Profession of Faith, Christian Moral Development, Prayer, Sacramental Life and Family Life. Students are encouraged to grow in Gospel values while actively engaging in a variety of challenging educational activities.

Pre-requisite: None



Religious Studies: “Christ and Culture”

(HRE200) Grade 10, Open

This course examines the relationship between the person and message of Christ and the dominant attitudes of contemporary culture. Beginning with the Gospel narratives as a foundation, students acquire a deeper and more systematic knowledge of Christ, his message and his Church. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing within a community of disciples in the context of a secular, pluralistic world. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality.

Pre-requisite: None

World Religions: Beliefs, Issues and Religious Traditions

(HRT3M0) Grade 11

University/College

World Religions introduces students to the various expressions of humanity’s responses to the mystery of life’s meaning. The course explores the life wisdom found in the responses of the major faith traditions to the compelling questions concerning the spiritual dimension of human experience, self-understanding, and the role of

individual within the family. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, family relationships and sexuality. Its purpose, then, is to familiarize students with the language of religious discourse and to develop their awareness of the place and function of religion in human culture. This exploration can lead students to a more authentic adherence to their religious tradition and a deeper commitment to the Catholic faith. It can help to break down prejudices and misconceptions about other religious traditions and, at the same time, strengthen and affirm the students' own search for answers to life's meaning.

Recommendation: Should be following College/ University Level programming

Students selecting university level Catholic Studies should also be selecting English at the university level.

World Religions: Beliefs and Daily Life (HRF300) Grade 11, Open

This course examines various themes related to faith and culture. It explores issues related to every religious tradition, such as the existence of God, good and evil, consequences of actions, self-understanding and self-esteem, family life, the environment, war and peace, medical ethics, and life after death. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, family relationships and sexuality. This kind of reflection in a religious context enables students to recognize an element of similarity in the aspirations and claims of people of different religious backgrounds. It can help to break down prejudices and misconceptions about other religious traditions and at the same time, strengthen and affirm the students' own search for answers to life's meaning.

Pre-requisite: None

Religion Education: “Church and Culture” (HRE4M0) Grade 12 University/College

This course is directed toward the clear identification of Catholic moral principles and the concrete application of these principles in the lives of students. The course proceeds from foundational beliefs rooted in Sacred Scripture concerning justice and peace to an exploration of the principles that shape Christian life. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. Special attention is given to the interaction between the Church and culture. The modern world is characterized by a multiplicity of values, philosophies, and ideologies. In a democratic, pluralistic society, these concepts may creatively

reinforce one another or they may compete with and contradict one another. The Christian moral life is a call to follow Jesus Christ, to believe in the redemptive love of God for humankind and to proclaim and incarnate the reign of God as inaugurated by Jesus Christ. This course is intended to prepare the senior student for this lifelong task.

Recommendation: Should be following College/ University level programming.

Religious Education: “Church and Culture” (HRE400) Grade 12, Open

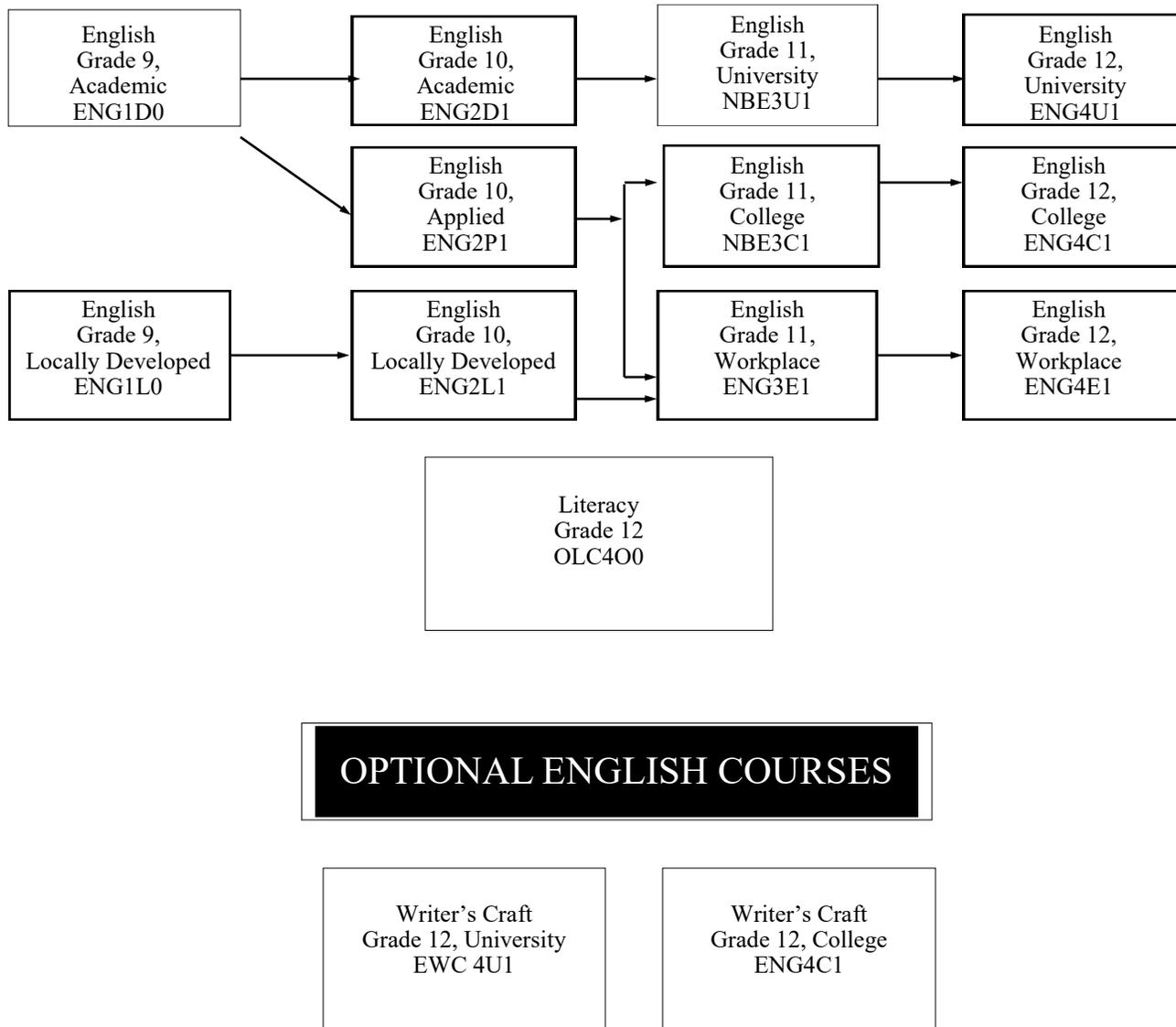
This course assists students in their development of the skills and knowledge necessary to live lives of full maturity. Within the Catholic faith tradition, it is believed that this growth towards human maturity is best served when students are able to define themselves authentically in relation to their God, to other people and to their world. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood, interpersonal relationships and sexuality. Students will demonstrate a knowledge of the prophetic tradition in Scripture, become familiar with the social teachings of the Catholic Church, explore contemporary notions of spirituality and prayer, and recognize the importance, power, and potential of the human person in relation to morality and personal choices concerning future life paths.

Pre-requisite: None



Prerequisite Chart For English

This chart maps out courses and shows the link between courses and the prerequisites for them.



E.L.L. TRANSITION TO MAINSTREAM ENGLISH COURSES

The transition to mainstream English courses is influenced by a number of variables, particularly the individual student's future educational goals, age, and the level of achievement he or she has attained in ESL or ELD courses. For example: a high-achieving fifteen year old student currently in ESL Level 4 who plans to go to university will benefit from completing ESL level 5 prior to transferring to the ENG2D1 course.

Courses in English

ENGLISH	Grade 9	Grade 10	Grade 11	Grade 12
English (Academic)	ENG1D0	ENG2D1 ENG2P1		
English (University)			NBE3U1	ENG4U1
English (College)			NBE3C1	ENG4C1
Media Studies			EMS3O0	
Writer's Craft				EWC4U1
Ontario Secondary School Literacy Course (OSSLC) (Principal recommendation only)				OLC4O0
English For The Workplace	ENG1L0	ENG2L1	ENG3E1	ENG4E1

UNIVERSITY PREPARATION

English (ENG1D0) Grade 9

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.

Pre-requisite: None

English (ENG2D1) Grade 10, Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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.

Pre-requisite: ENG1D0 or ENG1P0

English: Contemporary Aboriginal Voices (NBE3U1) Grade 11 University Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. **Prerequisite: English, Grade 10, Academic**

English (ENG4U1) Grade 12, University Preparation

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

Pre-requisite: ENG3U1 or NBE3U

Ontario Secondary School Literacy Course (OLC4O0) Grade 12, Open

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation.

Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

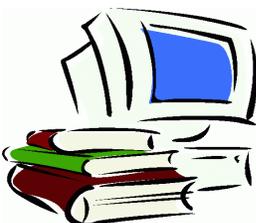
Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances,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

COLLEGE PREPARATION

English (ENG2P1) Grade 10, Applied

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

Pre-requisite: ENG1D0 or ENG1P0



English (ENG4C1) Grade 12, College Preparation

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

Pre-requisite: ENG3C1 or NBE3C1

English: Contemporary Aboriginal Voices, (NBE3C1) Grade 11, College Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. **Pre-requisite:** English, Grade 10, Academic or Applied

Non-Compulsory (Elective) English Courses

The Writer's Craft (EWC4U1) Grade 12, University Preparation

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

Pre-requisite: ENG3U1 or NBE3U

The Writer's Craft (EWC4C0) Grade 12, College Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Pre-requisite: English, Grade 11, College Preparation

ENGLISH IN THE WORKPLACE

English (ENG1L0) Grade 9, Locally Developed

This course provides basic literacy and communication skills to prepare students for success in their daily lives and in the workplace. The course develops listening and talking skills, reading and viewing skills, and writing skills. The focus is on developing literacy skills and learning to use language clearly and accurately in a variety of texts, such as newspapers, brochures, magazines and other publications. Students reflect regularly upon their growth in all areas.

Pre-requisite: None

English (ENG2L1) Grade 10, Locally Developed

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives in the workplace. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on improving literacy skills and in using language clearly and accurately in a variety of authentic contexts, including common workplace communications. Students build on their reading, writing and study strategies and reflect upon the processes involved in talking, listening, reading, viewing, writing and thinking. The course requires students to reflect regularly upon their growth in these areas.

Pre-requisite: ENG1L0

English (ENG3E1) Grade 11, Workplace Preparation

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

Pre-requisite: ENG2L1 or ENG2E

English (ENG4E1) Grade 12, Workplace Preparation

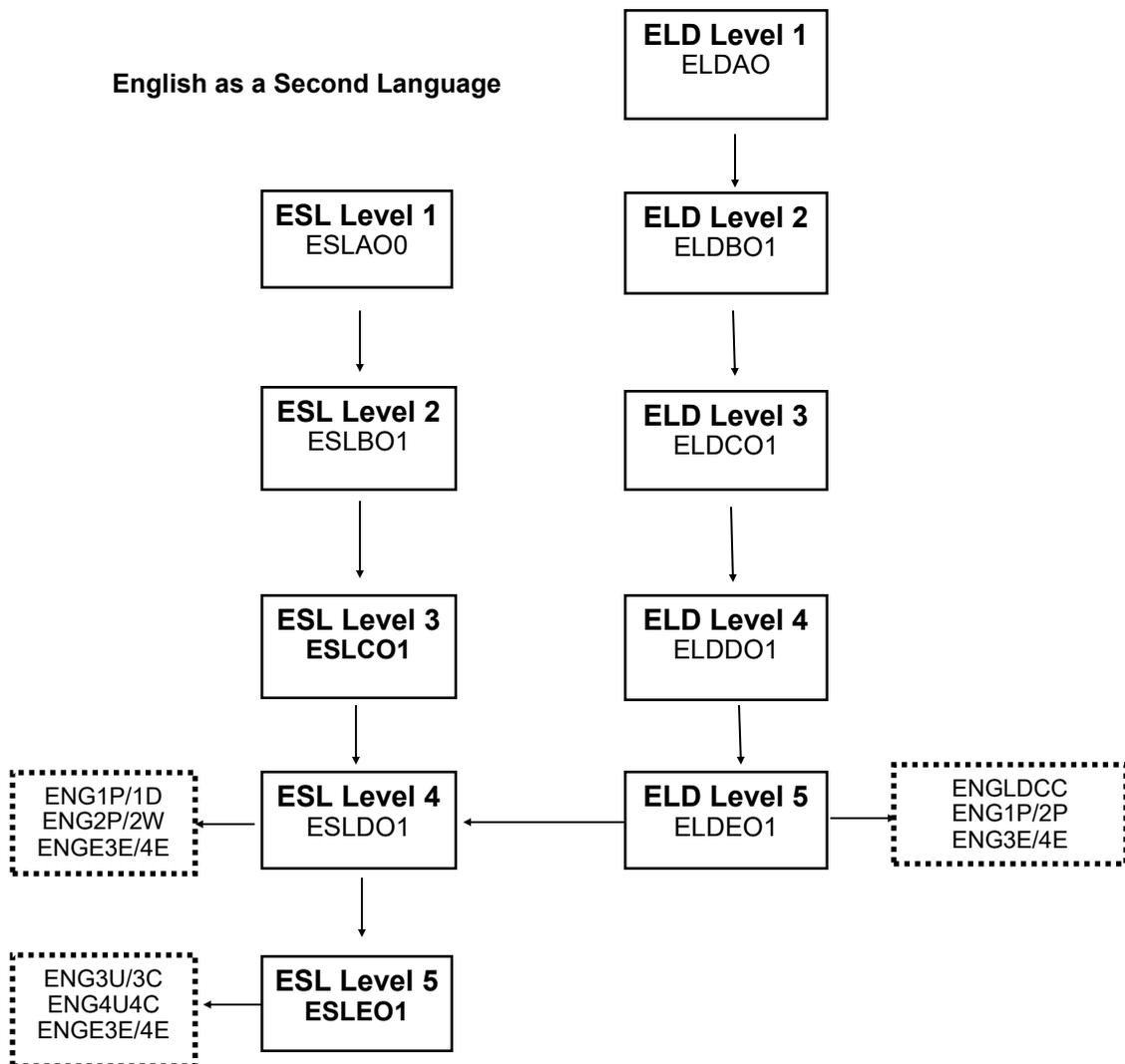
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for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

Pre-requisite: ENG3E1

PATHWAYS TO ENGLISH

The Chart below shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.

English Literacy Development



Courses in English As a Second Language

English as a Second Language Level 1, Open (ESLAO0)

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use basic English language structures and simple sentence patterns in short conversations; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Pre-requisite: None

English as a Second Language Level 2, Open (ESLBO1)

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

Pre-requisite: ESLAO0

English as a Second Language Level 3, Open (ESLCO1)

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

Pre-requisite: ESLBO1

English as a Second Language Level 4, Open (ESLDO1)

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

Pre-requisite: ESLCO1

English as a Second Language Level 5, Open (ESLEO1)

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

Pre-requisite: ESLDO1



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English Literacy Development

English Literacy Development Level 1, Open (ELDAO0)

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

Pre-requisite: None

English Literacy Development Level 2, Open (ELDBO1)

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

Pre-requisite: ELDAO1



English Literacy Development Level 3, Open (ELDCO1)

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

Pre-requisite: ELDBO1

English Literacy Development Level 4, Open (ELDDO1)

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

Pre-requisite: ELDCO1

English Literacy Development Level 5, Open (ELDEO1)

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

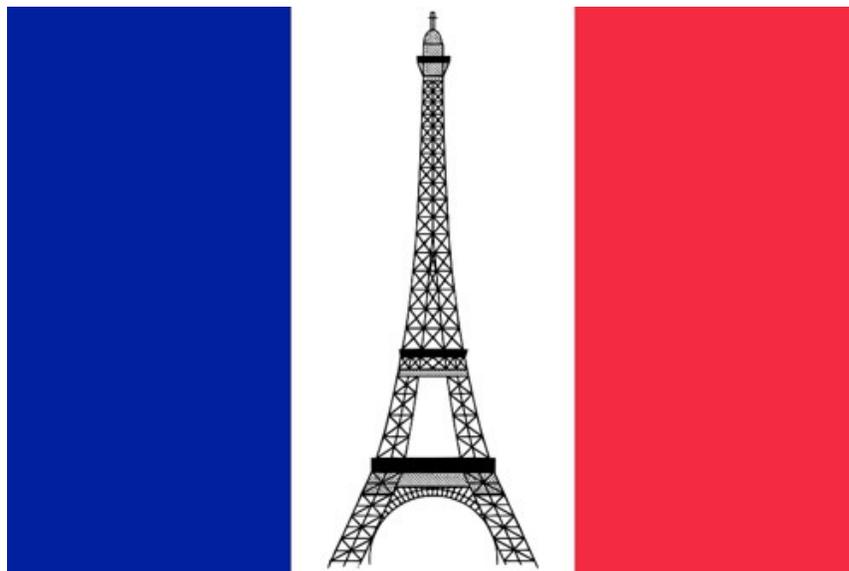
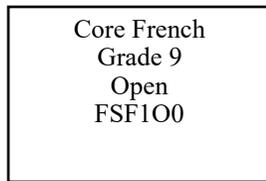
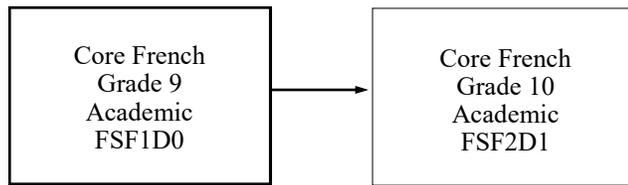
Pre-requisite: ELDDO1

A complement of courses in other subject areas are offered for E.S.L. students

Prerequisite Chart For International Language

This chart maps out courses and shows the link between courses and the prerequisites for them.

French



Courses in International Languages

INTERNATIONAL LANGUAGES	Grade 9	Grade 10
French	FSF1D0 FSF1O0	FSF2D1

French

Core French (FSF1D0) Grade 9, Academic

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, 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.

Pre-requisite: Minimum of 600 hours of French instruction, or equivalent

Core French (FSF1O0) Grade 9, Open

This course is for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction.

Core French (FSF2D1) Grade 10, Academic

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

Pre-requisite: FSF1D0 or FSF1P0



Guidance and Career Education

Leadership and Peer Support Grade 11 Open (GPP301)

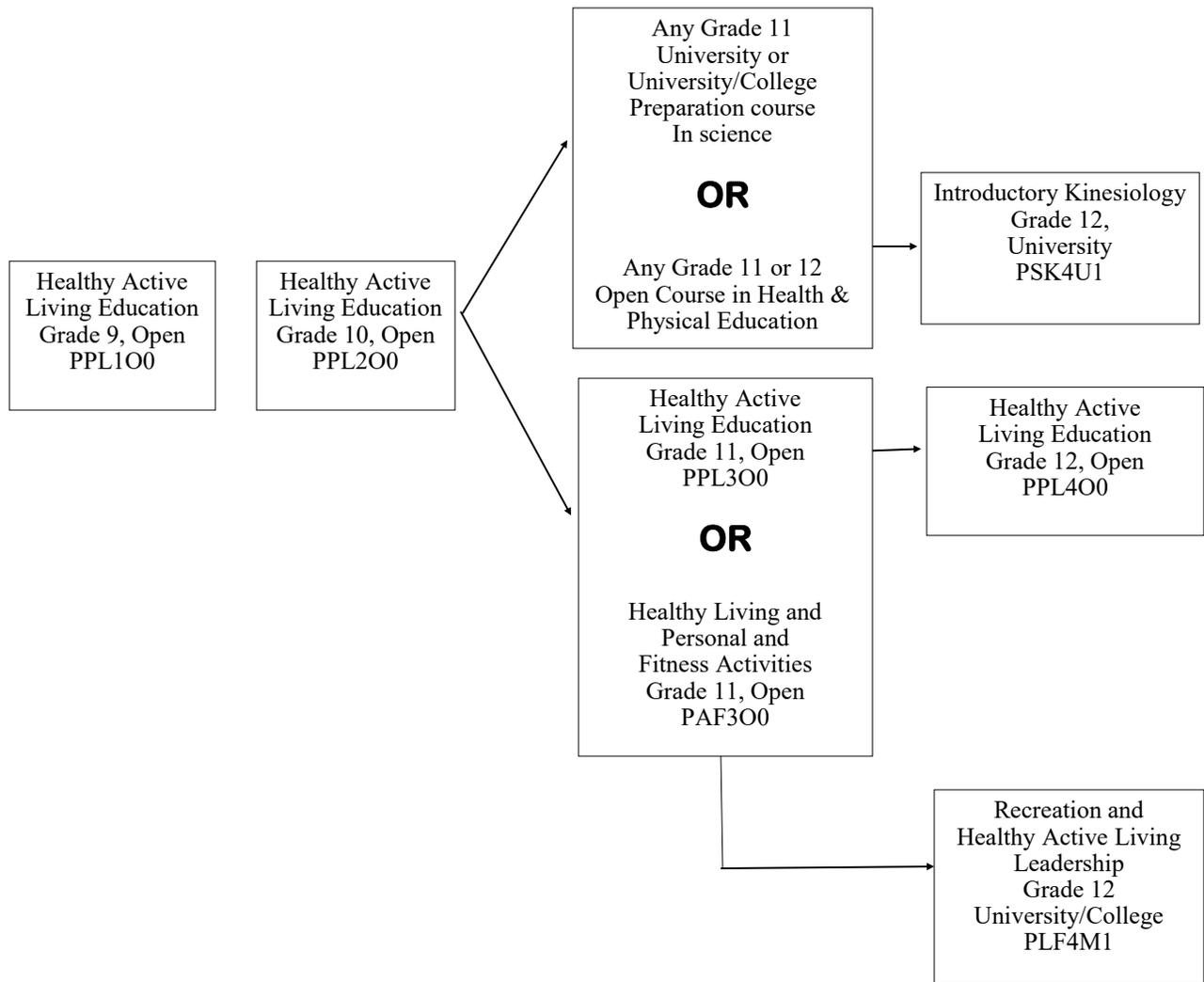
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or 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.

Pre-requisite: Approval from Administration

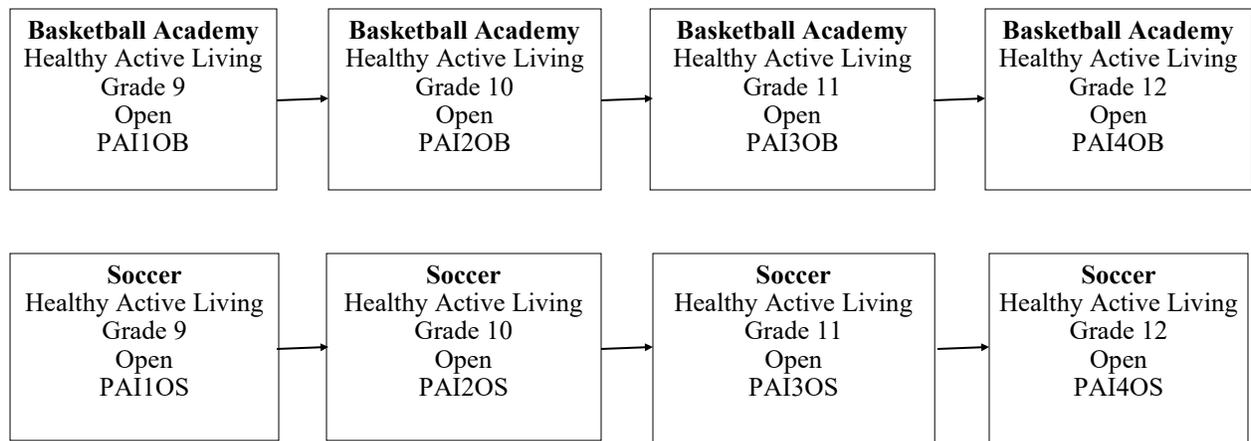


Prerequisite Chart For Health and Physical Education

This chart maps out courses and shows the link between courses and the prerequisites for them.



SPORT ACADEMIES



Courses in Health and Physical Education

	Grade 9	Grade 10	Grade 11	Grade 12
Healthy Active Living Education Co-ed	PPL100	PPL200	PPL300 PAF300	PPL400
Recreational & Fitness Leadership				PLF4M1
Introduction to Kinesiology				PSK4U1
Central Park Academy Basketball Soccer	PAI1OB PAI1OS	PAI2OB PAI2OS	PAI3OB PAI3OS	PAI4OB PAI 4OS

Healthy Active Living Education Co-ed PPL100

Grade 9, Open

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Pre-requisite: None

Healthy Active Living Education Co-ed PPL 200

Grade 10, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the facts and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Pre-requisite: None

Healthy Active Living Education Co-ed PPL300

Grade 11, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future.

Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Pre-requisite: None

Healthy Active Living Education Co-ed PPL400

Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the facts and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

BASKETBALL ACADEMY (Open)
Co-ed Basketball-Healthy Active Living Education

PAI1OB, PAI2OB, PAI3OB, PAI4OB

The course will focus on a variety of individual, dual and small group activities in basketball.

Pre-requisite: None

SOCCER (Open)

Healthy Active Living Education

PAI1OS, PAI2OS, PAI3OS, PAI4OS

The course will focus on a variety of individual, dual and small group activities in soccer.

Pre-requisite: None

Personal and Fitness Activities
(PAF300)

Grade 11, Open

Fitness classes are designed to meet the individual needs of each student participating in the course in a health-club environment. Instruction will be given to safe and proper use of equipment in a fitness centre. Students will learn sound principles of training and nutrition for maximum health and fitness benefits. Students will set fitness goals and work on achieving them throughout the semester.

Pre-requisite: None

Recreation and Healthy Active Living Leadership
(PLF4M1)

Grade 12, University/College

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

Pre-requisite: Students must be university bound or any Health or Phys-Ed course.

Introduction to Kinesiology
(PSK4U1) Grade 12
University Preparation

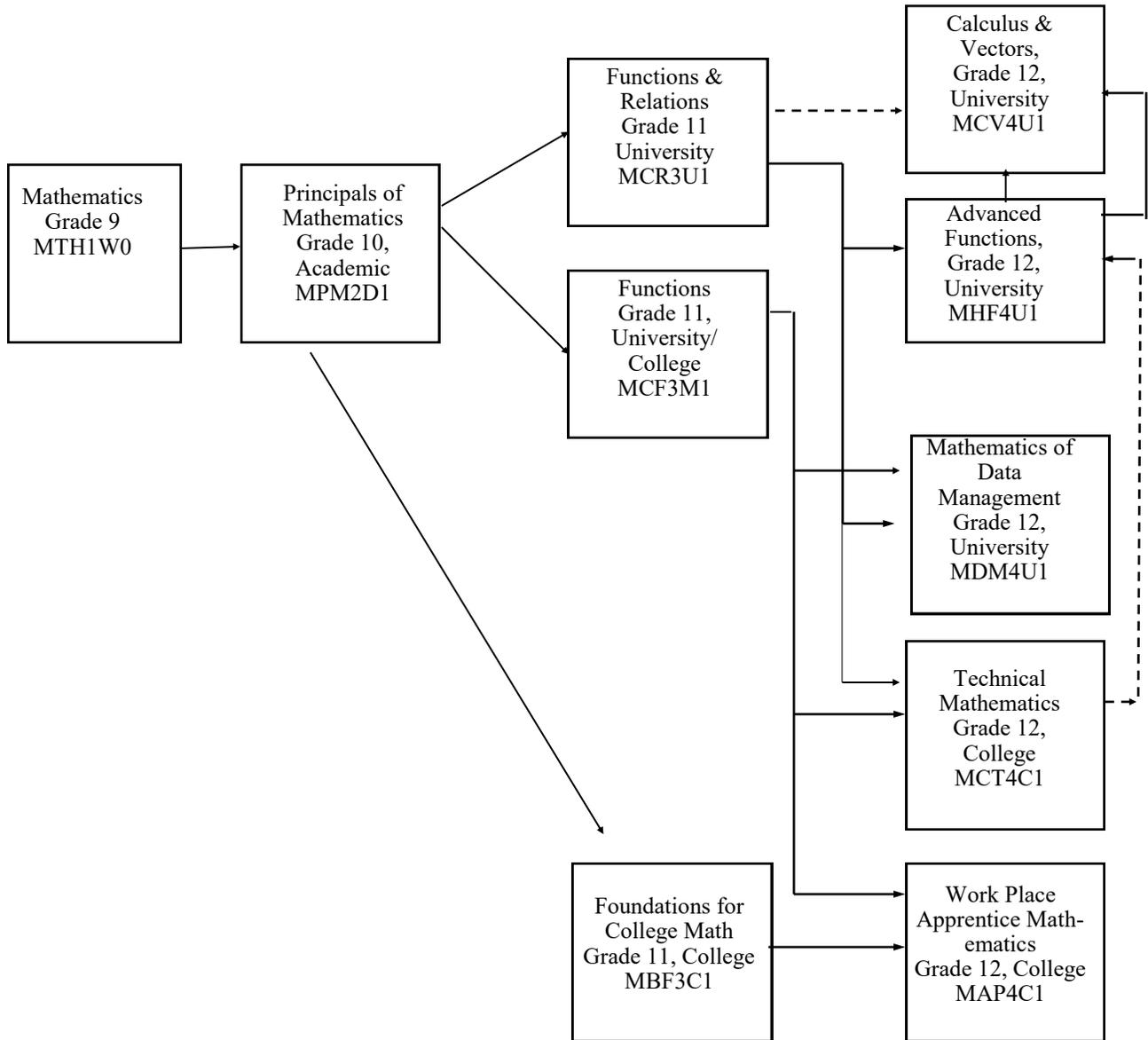
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social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

Pre-requisite: Any Grade 11 university or university/college preparation course in science or any Grade 11 or 12 course in Health and Physical Education.

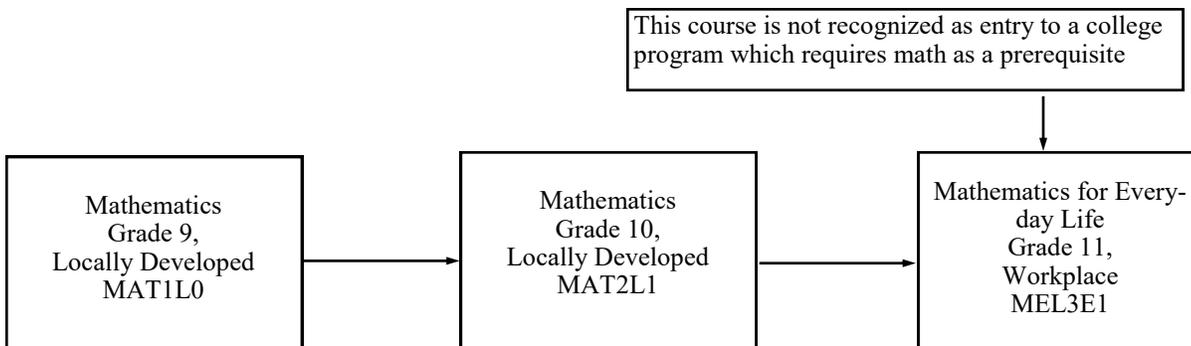


Prerequisite Chart For Mathematics

This chart maps out courses and shows the link between courses and the prerequisites for them.



Workplace Bound Mathematics



INFORMATION FOR STUDENTS TO KNOW BEFORE CHOOSING MATH COURSES

GRADE 9 STUDENTS

WHICH GRADE 9 COURSE DO I SELECT??

Use the following criteria or information to help make a decision.

- a. Grade 7 & 8 teachers comments and recommendations
- b. Grade 6 Provincial Math score.
- c. Which pathway do you want to follow?
- d. Talk to the Math Department at C.C.H.

GRADE 11 AND 12 STUDENTS

CHANGING FROM APPLIED MATHEMATICS TO ACADEMIC: Any student who has successfully completed the grade 9 applied course and wishes to take grade 10 academic must take grade 9 Academic math or have the approved Ministry transfer credit.

WHAT TO DO AFTER SUCCESSFULLY COMPLETING MBF3C1?

Students who wish to enter a college technological/apprenticeship program should take MCF3M1 and then MCT4C1.

CHOOSING BETWEEN GRADE 11 UNIVERSITY AND GRADE 11 UNIVERSITY/COLLEGE:

MCR3U1 is designed for the strongest math students who will need grade 12 vectors and calculus as a prerequisite for entrance into a university program. MCF3M1 is NOT recommended if a student plans to continue into either MHF4U1 or MCV4U1

Even though ****MCV4U1 and MHF4U1 can be studied simultaneously, it is highly recommended that a student complete MHF4U1 before selecting MCV4U1.**

POSSIBLE PATHWAYS

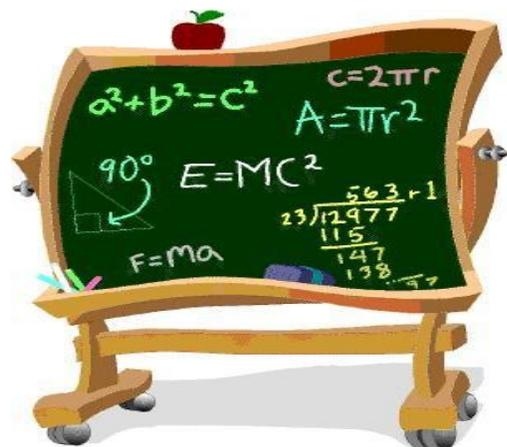
SEE CHART FOR LINKS AND PREREQUISITES	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	MTH1W0	MPM2D1	MCR3U1 MCF3M1	**<u>(MCV4U1)</u> MHF4U1 MDM4U1 MCT4C1 (College Level)
Mathematics			MBF3C1	MAP4C1
Mathematics for the Workplace	MAT1L0	MAT2L1	MEL3E1	

Courses in Mathematics

“A recommended grade of 60% usually results in success at the next level”

Mathematics MTH1W0 Grade 9

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



Principles of Mathematics (MPM2D1) Grade 10, Academic

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

Pre-requisite: MTH1W0



Locally Developed Mathematics (MAT1L0) Grade 9

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace and in the Mathematics grade 11 and grade 12 workplace preparation courses. The course is organized by three strands related to money sense, measurement and proportional reasoning. In all strands, the focus is on 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.

Pre-requisite: None

Locally Developed Mathematics (MAT2L1) Grade 10

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.

Pre-requisite: MAT1L0

Foundations for College Mathematics (MBF3C1) Grade 11 College Preparation

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

Pre-requisite: MPM2D1

Functions (MCF3M1) Grade 11, University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in 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.

Pre-requisite: MPM2D1

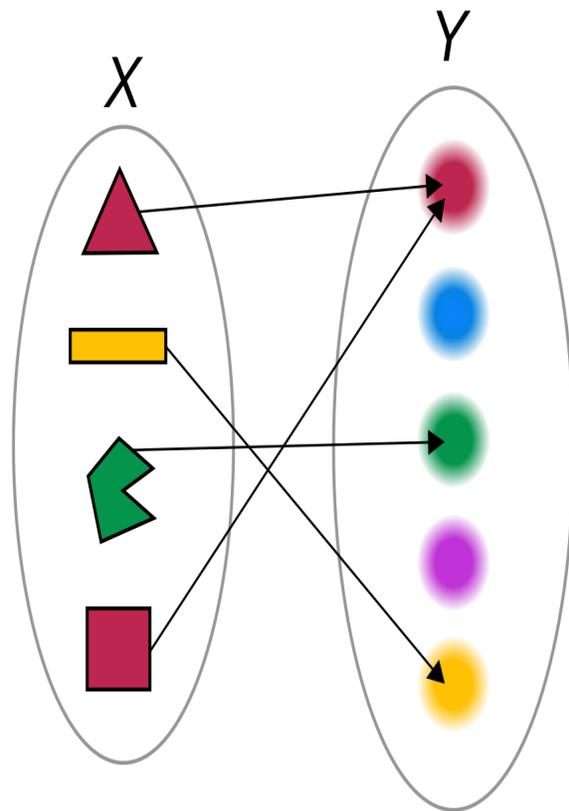
**For students considering technology/
apprenticeship courses at college level.**

Functions and Relations (MCR3U1)

Grade 11, University Preparation

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

Pre-requisite: MPM2D1



Foundations for College Mathematics (MAP4C1) Grade 12 College Preparation

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

Pre-requisite: MBF3C1, MCF3M1, MCR3U1

Mathematics for College Technology, (MCT4C1) Grade 12 College Preparation

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

Pre-requisite: MCF3M1 or MCR3U1

Calculus and Vectors (MCV4U1) Grade 12 University Preparation

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.

Pre-requisite: MHF4U

Note: The new Advanced Functions can be taken concurrently but not recommended with or can precede Calculus and Vectors.

Mathematics of Data Management (MDM4U1) Grade 12 University Preparation

This course broadens students' understanding of mathematics as it relates to managing data.

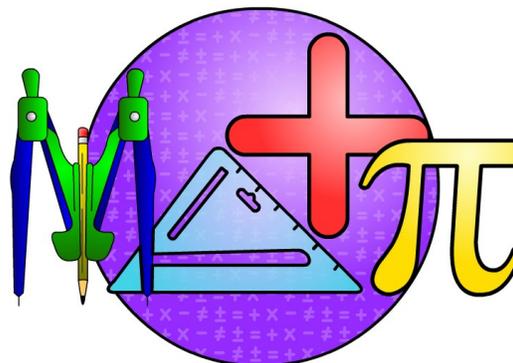
Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary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

Pre-requisite: MCF3M1 or MCR3U1

Advanced Functions (MHF4U1) Grade 12 University Preparation

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

Pre-requisite: MCR3U1 or MCT4C1



Mathematics for the Workplace

Mathematics for Work and Everyday Life (MEL3E1) Grade 11 Workplace Preparation

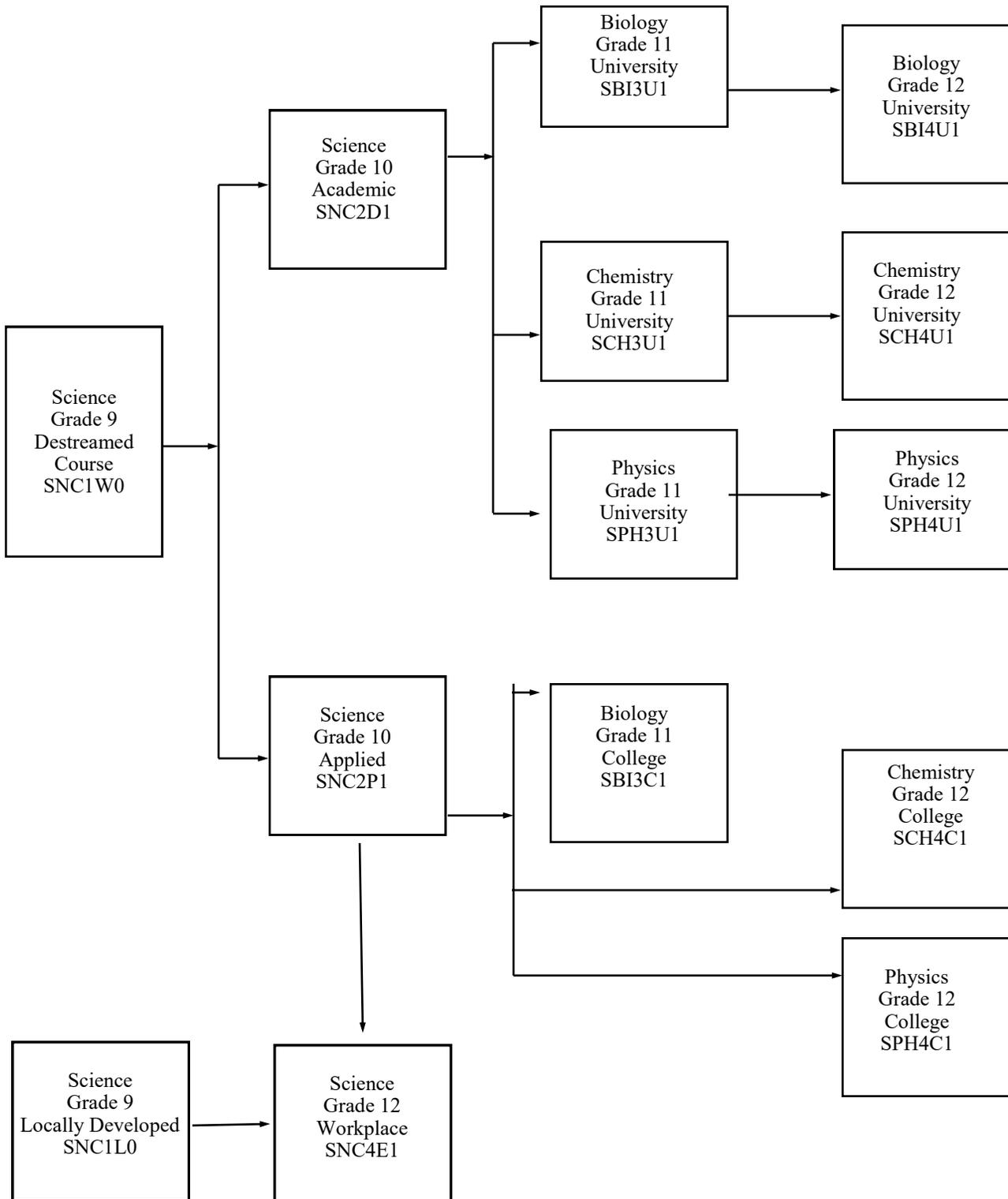
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing;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

Pre-requisite: MTH1W0 or MAT2L1



Prerequisite Chart For Science

This chart maps out courses and shows the link between courses and the prerequisites for them.



Courses in Science

	Grade 9	Grade 10	Grade 11	Grade 12
Science	SNC1W0	SNC2D1	SBI3U1 SCH3U1 SPH3U1	SBI4U1 SCH4U1 SPH4U1
		SNC2P1	SBI3C1	SCH4C1 SPH4C1
Science (Locally Developed and Workplace)	SNC1L0		SVN3E0	SNC4E1

Science (SNC1W0) Grade 9 Destreamed Course

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

Pre-requisite: None

Science (SNC2D1) Grade 10, Academic

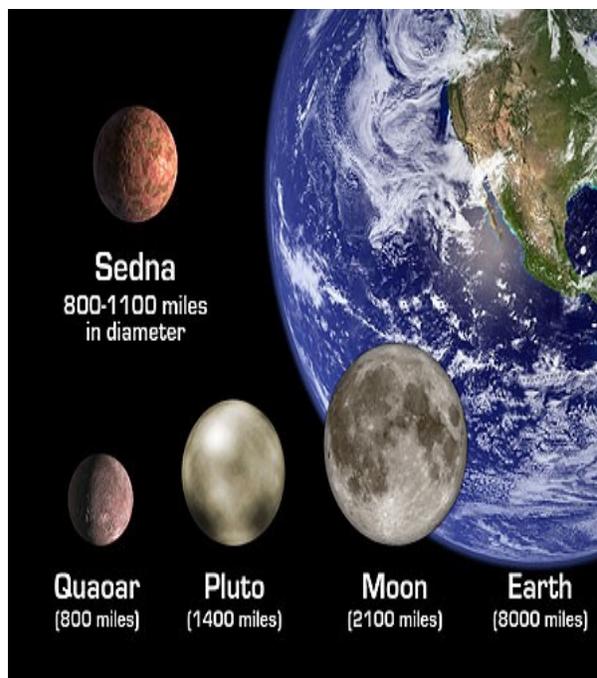
This course enables students to develop a deep understanding of concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. It will give them the opportunity to demonstrate their skills in the processes of scientific investigation both in and outside the classroom. The enriched science classroom allows students to participate in a rigorous differentiated program that challenges them to demonstrate higher level critical thinking skill, collaborative skills, effective communication, self awareness/assessment, time management, initiative, active learning, and creativity. Students selecting this path must demonstrate a high level of independence and personal responsibility.

Pre-requisite: SNC1D0 or SNC1P0

Science (SNC2P1) Grade 10, Applied

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

Pre-requisite: SNC1D0 or SNC1P0



Biology

Biology (SBI3U1)

Grade 11

University Preparation

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

Pre-requisite: SNC2D1

Biology (SBI3C1)

Grade 11

College Preparation

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

Pre-requisite: SNC2D1 or SNC2P1



Biology (SBI4U1)

Grade 12

University Preparation

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

Pre-requisite: SBI3U1

Chemistry

Chemistry (SCH3U1)

Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions; 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.

Pre-requisite: SNC2D1

Chemistry (SCH4U1)

Grade 12, University Preparation

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

Pre-requisite: SCH3U1



Chemistry (SCH4C1)

Grade 12, College Preparation

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

Pre-requisite: SNC2D1 or SNC2P1

Physics

Physics (SPH3U1)

Grade 11, University Preparation

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

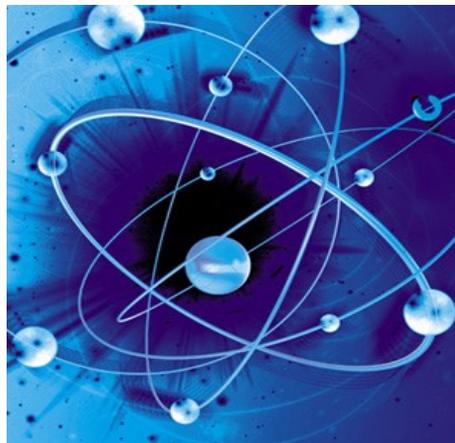
Pre-requisite: SNC2D1

Physics (SPH4U1)

Grade 12, University Preparation

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

Pre-requisite: SPH3U1



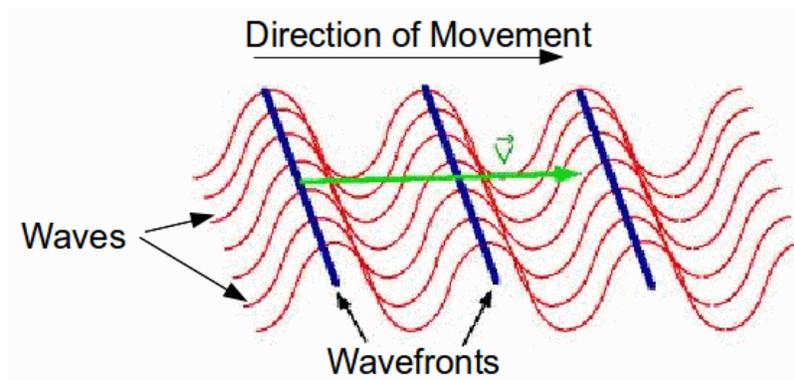
Physics (SPH4C1)

Grade 12, College Preparation

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

Pre-requisite: SNC2D1 or SNC2P1

Grade 11 math recommended before taking.



Science for the Workplace

Science (SNC1L0) Grade 9, Locally Developed

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

Pre-requisite: None



Science (SVN3E0) Grade 11, Workplace



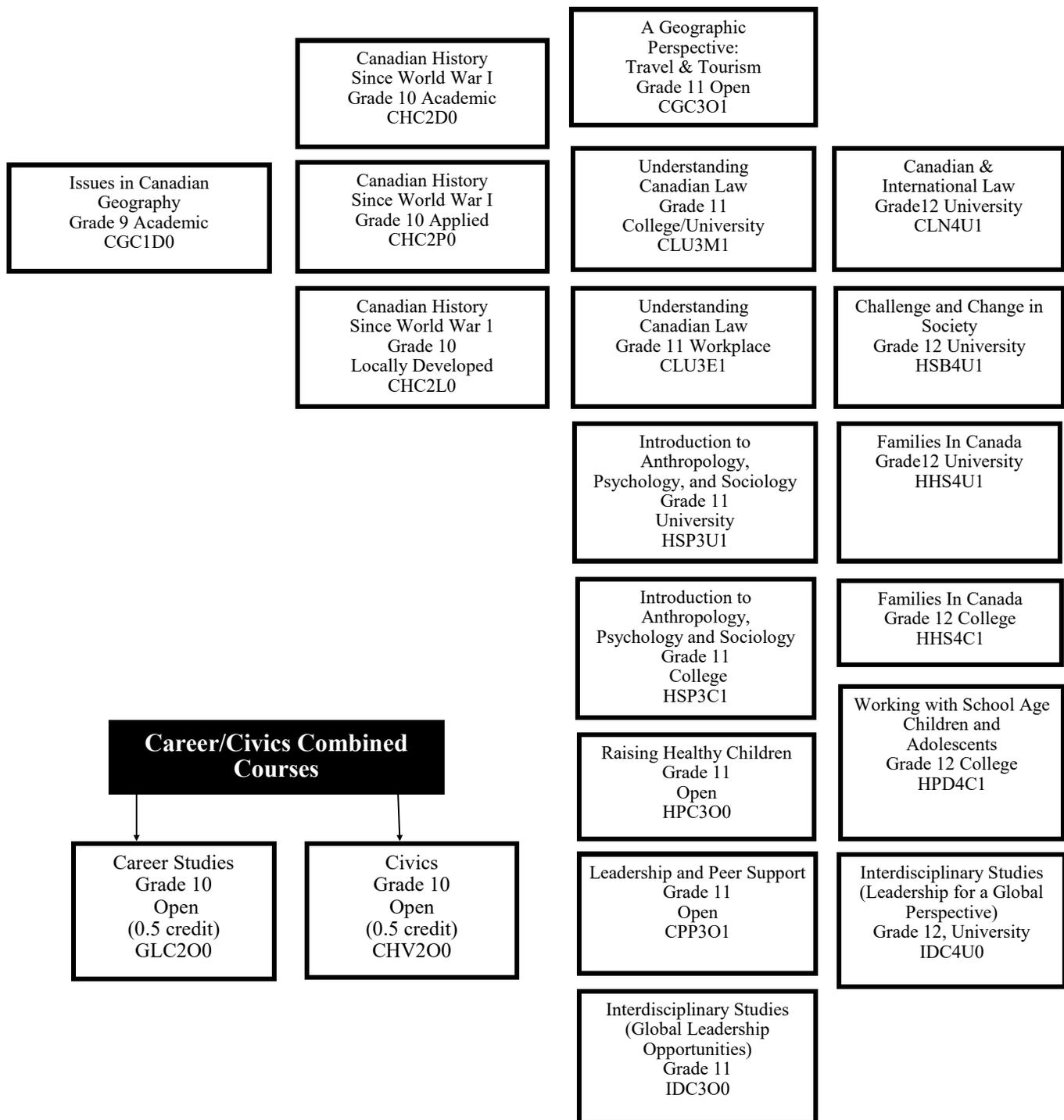
Science (SNC4E1) Grade 12, Workplace

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

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

Prerequisite Chart For Social Science

This chart maps out courses and shows the link between courses and the prerequisites for them.



Courses from Social Science

	Grade 9	Grade 10	Grade 11	Grade 12
Canadian and World Studies: Geography (Academic)	CGC1D0		CGG301	
Canadian and World Studies: History		CHC2D0 CHC2P0 CHC2L0		
Civics & Citizenship Careers *Guidance		CHV200 GLC200		
Canadian and World Studies: Law			CLU3M1 CLU3E1	CLN4U1
General Social Sciences			HSP3U1 HSP3C1	HSB4U1
Family Studies /Leadership			HPC300 CPP301 IDC300	HHS4U1 HHS4C1 HPD4C1 IDC4U0

Geography

Issues in Canadian Geography (CGC1D0)

Grade 9, Academic

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 analyze and evaluate geographic issues and present their findings.

Pre-requisite: None



Travel and Tourism (CGG301)

Grade 11, Open

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

Pre-requisite: CGC1D0 or CGC1P0



History

Canadian History in the Twentieth Century (CHC2D0) Grade 10, Academic

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

Pre-requisite: None

Canadian History in the Twentieth Century (CHC2P0) Grade 10, Applied

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

Pre-requisite: None.

Canadian History Since World War I (CHC2L0) Grade 10, Locally Developed

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. 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 practice reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms.



Law

Understanding Canadian Law (CLU3M1)

Grade 11, University/College Preparation

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.

Pre-requisite: CHC2D0 or CHC2P0

Understanding Canadian Law (CLU3E1)

Grade 11, Workplace Preparation

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.

Pre-requisite: CHC2D0, CHC2P0 or CHC2L0

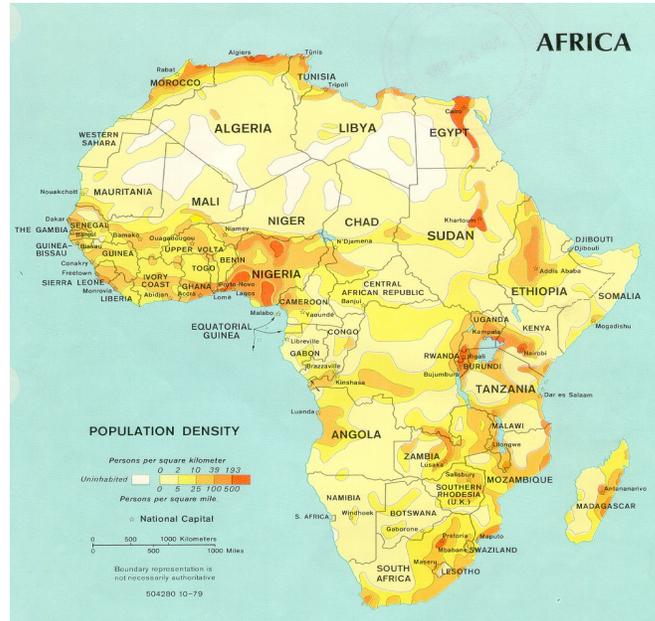


Canadian and International Law (CLN4U1)

Grade 12, University Preparation

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

Pre-requisite: Any University or University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities



Civics and Citizenship/Careers

Civics (CHV200)

Grade 10, Open (0.5 credit)

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.

Pre-requisite: None

Career Studies (GLC200)

Grade 10, Open (0.5 credit)

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

Pre-requisite: None

General Social Science

Food and Nutrition (HFN2O0) Grade 10

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence good choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. **Pre-requisite: None**

Introduction to Anthropology, Psychology & Sociology (HSP3C1) Grade 11, College Preparation

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

Pre-requisite: None

Introduction to Anthropology, Psychology & Sociology (HSP3U1) Grade 11, University Preparation

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

Pre-requisites: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Challenge and Change in Society (HSB4U1) Grade 12, University

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and impact on society. Students will critically analyze how and why cultural, social, and behavioral patterns change over time. They will explore the

ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

Interdisciplinary Studies (Global Leadership Opportunities Windsor) (IDC3O0) Grade 11

Students will participate in a project based inquiry focusing on global perspectives, developing an inclusive environment, building social awareness and equity, and a promotion of Canadian culture. Students will participate in a variety of activities both in and out of class time, that strive to develop leadership and communication skills, positive peer relationships, and break social and cultural stigmas, while supporting an English immersion environment for our International Students. Domestic students will be partnered with an international student, based on compatible interests, personalities and choice. Either in pairs, small groups, or as a whole group, students will be engaged in a variety of activities and projects throughout the semester. Themes for course material will be co-developed by students focusing on special events, international holidays, social justice issues (both globally and locally), school priorities, leadership opportunities in the school and community.

Pre-requisite: None but student must be recommended for this class.

Interdisciplinary Studies (Leadership for a Global Perspective) (IDC4U0) Grade 12, University

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

Pre-requisite: for IDC4U0, any university or university/college preparation course; Students must apply to this course. Enrollment is limited.

GUIDANCE AND CAREER EDUCATION

Leadership and Peer Support (GPP301)

Grade 11, Open

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 with groups and communities.

Pre-requisite: None

Family Studies

Families in Canada (HHS4U1)

Grade 12, University

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behavior, intimate 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.

Pre-requisite: Any University or University preparation course in Canadian and World Studies, English or Social Sciences and Humanities.

Families in Canada (HHS4C1)

Grade 12, College

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behavior, 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.

Pre-requisite: Any College or College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

Raising Healthy Children (HPC300)

Grade 11, Open

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth and early years of human development. Students will learn how to meet the development needs of young children, communicate with them, and effectively guide their early behaviour.

Pre-requisite: None

Working With School Age Children and Adolescents (HPD4C1)

Grade 12 College Preparation

This course prepares students for occupations involving school age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children.

Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used investigating child and adolescent behaviour and development.

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



TECHNOLOGICAL STUDIES



Department

TECH IT OUT



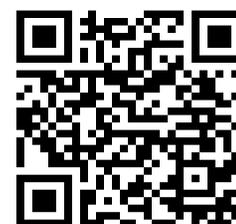
TECH OUT YOUR POTENTIAL

Visit us at
<https://sites.google.com/site/cchtechstudies>

Courses in Technological Education

	Grade 9	Grade 10	Grade 11	Grade 12
Technology Studies	TIJ100		TCE3E1	TCE4E1
Construction Technology	TCJ100	TCJ200	TCJ3C0	TCJ4C1
Hairstyling and Aesthetics	TXJ100	TXJ200	TXJ3E0	TXJ4E1
Hospitality and Tourism	TFJ100	TFJ200	TFJ3E0	TFJ4E1
Technological Design Robotics	TDJ100	TDJ200	TDJ3M0 TDR3M1	TDJ4M1 TDR4M1
Green Industries	THJ100	THJ200	THJ3E0	THJ4E1

EXPLORING TECHNOLOGIES



Exploring Technologies (TIJ100) Grade 9, Open

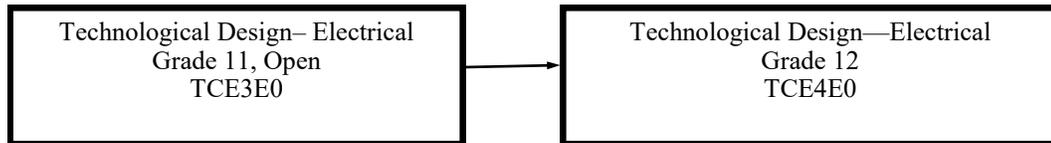
This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries,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

Pre-requisite: None

Explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. *This course will meet all course expectations with a focus of Residential and Industrial wiring.

Pre-requisite: TJC3E or TCE3E

Construction Technology—Electrical



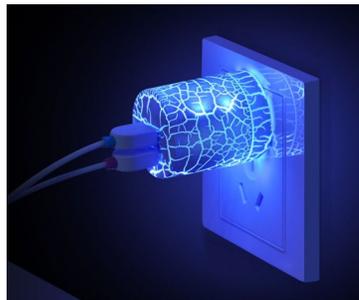
Construction Technology—Electrical (Part 1—of Level 1) Grade 11, Open (TCE3E0)

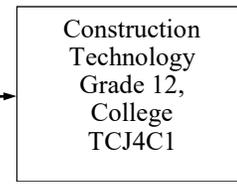
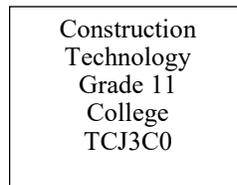
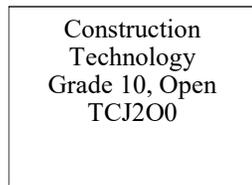
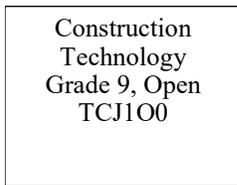
This Curriculum Standard has been developed in keeping with the related Ministry of Labour, Training, and Skills Development (MLTSD) Training Standard. The Curriculum Standard provides a standard of theoretical knowledge and practical application to complement the on-the-job experiences of apprentices. In all practical learning activities, the apprentices will abide by the Occupational Health and Safety Act and all other regulations and policies relating to safety, particularly the use of personal protective equipment.

Pre-requisite: None

Construction Technology—Electrical (Part 2—of Level 1) Grade 12, (TCE4E0)

This Curriculum Standard has been developed in keeping with the related Ministry of Labour, Training, and Skills Development (MLTSD) Training Standard. The Curriculum Standard provides a standard of theoretical knowledge and practical application to complement the on-the-job experiences of apprentices. In all practical learning activities, the apprentices will abide by the Occupational Health and Safety Act and all other regulations and policies relating to safety, particularly the use of personal protective equipment.





Construction Technology

Exploring Construction Technology (TCJ100) Grade 9, Open

This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical and network wiring, masonry, heating/cooling, carpentry, and woodworking. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post-secondary pathways leading to careers in the field.

Pre-requisite: None

Construction Technology (TCJ200) Grade 10, Open

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

Pre-requisite: None

Construction Technology (TCJ3C0)

Grade 11, College Preparation

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

***Highly Recommended: TCJ200**

Construction Technology (TCJ4C1)

Grade 12, College Preparation

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

Pre-requisite: TCJ3C0

Construction Technology: Electrical/Network Cabling (TCE3E1) Grade 11

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

Pre-requisite: None

Construction Technology: Electrical/Network Cabling (TCE4E1) Grade 12

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

Pre-requisite: TCJ3C0

Hairstyling and Aesthetics

Hairstyling and Aesthetics
Grade 9, Open
TXJ100

Hairstyling and Aesthetics
Grade 10, Open
TXJ200

Hairstyling and Aesthetics
Grade 11, Workplace
TXJ3E0

Hairstyling and Aesthetics
Grade 12, Workplace
TXJ4E1

Exploring Hairstyling and Aesthetics (TXJ100)

Grade 9, Open

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

Pre-requisite: None



Hairstyling and Aesthetics (TXJ200)

Grade 10, Open

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

Pre-requisite: None



Hairstyling and Aesthetics (TXJ3E0)

Grade 11, Workplace Preparation

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

***Highly Recommended: TXJ200**

Hairstyling and Aesthetics (TXJ4E1)

Grade 12, Workplace Preparation

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

Pre-requisite: TXJ3E0



Hospitality and Tourism

Hospitality
Grade 9
Open
TFJ100

Hospitality
Grade 10
Open
TFJ200

Hospitality
Grade 11
Workplace
TFJ3E0

Hospitality
Grade 12
Workplace
TFJ4E1

Exploring Hospitality and Tourism (TFJ100)

Grade 9, Open

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post-secondary pathways leading to careers in the field.

Pre-requisite: None

Hospitality and Tourism Technology (TFJ200)

Grade 10, Open

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

Pre-requisite: None

Hospitality and Tourism (TFJ3E0)

Grade 11, Workplace Preparation

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

***Highly Recommended:** TFJ200

Hospitality and Tourism (TFJ4E1)

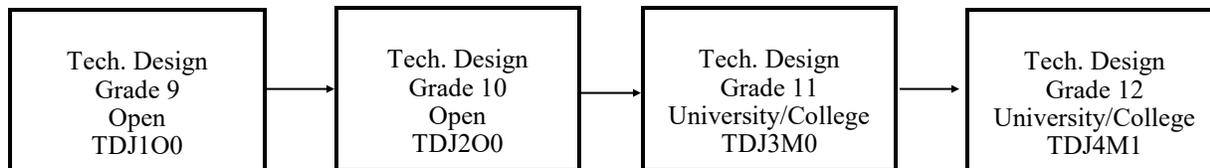
Grade 12, Workplace Preparation

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

Pre-requisite: TFJ3E0



Technological Design



Exploring Technological Design (TDJ100)

Grade 9, Open

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

Pre-requisite: None

Technological Design (TDJ200)

Grade 10, Open

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

Pre-requisite: None

Technological Design (TDJ3M0)

Grade 11

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 college and/or university program requirements for them.

Pre-requisite: None

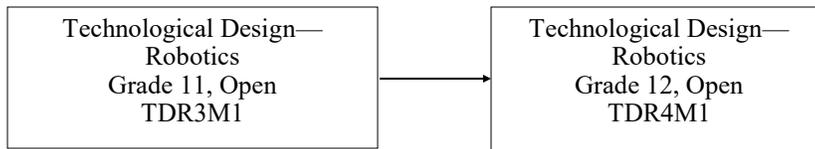
Technological Design (TDJ4M1)

Grade 12

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, building and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the post-secondary education and training requirements for them.

Pre-requisite: Technological Design, Grade 11, University/College Preparation

Technological Design—Robotics



Technological Design—Robotics (TDR3M1)

Grade 11, Open

Students interested in post-secondary education in engineering technology or manufacturing will have the opportunity to further develop design and problem solving skills. The course also looks at mechanical systems and project management skills through a series of hands on design and build projects (e.g. hydraulics, pneumatics, robotic and mechanical motion). Students will research, design, build and assess solutions to assigned problems using working software and other communication methods to present their design/project ideas. They will develop an awareness of environmental, societal, and cultural issues related to technology, and will explore career opportunities in the field, as well as college and/or university program requirements for them.

Pre-requisite: none

Technological Design — Robotics and Control Systems (TDR4M1)

Grade 12, University/College Prep.

This course introduces students to the fundamentals of design advocacy and marketing, while building their design skills and knowledge of professional design practices. Students will apply a systematic design process to research, design, building, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other methods. Students will enhance problem-solving and communication skills, and explore career opportunities. Students interested in post-secondary education in engineering technology or manufacturing will have the opportunity to further develop design skills.

Pre-requisite: TDR3M1



Green Industries

Exploring Green Industries (THJ100)

Grade 9, Open

This exploratory course introduces students to concepts and skills related to the green industries — agriculture, forestry, horticulture, floristry, and landscaping. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and post-secondary pathways leading to careers in the field. **Pre-requisite: None**

Green Industries (THJ200)

Grade 10, Open

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. Student will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and post-secondary education and training pathways and career opportunities in the various industry sectors. **Pre-requisite: None**

Green Industries (THJ3E0)

Grade 11, Open

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop and awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other post-secondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation. **Pre-requisite: None**

Green Industries (THJ4E1)

Grade 12

This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training. **Pre-requisite: THJ3E0**

