

# **Ursuline College Chatham Catholic Secondary School**

## **Pathways To Success**



## **Course Calendar**

OUR VISION

# Catholic Education + Future Ready

OUR MISSION

Learning together today, transforming tomorrow

OUR PRIORITIES



## LEARNING & INNOVATION

Teaching transferable skills, critical thinking and creativity



## FAITH & WELL-BEING

Living Catholic values to foster caring, inclusive and safe spaces



## PARTNERSHIPS

Engaging families, parish and community



## CATHOLIC CITIZENSHIP

Inspiring ethical, responsible stewardship

OUR VALUES

Respect  
rooted in  
love

Excellence  
for all

Accountability  
to God, self  
and others

Engagement  
in our work

Called to  
serve our  
world

***“Together we can do great things.”***

*Mother Teresa*



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This resource is produced to help students plan their education pathways and career destinations. Parents/guardians are encouraged to aid in their children’s education plans. The Steps on “How to Choose My Courses” and the Education Planner on pages 6 and 7 will assist students and their parents/guardians with the course selection process.

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## UCC History

Our high school inherits a rich and lasting tradition of Christian education. St. Angela Merici (1474-1540), founder of the Ursuline Religious Order, stressed that her community would serve God's people principally through education. Much later one of her devoted followers, Mother Mary Xavier Le Bihan, sailed from Brittany in northern France and founded a convent and school in a tiny pioneer community, Chatham. Known later as Ursuline College, this school for girls, from 1860 to 1971, drew students from widely scattered points in Canada, the United States and even Latin America. In 1972 the school became co-educational and in 1973 our school, through arrangements made with the Kent County Roman Catholic School Board, provided a Catholic high school education for boys and girls from Chatham, and all sections of Kent County. In January 1998, the Kent and Lambton County Separate School Boards amalgamated to form St. Clair Catholic District School Board.

The provincial government granted Catholic schools full funding from Grade Nine to OAC in 1985. This funding has allowed Ursuline College to flourish as a secondary school offering its students programs in every educational area. We are proud of our school because of its long tradition of excellence. It has been a quality educational facility since 1860 and will continue this tradition for many generations.

## UCC Philosophy

As a Catholic high school, one of our primary goals is to teach and to encourage our students to live the gospel of Jesus. We expect our students to grow in the knowledge of the Catholic faith and in the principles of living which it demands: love and reverence for God and creation, justice and concern for all people, honesty and desire for truth, understanding of commitment and responsible behaviour.

A positive learning environment combined with a demand for excellence makes Ursuline College a superior educational facility. Guided by our Catholic belief, staff work to expand the growth of each individual student according to the student's ability and potential given to him/her by God.

We are an institution that strives to have our students be proud of who they are, be productive individuals in the community, and be people who practise the teaching of Jesus Christ.

We assume that individuals who choose our school are interested in knowing more about the teachings of Jesus Christ. As a facility whose foundation has been built on Catholic tradition, it is expected that each student will participate in the religion classes offered at Ursuline College.

## Pathways to Success

A "program pathway" consists of a combination of courses, supports and experiences that make up students' educational programs as they move from Grade Nine to graduation. These supports consist of parental involvement, guidance counsellors, student success teacher, credit recovery, ongoing review of the IEP, experiential learning, eLearning, literacy course, and compulsory credit substitutions. Program pathways are clearly aligned with the strengths and learning styles of each individual student.

"Pathways thinking" signals a new way to engage in the course selection process. A program pathway is designed to lead a student to a particular destination. This does not mean, however, that the student will always end up at that destination. Plans can change, and students are encouraged to make new choices as they revise goals and develop new interests and abilities. The ideal program pathway has built-in flexibility so that new choices can be made without disrupting students' progress. This takes careful and early planning. Grade Seven is an ideal time to start.

The students' program pathways should reflect the goals that motivate students to complete their secondary education. A program pathway facilitates a smooth transition to the next stage of their lives, be that apprenticeship, college, community living, university or the workplace.

## Message to Parents and Students

What students believe about themselves and their opportunities, and what their peers and the adults in their lives believe about them, significantly influences the choices they make and the degree to which they are able to achieve their goals.

The education and career/life planning policy for Ontario schools is based on the belief that all students can be successful, that success comes in many forms, and that there are many different pathways to success.

The policy is founded on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination - whether it be apprenticeship training, college, community living, university, or the workplace - and with the confidence that they can revise their plans as they, and the world around them, change. This vision sees students as the architects of their lives (*Education and Career/Life Program for Kindergarten to Grade 12, 2013*).

**Individual Pathways Plan Grade 7 to 12**

**Gain Awareness Grade 7**

Students by the end of Grade 7 will document:

- 2 goals
- 2 interests
- a High School Plan
- a Favourite Occupation
- 1 Reflection

Other Activities:

- Attend a High School Event
- Attend Muskoka Woods

**Identify Strengths Grade 8**

Students by the end of Grade 8 will document:

- 2 goals
- 5 Skills and Abilities
- Plan courses for Gr. 9
- a Favourite Occupation
- 2 Reflections

Other Activities:

- High School Guidance Classroom Visit
- Attend a High School Open House

**Self Discovery Grade 9**

Students by the end of Grade 9 will document:

- 2 goals
- 2 Extracurricular Activities
- Plan courses for Gr. 10
- a Favourite Opportunity
- a Favourite Occupation
- 2 Reflections

Other Activities:

- Participate in "Take Our Kids to Work" Day
- Guidance Visit
- Attend post-secondary Parent Night
- Co-Op Career Fair

**Explore Opportunities Grade 10**

Students by the end of Grade 10 will document:

- 2 goals
- "About Me" article
- Plan courses to Graduation
- a Favourite Opportunity
- Rank top 3 Occupations
- Financial Budget

Other Activities:

- Guidance Visit
- Co-Op Career Fair
- Update Resume

**Gain Experience Grade 11**

Students by the end of Grade 11 will document:

- 2 Goals
- Volunteer Work Experience
- Plan courses to Graduation
- a Favourite Opportunity (3 total)
- 2 Reflections

Other Activities:

- Guidance Visit
- Experiential Learning such as Cooperative Education, SHSM, OYAP or Dual Credits
- Attend a Post-secondary information night

**Refine Your Plan Grade 12**

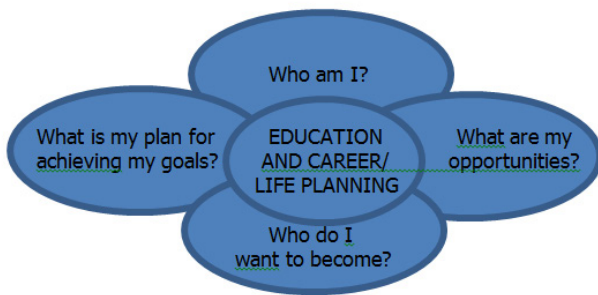
Students by the end of Grade 12 will document:

- 2 goals
- 2 Achievements
- Plan courses to Graduation
- Rank top 3 Opportunities
- Financial Budget
- 2 Reflections

Other Activities:

- Guidance visit to discuss transition
- Experiential Learning such as Cooperative Education, SHSM, OYAP or Dual Credits
- Attend a post-secondary information night
- Visit post-secondary campuses
- Complete post-secondary applications
- Complete scholarship applications

Login to MyBlueprint: [www.myblueprint.ca/stclair](http://www.myblueprint.ca/stclair)



## How To Choose My Courses

Selecting your courses can be somewhat overwhelming. If you take these six simple steps, you may find your decisions easier to make. A design-down or working-backward approach will help you determine what courses you need in order to pursue the career you want in your future.

### Step 1 What career(s) interest me?

Use the following website to help you with your career research. [www.myblueprint.ca/stclair](http://www.myblueprint.ca/stclair)

### Step 2 Which destination will best serve to lead to my career of choice?

Do research to find out the Grade 12 required courses needed for your destination.

Use the Education Planner (page 6), Pathways Charts (pages 8-13) and Course Selection Charts (pages 14-17) to help you.

<p style="text-align: center;"><b>Apprenticeship</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.apprenticesearch.com">www.apprenticesearch.com</a></li> <li>• Click About Trades (at the top)</li> <li>• Click a Sector</li> <li>• Research different occupations to find required courses</li> </ul>	<p style="text-align: center;"><b>College</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ontariocolleges.ca">www.ontariocolleges.ca</a></li> <li>• Click Find a Program</li> <li>• Search for desired program</li> <li>• Click Visit in desired program to find required courses</li> </ul>	<p style="text-align: center;"><b>University</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ouinfo.ca">www.ouinfo.ca</a></li> <li>• Click Find a Program</li> <li>• Search for desired program</li> <li>• Compare to find required courses</li> </ul>	<p style="text-align: center;"><b>Workplace</b></p> <ul style="list-style-type: none"> <li>• Refer to the Career Pathways Chart on pages 8-9</li> <li>• Refer to the Sample Pathways on pages 12-13</li> </ul>
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### Step 3

Fill in your Grade 12 courses. Keep in mind the required courses from your research above.

#### Grade 12 Courses

English	Religion	Option	Option	Option	Option	Option	Option
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### Step 4

Fill in your Grade 11 courses. Keep in mind the prerequisite courses needed for your Grade 12 courses.

#### Grade 11 Courses

English	Religion	Mathematics	Option	Option	Option	Option	Option
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### Step 5

Fill in your Grade 10 courses. Keep in mind the prerequisite courses needed for your Grade 11 courses.

#### Grade 10 Courses

English	Religion	Mathematics	Science	Careers/Civics	History	Option	Option
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### Step 6

Fill in your Grade 9 courses. Keep in mind the prerequisite courses needed for your Grade 10 courses.

#### Grade 9 Courses

English	Religion	Mathematics	Science	Geography	French	Option	Option
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Use the following chart to plan your course selection for obtaining your OSSD:

Year One Grade 9	Year Two Grade 10	Year Three Grade 11	Year Four Grade 12
English	English	English	English
Religion	Religion	Religion	Religion
Mathematics	Mathematics	Mathematics	
Science	Science		
Canadian Geography	Canadian History		
French	Civics/Career Studies		
Arts			
Physical Education			
Technological Education			

Choose 2 of 3

**Graduation Checklist**  
17 Compulsory Credits:

4	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Science	<input type="checkbox"/>	<input type="checkbox"/>		
1	Canadian Geography	<input type="checkbox"/>			
1	Canadian History	<input type="checkbox"/>			
1	Health and Physical Education	<input type="checkbox"/>			
1	The Arts	<input type="checkbox"/>			
1	French as a Second Language	<input type="checkbox"/>			
1	Technological Education	<input type="checkbox"/>			
.5	Career Studies	<input type="checkbox"/>			
.5	Civics	<input type="checkbox"/>			
1	STEM - related course	<input type="checkbox"/>			

**STEM-related course group**

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (In addition to the 3 compulsory credits currently required)
- science (In addition to the 2 compulsory credits currently required)
- technological education (In addition to the 1 compulsory credit required)

**13 Optional Credits\*\***

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 40 Hours of Community Involvement Activities
- Successful completion of the provincial literacy requirement OSSLT or OSSLC.
- 2 eLearning credits

\*\* Will include four Religious Studies credits.

## Career Pathways and Suggested Course Electives

Career Pathway	Apprenticeship	College	University	Workplace
<p style="text-align: center;"><b>Arts, Communications and Recreation</b></p> <p>Programs related to the humanities, recreation and to the performing, visual, literary and media arts.</p>	<ul style="list-style-type: none"> <li>• Draftsperson - Mechanical</li> <li>• Draftsperson - Plastic Mold Design</li> <li>• Draftsperson - Tool &amp; Die Design</li> <li>• Special Events Co-ordinator</li> <li>• Entertainment Industry - Electrical Technician</li> <li>• Facilities Mechanic</li> </ul>	<ul style="list-style-type: none"> <li>• Librarian &amp; Museum Technician</li> <li>• Photographer, Graphic Artist</li> <li>• Animator</li> <li>• Copywriter</li> <li>• Fitness Instructor</li> <li>• Recreational Facilities Manager</li> <li>• Multimedia Designer</li> <li>• Actor, Media Announcer</li> <li>• Community Program Planner</li> <li>• Public Relations Officer</li> <li>• Writer, Journalist</li> <li>• Media Consultant</li> <li>• Graphic Designer</li> <li>• Interior Designer</li> </ul>	<ul style="list-style-type: none"> <li>• Librarian, Conservator</li> <li>• Curator, Archivist</li> <li>• Writer, Editor, Journalist</li> <li>• Public Relations Officer</li> <li>• Translator, Interpreter</li> <li>• Director, Producer</li> <li>• Choreographer, Dancer, Cinematographer</li> <li>• Conductor, Composer, Arranger</li> <li>• Musician, Singer</li> <li>• Actor, Painter, Sculptor</li> <li>• Recreational Facilities Manager</li> <li>• Teacher</li> <li>• Designer, Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>• Musical Band Player, Singer</li> <li>• Actor, Comedian, Dancer, DJ</li> <li>• Video Camera Operator</li> <li>• Theatre/Stage Technician</li> <li>• Set Builder/Dresser</li> <li>• Prop Person, Prompter</li> <li>• Fashion Model</li> <li>• Window Display Designer</li> <li>• Artisan/Craftsperson</li> <li>• Photographer</li> <li>• Fitness Instructor</li> <li>• Ski Lift Operator</li> <li>• Sign Maker</li> </ul>
<p style="text-align: center;"><b>Business, Finance, Sales and Service</b></p> <p>Programs related to entrepreneurship, sales, marketing, hospitality and tourism, computer/information systems, finance, accounting, personnel, economics and management</p>	<ul style="list-style-type: none"> <li>• Appliance Service Technician</li> <li>• Assistant Cook</li> <li>• Baker</li> <li>• Chef</li> <li>• Cook</li> <li>• Gemsetter/Goldsmith</li> <li>• Hairstylist</li> <li>• Interior Decorator</li> <li>• Locksmith</li> <li>• Retail Meat Cutter</li> <li>• Automotive Parts Person</li> <li>• Pool, Hot Tub and Spa Installer</li> <li>• Pool, Hot Tub and Spa Service Tech</li> </ul>	<ul style="list-style-type: none"> <li>• Manager, Supervisor (all sectors)</li> <li>• Human Resource Officer</li> <li>• Customer Service Representative</li> <li>• Insurance and Real Estate Agent</li> <li>• Bookkeeper, Payroll Officer</li> <li>• Secretary, Administrative Clerk</li> <li>• Property Manager</li> <li>• Retail Sales Clerk</li> <li>• Chefs, Restaurant Manager</li> <li>• Police Officer and Firefighter</li> <li>• Conference and Event Planner</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Manager, Supervisor</li> <li>• Financial Auditor</li> <li>• Accountant</li> <li>• Securities Agent</li> <li>• Investment Analyst</li> <li>• Investment Dealer and Broker</li> <li>• Human Resource Specialist</li> <li>• Personnel and Recruitment Officer</li> <li>• Conference and Event Planner</li> <li>• Public Relations Consultant</li> <li>• Teacher</li> <li>• Financial Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone Surveyor/Solicitor</li> <li>• Mail Room Clerk and Sorter</li> <li>• Business Messenger/Letter Carrier</li> <li>• Travel Counsellor</li> <li>• Airline Ticket/Cargo/Sales Clerk</li> <li>• Tour and Travel Guide</li> <li>• Street Vendor</li> <li>• Food and Beverage Server</li> <li>• Cleaner, Janitor, Housekeeper</li> <li>• Security Guard</li> <li>• Dry Cleaning and Laundry Worker</li> <li>• Shipper/Receiver</li> <li>• Bank Teller, Cashier</li> </ul>
<p style="text-align: center;"><b>Health, Natural and Applied Sciences</b></p> <p>Programs related to the treatment of illness and the promotion of health. It also includes mathematics, engineering technologies, architectural studies, horticulture, environment and planning.</p>	<ul style="list-style-type: none"> <li>• Arborist</li> <li>• Agriculture: Dairy or Swine Herder</li> <li>• Fruit Grower</li> <li>• Horticulturalist</li> <li>• Turf Equipment Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Laser Technician</li> <li>• Environmental Consultant</li> <li>• Biomedical Equipment Technician</li> <li>• Civil, Mechanical, Industrial, Electrical, Manufacturing, Computer Engineering Technician and Technologist</li> <li>• Paramedic and Dental Hygienist</li> <li>• Horticulturalist/Landscape Technician</li> <li>• Agricultural Technologist</li> <li>• Farm Manager</li> <li>• Massage Therapist, Practical Nurse</li> <li>• Veterinarian Technician</li> <li>• Energy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Physicist, Astronomer, Chemist, Geologist, Meteorologist</li> <li>• Biologist, Forester, Agriculturalist</li> <li>• Audiologist, Physio and Occupational Therapist</li> <li>• Architect, Urban Planner, Surveyor</li> <li>• Mathematician, Statistician</li> <li>• Physician, Dentist and Veterinarian</li> <li>• Optometrist, Chiropractor, Psychologist and Other Health Professionals</li> <li>• Pharmacist, Dietician and Nutritionist</li> <li>• Nurse Supervisor &amp; Registered Nurse</li> <li>• Engineer: Industrial, Metallurgical, Aerospace, Computer</li> </ul>	<ul style="list-style-type: none"> <li>• Animal Care Worker and Pet Grooming/Kennel Worker</li> <li>• Funeral Assistant</li> <li>• Dental Receptionist</li> <li>• Health Care Aide</li> <li>• Landscaping and Nursery Worker</li> <li>• Groundskeeper</li> <li>• Beef/Poultry/Sheep Producer</li> <li>• Conservation Fishery Worker</li> <li>• Water/Plant Worker</li> <li>• Home Support Worker</li> <li>• Nurse's Aide/Orderly</li> </ul>
<p style="text-align: center;"><b>Information Technology</b></p> <p>Programs related to computer/information systems, information technology support, computer programming or engineering.</p>	<ul style="list-style-type: none"> <li>• Information Technology Support Analyst - Hardware, Help Desk, Network</li> <li>• Network Cabling Specialist</li> <li>• Optics Technician</li> <li>• Telecommunications Installer and Repairer</li> </ul>	<ul style="list-style-type: none"> <li>• Computer and Network Operator</li> <li>• Web Technician</li> <li>• User Support Technician</li> <li>• Systems Testing Technician</li> <li>• Internet Web Site Technician</li> <li>• Help Desk Technician</li> <li>• Database Administrator</li> <li>• Broadcast Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Computer and Information Systems Professional</li> <li>• Information Systems Analyst</li> <li>• Database Analyst</li> <li>• Data Administrator</li> <li>• Software or Computer Engineer</li> <li>• Computer Programmer</li> <li>• Interactive Media Developer</li> <li>• Web Site Designer and Developer</li> <li>• Computer Security Expert</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Support Technician</li> <li>• Data Entry Clerk</li> <li>• Retail - Computer Games, Computer Parts, Communications</li> <li>• Multimedia Sales and Support</li> <li>• Web Master</li> <li>• Web Site Design</li> <li>• Desktop Publisher</li> <li>• Telephone Line Installer/Repair Worker</li> </ul>
<p style="text-align: center;"><b>Social Sciences, Government and Human Services</b></p> <p>Programs related to economic, political and social systems, including education, law and legal studies, law enforcement, public administration, child, family, social services and religion.</p>	<ul style="list-style-type: none"> <li>• Early Childhood Educator</li> <li>• Educational Assistant</li> <li>• Child and Youth Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Educator</li> <li>• Developmental Services Worker</li> <li>• Paralegal</li> <li>• Ergonomist</li> <li>• Educational Assistant</li> <li>• Immigration Worker</li> <li>• Child and Youth Worker</li> <li>• Social Services Worker</li> <li>• Human Resource Specialist</li> <li>• Police Officer</li> <li>• Customs and Immigration Officer</li> <li>• Correctional Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Judge, Lawyer</li> <li>• Educational Administrator</li> <li>• University Professor</li> <li>• College &amp; Other Vocational Instructor</li> <li>• Secondary and Elementary School Teacher</li> <li>• Psychologist, Social Worker, Counselor, Clergy and Probation Officer</li> <li>• Economist, Economic Development Officer, Social Policy Researcher</li> <li>• Biblical Studies, Pastoral Studies, Theology</li> </ul>	<ul style="list-style-type: none"> <li>• Law Office Worker</li> <li>• Real Estate Agent</li> <li>• Women's Shelter Worker</li> <li>• Drop-In Centre Worker</li> <li>• Community Service Worker</li> <li>• Aboriginal Outreach Worker</li> <li>• Nanny or Babysitter</li> <li>• Government Courier/Messenger</li> <li>• Religious Assistant</li> <li>• Day Care Worker</li> <li>• Elections Officer/Worker</li> </ul>
<p style="text-align: center;"><b>Trades, Transport and Industrial Technologies</b></p> <p>Programs related to engineering, transportation and related technologies, mechanics and repair, manufacturing technology, precision production, electronics, construction, fisheries management and forestry.</p>	<ul style="list-style-type: none"> <li>• Automotive Body Repairer</li> <li>• Automotive Service Technician</li> <li>• Truck and Coach Technician</li> <li>• Motorcycle Mechanic</li> <li>• Small Engine Technician</li> <li>• Farm Equipment Technician</li> <li>• Brick and Stone Mason</li> <li>• Construction Trades</li> <li>• General Carpenter</li> <li>• Refrigeration &amp; Air Conditioning Mechanic</li> <li>• Plumber, Steamfitter</li> <li>• Drywall, Acoustic &amp; Lathing Applicator</li> <li>• Mould Maker, Tool and Die Maker</li> <li>• Machinist, Welder</li> <li>• Industrial Mechanic Millright</li> </ul>	<ul style="list-style-type: none"> <li>• Contractor and Trade Supervisor</li> <li>• Transportation (Logistics) Supervisor</li> <li>• Air Traffic Controller</li> <li>• Industrial Instrumentation Technician</li> <li>• Heating and Cooling Technician</li> <li>• Logging and Forestry Supervisor</li> <li>• Computerized Numerical Control (CNC) Operator or Programmer</li> <li>• Technologist: Chemical, Petroleum Refining, Manufacturing, Construction Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Airport Manager</li> <li>• Railway Manager</li> <li>• Transit Manager</li> <li>• Distribution Manager</li> <li>• Logistics Manager</li> <li>• Warehouse Manager</li> <li>• Plant Manager</li> <li>• Primary Industry Manager (Mining, Fisheries, Forestry, Agriculture)</li> </ul>	<ul style="list-style-type: none"> <li>• Construction Trade Helper and Labourer</li> <li>• Cable Television Service and Maintenance Technician</li> <li>• Motor Vehicle and Transit Driver</li> <li>• Carpet Installer</li> <li>• Foundry Furnace Worker</li> <li>• Oil and Gas Drilling Worker</li> <li>• Logging and Forestry Labourer</li> <li>• Mechanical/Electrical Assembler</li> <li>• Labourer in Processing and Manufacturing</li> <li>• Industrial Butcher, Meat Cutter and Poultry Preparer</li> </ul>

## Career Pathways and Suggested Course Electives

Grade 9 Suggested Electives	Grade 10 Suggested Electives	Grade 11 Suggested Electives	Grade 12 Suggested Electives
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Expressions of First Nations, Métis, and Inuit Cultures</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Core French</li> <li>Dance</li> <li>Discovering the Workplace</li> <li>Dramatic Arts</li> <li>Fashion Arts</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Instrumental Music</li> <li>Digital Technology and Innovations in the Changing World</li> <li>Learning Strategies</li> <li>Spanish</li> <li>Visual Arts, Crafts</li> <li>Vocal Music</li> </ul>	<ul style="list-style-type: none"> <li>Communications</li> <li>Co-operative Ed.</li> <li>Core French</li> <li>Dance</li> <li>Dramatic Arts</li> <li>Film Studies</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Hospitality</li> <li>Information &amp; Communication Technology</li> <li>Instrumental Music</li> </ul>	<ul style="list-style-type: none"> <li>Canadian and World Issues</li> <li>Communications</li> <li>Co-operative Ed.</li> <li>Core French</li> <li>Dance</li> <li>Dramatic Arts</li> <li>Exercise Science</li> <li>The Fashion Industry</li> <li>Film Studies</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Expressions of First Nations, Métis, and Inuit Cultures</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Introduction to Business</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Core French</li> <li>Discovering the Workplace</li> <li>Fashion Arts</li> <li>French Immersion</li> <li>Hairstyling and Aesthetics</li> <li>Information and Communication Technology</li> <li>Introduction to Business</li> <li>Digital Technology and Innovations in the Changing World</li> <li>Learning Strategies</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Communications</li> <li>Co-operative Ed.</li> <li>Core French</li> <li>Financial Accounting Fundamentals</li> <li>French Immersion</li> <li>Hairstyling and Aesthetics</li> <li>Hospitality</li> <li>Information &amp; Communication Technology</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Anthropology, Psychology and Sociology</li> <li>Intro to Computer Programming/Science</li> <li>Marketing</li> <li>Travel and Tourism</li> <li>Understanding Canadian Law</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Expressions of First Nations, Métis, and Inuit Cultures</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Core French</li> <li>Discovering the Workplace</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Information and Communication Technology</li> <li>Digital Technology and Innovations in the Changing World</li> <li>Learning Strategies</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Environmental Science, Chemistry, Physics</li> <li>Co-operative Education/OYAP</li> <li>Healthy Active Living Education</li> <li>Intro to Anthropology, Psychology and Sociology</li> <li>Intro to Computer Programming/Science</li> <li>Leadership and Peer Support</li> <li>Manufacturing Technology</li> <li>Mathematics</li> <li>Parenting</li> <li>Physical Geography</li> <li>Technological Design</li> <li>Computer Engineering Technology</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Chemistry, Earth and Space Science, Physics, Science</li> <li>Computer Programming/Science</li> <li>Co-operative Education/OYAP/Dual Credit</li> <li>Environment and Resource Management</li> <li>Exercise Science</li> <li>Healthy Active Living Education</li> <li>Leadership and Peer Support</li> <li>Manufacturing Technology</li> <li>Mathematics</li> <li>Technological Design</li> <li>Computer Engineering Technology</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Expressions of First Nations, Métis, and Inuit Cultures</li> <li>Instrumental Music</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Introduction to Business</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Discovering the Workplace</li> <li>Information and Communication Technology</li> <li>Introduction to Business</li> <li>Digital Technology and Innovations in the Changing World</li> <li>Learning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Co-operative Education/OYAP</li> <li>Information &amp; Communication Technology</li> <li>Intro to Computer Programming/Science</li> <li>Technological Design</li> <li>Computer Engineering Technology</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Computer Programming/Science</li> <li>Co-operative Education/OYAP/Dual Credit</li> <li>Information &amp; Communication Technology</li> <li>Mathematics</li> <li>Technological Design</li> <li>Computer Engineering Technology</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Expressions of First Nations, Métis, and Inuit Cultures</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Core French</li> <li>Discovering the Workplace</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Digital Technology and Innovations in the Changing World</li> <li>Learning Strategies</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>American History</li> <li>Co-operative Education/OYAP</li> <li>Core French</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Intro to Anthropology, Psychology and Sociology</li> <li>Leadership and Peer Support</li> </ul>	<ul style="list-style-type: none"> <li>Parenting</li> <li>Peer Mentoring</li> <li>Personal and Fitness Activities</li> <li>Physical Geography</li> <li>Resistance Training</li> <li>Spanish</li> <li>Travel and Tourism</li> <li>Understanding Canadian Law</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Expressions of First Nations, Métis, and Inuit Cultures</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Introduction to Business</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Discovering the Workplace</li> <li>Fashion Arts</li> <li>Information and Communication Technology</li> <li>Introduction to Business</li> <li>Digital Technology and Innovations in the Changing World</li> <li>Learning Strategies</li> <li>Manufacturing Technology</li> <li>Construction Technology</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Chemistry, Environmental Science, Physics</li> <li>Communications Technology</li> <li>Construction Technology</li> <li>Co-operative Education/OYAP</li> <li>Hospitality</li> <li>Information and Communication Technology</li> <li>Intro to Computer Programming/Science</li> <li>Manufacturing Technology</li> <li>Technological Design</li> <li>Woodworking Technology</li> <li>Computer Engineering Technology</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Chemistry, Physics</li> <li>Communications Technology</li> <li>Computer Programming/Science</li> <li>Construction Technology</li> <li>Co-operative Education/OYAP/Dual Credit</li> <li>Hospitality</li> <li>Information and Communication Technology</li> <li>Manufacturing Technology</li> <li>Technological Design</li> <li>Woodworking Technology</li> <li>Computer Engineering Technology</li> </ul>

## Sample Pathways

### University (Academic) English/College (Applied) Math and Science Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENL1W0 English	ENG2D0 English <i>Academic</i>	NBE3U0 English <i>University</i>	ENG4U0 English <i>University</i>	University Programs: <ul style="list-style-type: none"> <li>• Anthropology</li> <li>• Criminology</li> <li>• English</li> <li>• History</li> <li>• International Relations</li> <li>• Legal Studies</li> <li>• Linguistics</li> <li>• Philosophy</li> <li>• Political Science</li> <li>• Psychology</li> <li>• Social Justice Studies</li> <li>• Social Work</li> <li>• Sociology</li> </ul>
HRE1O0 Religion <i>Open</i>	HRE2O0 Religion <i>Open</i>	HRT3M0 Religion <i>University/College</i>	HRE4M0 Religion <i>University/College</i>	
CGC1W0 Geography	CHC2D0 History <i>Academic</i>	CHW3M0 World History <i>University/College</i>	CHY4U0 World History <i>University</i>	
MTH1W0 Mathematics	MFM2P0 Mathematics <i>Applied</i>	MCF3M0 Functions & Appl <i>University/College</i>	MDM4U0 Data Management <i>University</i>	
SNC1W0 Science	SNC2P0 Science <i>Applied</i>	CLU3M0 Canadian Law <i>University/College</i>	CLN4U0 Canadian and Int'l Law <i>University/College</i>	
FSF1D0 French	CHV2O0/GLC2O0 Civics/Careers <i>Open</i>	HSP3C0 Intro to Sociology <i>University/College</i>	HSB4U0 Sociology <i>University/College</i>	
Arts <i>Open</i>	Option	Option	HHG4M0 Psychology <i>University/College</i>	
Physical Education <i>Open</i>	Option	Option	Option	
TAS1O0 Technological Studies <i>Open</i>	Option	Option	Option	

### University (Academic) Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENL1W0 English	ENG2D0 English <i>Academic</i>	NBE3U0 English <i>University</i>	ENG4U0 English <i>University</i>	University Programs: <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Health Science</li> <li>• Kinesiology/Human Kinetics</li> <li>• Medical Science</li> <li>• Nursing</li> <li>• Science</li> </ul>
HRE1O0 Religion <i>Open</i>	HRE2O0 Religion <i>Open</i>	HRT3M0 Religion <i>University/College</i>	HRE4M0 Religion <i>University/College</i>	
MTH1W0 Mathematics	MPM2D0 Mathematics <i>Academic</i>	MCR3U0 Functions <i>University</i>	MHF4U0 Advanced Functions <i>University</i>	
SNC1W0 Science	SNC2D0 Science <i>Academic</i>	SBI3U0 Biology <i>University</i>	SBI4U0 Biology <i>University</i>	
CGC1W0 Geography	CHC2D0 History <i>Academic</i>	SCH3U0 Chemistry <i>University</i>	SCH4U0 Chemistry <i>University</i>	
FSF1D0 French	CHV2O0/GLC2O0 Civics/Careers <i>Open</i>	SPH3U0 Physics <i>University</i>	SPH4U0 Physics <i>University</i>	
Arts <i>Open</i>	Option	Option	MCV4U0 Calculus and Vectors <i>University</i>	
Physical Education <i>Open</i>	Option	Option	PSK4U0 Exercise Science <i>University</i>	
TAS1O0 Technological Studies <i>Open</i>	Option	Option	Option	

NOTE: These are suggested pathways only. Not all courses listed are required courses. Please see your guidance counsellor who can help you create a customized course pathway for your desired destination.

## Sample Pathways

### College (Applied) English/Workplace Math and Science Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENL1W0 English	ENG2P0 English <i>Applied</i>	NBE3C0 English <i>College</i>	ENG4C0 English <i>College</i>	College Programs: <ul style="list-style-type: none"> <li>• Child and Youth Worker</li> <li>• Community and Justice Services</li> <li>• Customs Border Services</li> <li>• Developmental Services Worker</li> <li>• Early Childhood Education</li> <li>• Educational Assistant</li> <li>• Journalism</li> <li>• Legal Office Assistant</li> <li>• Native Community Worker</li> <li>• Office Administration</li> <li>• Personal Services Worker</li> <li>• Police Foundations</li> <li>• Protection, Security and Investigation</li> <li>• Social Service Worker</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRF300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1W0 Geography	CHC2P0 History <i>Applied</i>	HPC300 Parenting <i>Open</i>	HHG4M0 Psychology <i>University/College</i>	
MAT1L0 Mathematics <i>Workplace</i>	MAT2L0 Mathematics <i>Workplace</i>	MEL3E0 Mathematics <i>Workplace</i>	PPL400 Physical Education <i>Open</i>	
SNC1L0 Science <i>Workplace</i>	SNC2L0 Science <i>Workplace</i>	CLU3M0 Canadian Law <i>University/College</i>	HSB4U0 Sociology <i>University/College</i>	
FSF1D0 French	CHV200/GLC200 Civics/Careers <i>Open</i>	HSP3C0 Intro to Sociology <i>University/College</i>	GWL302 Co-op and Dual Credit <i>Open</i>	
Arts <i>Open</i>	Option	HPC300 Parenting <i>Open</i>	GWL302 Co-op and Dual Credit <i>Open</i>	
Physical Education <i>Open</i>	Option	PPL300 Physical Education <i>Open</i>	Option	
TAS100 Technological Studies <i>Open</i>	Option	Option		

### College (Applied) Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENL1W0 English	ENG2P0 English <i>Applied</i>	NBE3C0 English <i>College</i>	ENG4C0 English <i>College</i>	College Programs: <ul style="list-style-type: none"> <li>• Cardiovascular Technology</li> <li>• Chemical Laboratory Technician</li> <li>• Dental Assistant/Hygiene</li> <li>• Engineering Technology</li> <li>• Entertainment Technology</li> <li>• Fitness and Health Promotion</li> <li>• Massage Therapy</li> <li>• Medical Laboratory Technology</li> <li>• Occupational Therapist Assistant</li> <li>• Paramedic</li> <li>• Pharmacy Technician</li> <li>• Physiotherapist Assistant</li> <li>• Powerline Technician</li> <li>• Practical Nursing</li> <li>• Pre-Service Firefighting</li> <li>• Respiratory Technology</li> <li>• Ultrasound Technology</li> <li>• Veterinary Technology</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRF300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
MTH1W0 Mathematics	MFM2P0 Mathematics <i>Applied</i>	MCF3M0 or MBF3C0 Mathematics <i>Univ/Coll or College</i>	MCT4C0 or MAP4C0 Mathematics <i>College</i>	
SNC1W0 Science	SNC2P0 Science <i>Applied</i>	SBI3C0 Biology <i>College</i>	SCH4C0 Chemistry <i>College</i>	
CGC1W0 Geography	CHC2P0 History <i>Applied</i>	HSP3C0 Intro to Sociology <i>University/College</i>	SPH4C0 Physics <i>College</i>	
FSF1D0 French	CHV200/GLC200 Civics/Careers <i>Open</i>	PPL300 Physical Education <i>Open</i>	GWL302 Co-op and Dual Credit <i>Open</i>	
Arts <i>Open</i>	Option	Option	GWL302 Co-op and Dual Credit <i>Open</i>	
Physical Education <i>Open</i>	Option	Option	Option	
TAS100 Technological Studies <i>Open</i>	Option	Option		

NOTE: These are suggested pathways only. Not all courses listed are required courses. Please see your guidance counsellor who can help you create a customized course pathway for your desired destination.

## Sample Pathways

### Carpenter, Cabinet Maker or Construction Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENL1W0 or ENG1L0 English	ENG2P0 or ENG2L0 English <i>Applied or Workplace</i>	NBE3C0 or ENG3E0 English <i>College or Workplace</i>	ENG4C0 or ENG4E0 English <i>College or Workplace</i>	<b>Employment Opportunities:</b> <ul style="list-style-type: none"> <li>• Building Centres</li> <li>• Cabinet Makers</li> <li>• Construction</li> <li>• Furniture Makers</li> <li>• Lumber Yards</li> <li>• Kitchen Designers</li> <li>• Pattern Makers</li> <li>• Renovators</li> <li>• Saw Mill</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRF300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1W0 Geography	CHC2P0 History <i>Applied</i>	TWJ3E0 Woodworking <i>Workplace</i>	TWJ4E0 Woodworking <i>Workplace</i>	
MTH1W0 or MAT1L0 Mathematics	MFM2P0 or MAT2L0 Mathematics <i>Applied or Workplace</i>	MBF3C0 or MEL3E0 Mathematics <i>College or Workplace</i>	MAP4C0 or MEL4E0 Mathematics <i>College or Workplace</i>	
SNC1W0 or SNC1L0 Science	SNC2P0 or SNC2L0 Science <i>Applied or Workplace</i>	TCJ3E0 Construction <i>Workplace</i>	TCJ4E0 Construction <i>Workplace</i>	
FSF1D0 French	CHV200/GLC200 Civics/Careers <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	
Arts <i>Open</i>	TMJ200 Manufacturing <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	
Physical Education <i>Open</i>	TCJ200 Construction <i>Open</i>	Option	Option	
TAS100 Technological Studies <i>Open</i>	Option	Option	Option	

### Hairstyling and Aesthetics Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENL1W0 or ENG1L0 English	ENG2P0 or ENG2L0 English <i>Applied or Workplace</i>	NBE3C0 or ENG3E0 English <i>College or Workplace</i>	ENG4C0 or ENG4E0 English <i>College or Workplace</i>	<b>Employment Opportunities:</b> <ul style="list-style-type: none"> <li>• Beauty Salons</li> <li>• Make-up Artists</li> <li>• Nursing Homes</li> <li>• Retail Specialist</li> <li>• Salon Owner</li> <li>• Skin Care Specialist</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRF300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1W0 Geography	CHC2P0 History <i>Applied</i>	BMI3C0 or BMX3E0 Marketing <i>College or Workplace</i>	BDV4C0 Entrepreneurship <i>College</i>	
MTH1W0 or MAT1L0 Mathematics	MFM2P0 or MAT2L0 Mathematics <i>Applied or Workplace</i>	MBF3C0 or MEL3E0 Mathematics <i>College or Workplace</i>	GWL302 Co-op and Dual Credit <i>Open</i>	
SNC1W0 or SNC1L0 Science	SNC2P0 or SNC2L0 Science <i>Applied or Workplace</i>	GWL302 Co-operative Education <i>Open</i>	GWL302 Co-op and Dual Credit <i>Open</i>	
FSF1D0 French	CHV200/GLC200 Civics/Careers <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	TXJ4E0 Hairstyling & Aesthetics <i>Workplace</i>	
Arts <i>Open</i>	TXJ200 Hairstyling & Aesthetics <i>Open</i>	TXJ3E0 Hairstyling & Aesthetics <i>Workplace</i>	<i>Option</i>	
Physical Education <i>Open</i>	BEP200 Intro. to Business <i>Open</i>	Option	<i>Option</i>	
TAS100 Technological Studies <i>Open</i>	Option			

NOTE: These are suggested pathways only. Not all courses listed are required courses. Please see your guidance counsellor who can help you create a customized course pathway for your desired destination.

## Sample Pathways

### Manufacturing Engineering Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENL1W0 or ENG1L0 English	ENG2P0 or ENG2L0 English <i>Applied or Workplace</i>	NBE3C0 or ENG3E0 English <i>College or Workplace</i>	ENG4C0 or ENG4E0 English <i>College or Workplace</i>	<b>Employment Opportunities:</b> <ul style="list-style-type: none"> <li>• Computer Aided Design (CAD)</li> <li>• Computer Aided Manufacturing (CAM)</li> <li>• General Machinist</li> <li>• Mechanical Engineering Technologist</li> <li>• Sheet Metal Worker</li> <li>• Tool and Die Maker</li> <li>• Welder</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRF300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1W0 Geography	CHC2P0 History <i>Applied</i>	TDJ3M0 Technological Design <i>University/College</i>	TDJ4M0 Technological Design <i>University/College</i>	
MTH1W0 Mathematics	MPM2D0 or MFM2P0 Mathematics <i>Academic or Applied</i>	MCF3M0 or MBF3C0 Mathematics <i>Univ/Coll or College</i>	MCT4C0 or MAP4C0 Mathematics <i>College</i>	
SNC1W0 or SNC1L0 Science	SNC2P0 or SNC2L0 Science <i>Applied or Workplace</i>	GWL3O2 Co-operative Education <i>Open</i>	GWL3O2 Co-op and Dual Credit <i>Open</i>	
FSF1D0 French	CHV2O0/GLC2O0 Civics/Careers <i>Open</i>	GWL3O2 Co-operative Education <i>Open</i>	GWL3O2 Co-op and Dual Credit <i>Open</i>	
Arts <i>Open</i>	TMJ2O0 Manufacturing <i>Open</i>	TMJ3C0 Manufacturing <i>College</i>	TMJ4C0 Manufacturing <i>College</i>	
Physical Education <i>Open</i>	Option	Option	Option	
TAS1O0 Technological Studies <i>Open</i>	Option	Option	Option	

### Retail Sales and Service Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENL1W0 or ENG1L0 English	ENG2P0 or ENG2L0 English <i>Applied or Workplace</i>	NBE3C0 or ENG3E0 English <i>College or Workplace</i>	ENG4C0 or ENG4E0 English <i>College or Workplace</i>	<b>Employment Opportunities:</b> <ul style="list-style-type: none"> <li>• Apparel/Fashion Stores</li> <li>• Car Rental</li> <li>• Convenience Stores</li> <li>• Copying/Duplicating Services</li> <li>• Department Stores</li> <li>• Drug Stores</li> <li>• Furniture Stores</li> <li>• Grocery Stores</li> <li>• Lighting Stores</li> <li>• Music/Video/Book Stores</li> <li>• Office Products</li> <li>• Pet Products</li> <li>• Rental Service Stores</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRF300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1W0 Geography	CHC2P0 History <i>Applied</i>	Option	Option	
MTH1W0 or MAT1L0 Mathematics	MFM2P0 or MAT2L0 Mathematics <i>Applied or Workplace</i>	MBF3C0 or MEL3E0 Mathematics <i>College or Workplace</i>	MAP4C0 or MEL4E0 Mathematics <i>College or Workplace</i>	
SNC1W0 or SNC1L0 Science	SNC2P0 or SNC2L0 Science <i>Applied or Workplace</i>	GWL3O2 Co-operative Education <i>Open</i>	GWL3O2 Co-operative Education <i>Open</i>	
FSF1D0 French	CHV2O0/GLC2O0 Civics/Careers <i>Open</i>	GWL3O2 Co-operative Education <i>Open</i>	GWL3O2 Co-operative Education <i>Open</i>	
Arts <i>Open</i>	Option	BMI3C0 or BMX3E0 Marketing <i>College or Workplace</i>	BDV4C0 Entrepreneurship <i>College</i>	
Physical Education <i>Open</i>	BEP2O0 Intro. to Business <i>Open</i>	Option	BTX4C0 or BTX4E0 Info & Comm Tech <i>College or Workplace</i>	
TAS1O0 Technological Studies <i>Open</i>	Option	Option	Option	

NOTE: These are suggested pathways only. Not all courses listed are required courses. Please see your guidance counsellor who can help you create a customized course pathway for your desired destination.

## Course Selection By Department

### COURSE SELECTION

	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Comprehensive Arts	ALC100			
Crafts		AWA200	AWA3M0	AWA4M0
Dance		ATC200	ATC3M0	ATC4M0
Dramatic Arts	ADA100	ADA200	ADA3M0	ADA4M0
Fashion and Textile Design		AWI200	AWI3M0	AWI4M0
Guitar Music		AMG200	AMG3M0	AMG4M0
Instrumental Music	AMU100	AMU200	AMU3M0	AMU4M0
Visual Arts	AVI100	AVI200	AVI3M0	AVI4M0
<b>BUSINESS STUDIES</b>				
Launching and Leading a Business		BEP200		
Financial Accounting - University/College			BAF3M0*	BAT4M0
Financial Accounting - Workplace			BAI3E0	
Marketing: Goods, Services, Events - College			BMI3C0	
Marketing: Retail and Services - Workplace			BMX3E0	
Introduction to Entrepreneurial Studies			BDI3C0	
Entrepreneurship: Venture Planning in an Electronic Age				BDV4C0
International Business Fundamentals				BBB4M0*
<b>CANADIAN AND WORLD STUDIES</b>				
Issues in Canadian Geography	CGC1W0			
Issues in Canadian Geography - French Immersion	CGC1DF			
World Issues: A Geographic Analysis				CGW4C0
World Issues: A Geographic Analysis				CGW4U0
Civics and Citizenship		CHV200*		
Canadian History Since World War I - Academic		CHC2D0*		
Canadian History Since World War I - French Immersion		CHC2DF*		
Canadian History Since World War I - Applied		CHC2P0		
World History to the End of the Fifteenth Century			CHW3M0	CHY4U0
Understanding Canadian Law - University/College			CLU3M0	
Understanding Canadian Law in Everyday Life - Workplace			CLU3E0	

\* available as an e-learning course

## Course Selection By Department

### COURSE SELECTION

	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN AND WORLD STUDIES CONTINUED</b>				
Legal Studies				CLN4C0
Canadian and International Law				CLN4U0
Analyzing Current Economic Issues				CIA4U0
<b>CO-OPERATIVE EDUCATION, PEER MENTORING AND LEADERSHIP</b>				
Creating Opportunities through Co-op Education - 2 Credits			DCO3O2	
Co-op Education Linked to a Related Course (or Courses) - 2 Credits			GWL3O2	GWL3O2
Co-op Education Linked to a Related Course (or Courses) - 4 Credits				GWL3O4
Leadership and Peer Support - Peer Mentoring				IDC4UP
Leadership and Peer Support - Lancer Link			GPP3OL	IDC4UL
<b>COMPUTER STUDIES</b>				
Digital Technology and Innovations in the Changing World		ICD2O0		
Introduction to Computer Science - College/University			ICS3C0/ICS3U0*	
Computer Science - College/University				ICS4C0/ICS4U0
<b>ENGLISH</b>				
English - Academic/University	ENL1W0	ENG2D0		ENG4U0*
English - Workplace	ENG1L0	ENG2L0	ENG3E0	ENG4E0
English - Applied/College		ENG2P0		ENG4C0
English: Writer's Craft				EWC4U0*
English: Understanding Contemporary, First Nations, Métis and Inuit Voices/College			NBE3C0	
English: Understanding Contemporary, First Nations, Métis and Inuit Voices/University			NBE3U0*	
Ontario Secondary School Literacy Course			OLC4O0	OLC4O0
<b>FRENCH AS A SECOND LANGUAGE</b>				
Core French - Academic/University	FSF1D0	FSF2D0	FSF3U0	FSF4U0
Core French - Open	FSF1O0			
French Immersion	FIF1D0	FIF2D0	FIF3U0	FIF4U0
<b>GUIDANCE AND CAREER EDUCATION</b>				
Learning Strategies	GLE/GLS1O0	GLE2O0	GLE3O0	GLE/GLS4O0
Career Studies		GLC2O0*		
Discovering the Workplace		GLD2O0		GLN4O0

\*available as an e-learning course

## Course Selection By Department

### COURSE SELECTION

	Grade 9	Grade 10	Grade 11	Grade 12
<b>HEALTH AND PHYSICAL EDUCATION</b>				
Healthy Active Living Education - Male	PPL1OB	PPL2OB	PPL3OB	
Healthy Active Living Education - Female	PPL1OG	PPL2OG	PPL3OG	
Healthy Active Living Education - Co-ed				PPL400
Personal and Fitness Activities - Female		PAF2OG		
Personal and Fitness Activities - Co-ed			PAF300	PAF400
Resistance Training - Co-ed			PAI300	PAI400
Health for Life - eLearning			PPZ3CE*	
Exercise Science				PSK4U0
<b>MATHEMATICS</b>				
Mathematics - Workplace	MAT1L0	MAT2L0		
Foundations of Mathematics - Applied	MTH1W0	MFM2P0		
Principles of Mathematics - Academic	MTH1W0	MPM2D0		
Foundations for College Mathematics - College			MBF3C0	MAP4C0
Functions and Applications - University/College			MCF3M0*	
Functions - University			MCR3U0*	
Mathematics for Work and Everyday Life			MEL3E0	MEL4E0
Calculus and Vectors - University				MCV4U0
Mathematics for College Technology - College				MCT4C0*
Mathematics of Data Management - University				MDM4U0*
Advanced Functions - University				MHF4U0
<b>RELIGIOUS STUDIES</b>				
Religious Education: Discipleship and Culture	HRE100			
Religious Education: Discipleship and Culture - French Immersion	HRE1OF			
Religious Education: Christ and Culture		HRE200		
Religious Education: Christ and Culture - French Immersion		HRE2OF		
Faith and Culture: World Religions - Open			HRF300	
Faith and Culture: World Religions - University/College			HRT3M0*	
Faith and Culture: World Religions - French Immersion			HRT3MF	
Religious Education: Church and Culture - University/College				HRE4M0*
Religious Education: Church and Culture - French Immersion				HRE4MF
Religious Education: Church and Culture - Open				HRE400

\*available as an e-learning course

## Course Selection By Department

### COURSE SELECTION

	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Science - Academic	SNC1W0	SNC2D0*		
Science-Applied	SNC1W0	SNC2P0		
Science - Workplace	SNC1L0	SNC2L0		
Biology - College			SBI3C0	
Biology - University			SBI3U0	SBI4U0
Chemistry - University			SCH3U0	SCH4U0
Chemistry - College				SCH4C0
Earth and Space Science				SES4U0*
Environmental Science - University/College			SVN3M0	
Environmental Science - Workplace			SVN3E0	
Physics - College				SPH4C0
Physics - University			SPH3U0	SPH4U0
<b>SOCIAL SCIENCES AND HUMANITIES</b>				
Raising Healthy Children			HPC300	
Introduction to Anthropology, Psychology, and Sociology - College			HSP3C0	
Introduction to Anthropology, Psychology, and Sociology - University			HSP3U0	
Challenge and Change in Society				HSB4U0
Human Development Throughout the Lifespan				HHG4M0
<b>TECHNOLOGICAL STUDIES</b>				
Technology and the Skilled Trades	TAS100			
Communications Technology		TGJ200	TGJ3M0	TGJ4M0
Computer Engineering Technology			TEJ3M0	TEJ4M0
Construction Technology		TCJ200	TCJ3E0	TCJ4E0
Custom Woodworking			TWJ3E0	TWJ4E0
Hairstyling and Aesthetics		TXJ200	TXJ3E0	TXJ4E0
Hospitality and Tourism			TFJ3E0	
Manufacturing Technology		TMJ200	TMJ3C0	TMJ4C0
Technological Design			TDJ3M0	TDJ4M0

\*available as an e-learning course

### Guidance Department

The Guidance Department is an integral part of the school program.

Guidance Counsellors will help students develop an Individual Pathways Plan (IPP) which will become the primary planning tool that students will use as they proceed through school towards their initial postsecondary destination. The IPP will include the following:

- their initial postsecondary goals
- a detailed plan to acquire the courses and experiences needed to achieve these goals
- strategies to support the plan, overcome obstacles and challenges, and access the resources and assistance required (*Education and Career/Life Planning Program for Kindergarten to Grade 12, 2013*)

In Grade Nine, the students will be introduced to the school structure, the variety of student activities available, and the procedures to utilize help offered through the Student Services department.

A “get acquainted” interview will be scheduled in the first year to establish a working relationship between the counsellor and the student. This will offer an opportunity to determine the suitability of the program chosen and potential pathways.

Course selection, self-awareness, and career planning will remain key points of concern in subsequent grades.

The counsellors are always willing to help plan ahead by providing:

- individual counselling about courses, careers and personal matters
- information about school-to-work, apprenticeship, college, university, exchange and volunteer opportunities
- student records of accumulated credits
- information about scholarships and financial aid to further education

The counsellors attempt to make contact with every student yearly regarding future plans. If necessary, students are encouraged to make an appointment more suitable to their needs rather than waiting to be contacted. They can contact the Guidance Secretary to make an appointment. The Guidance Office can be accessed through the Grand Avenue entrance.

### Campus Ministry

Campus Ministry is unique to Catholic Education. It serves the students, families and staff of Ursuline College in the

area of faith. Faith experiences such as morning prayers, retreats, seasonal prayer services and Eucharistic celebrations are organized by the chaplain, as well as countless staff and students throughout the year. These help to foster an appreciation of Christ’s love for us.

Social justice and charitable drives, often involving Campus Ministry, help our students and staff to show Christ’s love for others.

Pastoral counselling is also available for students or staff when difficulties such as relationship issues, illness or death of a loved one causes questions of faith.

Campus Ministry works with the students, school staff and families as well as the local parishes to help one and all to live out the motto of this fine Catholic school: Faith, Hope and Charity.

### Library

Librarians are available to assist the students daily between the hours of 7:30 - 4:00. They also respond to requests by teachers for work periods in the library as well as the research requests by individual students during the day. The library supplies a wide assortment of curriculum-related media including books, on-line databases, computer programs, and videos to support students with research projects, recreational reading and required skills for independent research at the college and university level.

### Chatham-Kent Public Health Nurse

Confidential and individual counselling on health matters is provided by the Public Health Nurse. The nurse is available to assist students with class presentations and projects on health-related topics. The nurse’s schedule for dates and times of availability is posted in Student Services.

### Youth Worker

The Youth Worker is an advocate for the students and a direct, in-school support for the students and staff of Ursuline College. The Youth Worker delivers programs such as anger management strategies, social skills, decision-making skills and is a parental resource on a variety of topics. The Youth Worker can also assist with referrals to outside community agencies such as alcohol/drug counselling with the Mental Health and Addictions Program (MHAP). Referrals to this service can be initiated by the principal, vice-principals, or guidance staff. Appointments can be made through the Guidance Secretary.

## Afterschool Homework Help

Assistance after school is available Monday to Thursday from 2:30-3:30 p.m. in the Mathematics and Science departments.

### Online Resources

#### Guidance Online Resources

On the UCC Website, students can access the following online resources:

- My Blueprint High School Planner
- Job research
- Apprenticeship, college and university research
- Bursary, scholarship and OSAP information
- General Information for students
- Online Homework Math Help

1. Go to the UCC Website at [www.st-clair.net/UCC](http://www.st-clair.net/UCC)
2. Click **Students**
3. Click **Guidance**

#### Online Homework Resources

Students requiring help with their math homework can chat with an online tutor through the Independent Learning Centre.

**Math:** <http://www.tvomathify.com>

## Tutoring

#### Private Paid Tutors

The guidance counsellors have a list of private paid tutors who are available to help students. Parents and their children are responsible to make the arrangements regarding meeting schedules and fees.

## Student Success

The St. Clair Catholic District School Board continues to develop new and innovative programming aimed at providing secondary school students with learning opportunities that meet the needs of all students.

The Student Success Program supports the Ministry of Education Learning to 18 mandate and has been initiated to focus on students who need additional help to be successful in their courses.

Students in this program are supported by the Student Success Teacher and the Student Success Team that support programs and initiatives such as Alternative Education, Credit Recovery, Save-A-Credit, Special Education, Resource, Co-operative Education and Guidance.

Ursuline College students are recommended for these programs by the Student Success Team and they are able to:

- receive one-on-one assistance with assignments
- catch up on overdue or missing work
- recover compulsory credits
- receive help with organizational and time management strategies
- discover opportunities for co-operative education and school-to-work pathways

These unique opportunities allow all Ursuline College students to successfully complete their credits which will move them closer to earning their high school diploma.

In addition, students who have fallen behind in credit accumulation should contact the Student Success Teacher to see if they are eligible for the program.

#### Credit Recovery

Credit Recovery is an in-school opportunity for success. In a Credit Recovery program students "recover" a credit they have failed. Credit Recovery usually takes place in a classroom with the support of a teacher. They may also register in a Learning Strategies course which enables them to actually receive two or more credits in one period. The point, of course, is not only to recover the credit and move on, but also to develop the skills and work habits that will contribute to continued success.

Although students have the support of a teacher, Credit Recovery requires considerable independent learning. For this reason, taking responsibility for one's learning through consistent attendance and effective study habits is crucial.

## Lancer Link Crew Grade Nine Program

### Students Helping Students Succeed

Lancer Link Crew is a transition program designed to develop and provide a welcoming community to the incoming Grade Nine students. Built on the belief that students can help students succeed, Lancer Link Crew uses the skills and talents of the Grade 11 and 12 students to support the Grade Nine students. These Grade 11 and 12 students are carefully selected and extensively trained to serve as "Lancer Link Crew Leaders." Two Lancer Link Crew Leaders are connected to a group of 8-10 Grade Nine students and this group becomes their "Link Crew."

The Grade Nine students are invited by their leaders to attend a powerful orientation day which takes place just before the start of the school year. At this orientation day, the students will participate in a motivating assembly and large and small group activities where they will have the opportunity to meet many new people in a safe and comfortable environment.

Orientation is the first opportunity for the students to meet their leaders and crews and these connections are supported throughout their entire Grade Nine year. The Lancer Link Crew Program supports the students academically, socially and spiritually. Students are invited by their leaders to attend several social events such as a Lancer Link Crew Lunch, a Grade Nine Dance and a Movie Night. Students are also encouraged to participate in community service events organized by the Lancer Link Crew Leaders.

It is our hope that the Grade Nine students will truly feel that they are an important part of Ursuline College. Through faith development, personal accountability, and creating a sense of belonging, Lancer Link Crew is a program that not only provides a smooth transition for Grade Nine students, it is a program that develops leadership skills in our senior students and builds a positive school culture based on real student connections.

## Special Education Program and Services

The policies and guidelines governing Special Education at UCC are made in conjunction with the Special Education Advisory Committee (SEAC) which acts in a consultative role to facilitate meaningful programs for students with special needs. Members of this committee meet regularly throughout the school year to discuss relevant issues and to make recommendations to the board of education.

Parents wishing to know the specifics with regard to Special Education Policies can request a copy of the Parent Guide to Special Education from the resource staff at Ursuline College.

Special education programs are designed to ensure access to an education for exceptional pupils. These students have been identified as needing special educational programs by the Identification, Placement and Review Committee of our Board. We are able to offer a wide range of courses which we hope can meet the needs of those students who choose Ursuline College.

Modification as outlined by the Identification, Placement and Review Committee may be implemented and assistance provided to enable students to succeed. Accommodations are provided in the classroom and every effort is made to minimize the disruption of a student's regular classes.

Many programs and services are available in the school, but there is also a continuum of specialized placement options available to students who have been identified as exceptional pupils. Learning Support Services includes a range of supports available including teaching staff, educational assistants, consultants, social workers, speech/language pathologists, and psychology staff.

### Program Resource Teacher (PRT)

While the primary responsibility for students with special education needs lies with the classroom teacher, a PRT is available in the school. There are a number of roles the PRT may serve depending on the school's specific needs including:

- providing consultative support to the classroom teacher
- providing resource support in the Resource Learning Centre
- providing small group support to target specific skill development
- administering educational assessments
- supporting the development and implementation of Individual Education plans
- facilitating the Identification Placement Review Committee (IPRC) process

**Identification Placement Review Committee (IPRC)**

The Identification Placement Review committee is involved in the process of identifying a student as exceptional as per the Ministry definitions and determining the placement and program that would best meet the needs of the student.

**Special Education Advisory Committee (SEAC)**

The Special Education Advisory Committee consists of three trustees, representatives of local associations, and three community members committed to furthering the interests of students with special education needs.

**Individual Education Plan (IEP)**

Every student who has been identified as exceptional by an IPRC will have an Individual Education Plan developed. Students who have not been identified as exceptional but require regular accommodations and/or modifications in order to access curriculum may also have an IEP developed. An IEP describes the accommodations for instruction, environment and/or assessment that are necessary for the student to achieve and demonstrate learning. It also outlines the specific learning expectations when a student’s program is modified. This includes the teaching and assessment strategies that best meet the student’s needs. In certain circumstances the IEP may also outline specific learning expectations that are alternative to the provincial curriculum.

**Accommodation** is the term used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the course.

**Modification** is the term used to refer to changes in the expectations for a subject/course in order to meet a student’s learning needs. This may involve indentifying knowledge and skills from a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

**Alternative** is the term used to refer to expectations developed to help students acquire knowledge and skills that are not represented in the provincial curriculum.

**Specialized Programming**

Several specialized programs are available for students who have been identified as exceptional and whose needs cannot be met in the regular program. Admission to this specialized programming is through a transition process that begins with the elementary school team and is referred to the Board Consultant and Secondary School team.

**Graduation Requirements for Secondary School**

**What do you Need to Graduate?**

**Ontario Secondary School Diploma Requirements**

The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

- 30 credits including 17 compulsory credits and 13 optional credits\*
- 40 hours of community involvement
- successful completion of the EQAO Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)
- 2 eLearning credits \*\*

**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
- 1 credit in Technological Education
- 0.5 credit in Career Studies
- 0.5 credit in Civics
- 1 credit in STEM -related course

\* may include up to four credits achieved through approved Dual Credit Courses

\*\* students may opt out of this requirement

\*\*\*must complete one compulsory English credit at each of the four grade levels (9 to 12)

## Graduation Requirements for Secondary School

### Optional Courses

In addition to the compulsory credits, 11 optional credits are required. Elective credits are selected by the student based on their individual interests and goals. Parents, counsellors, teachers and administrators can help the students make their selections.

### Community Involvement

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 but may include lunch periods and the study periods of Grade 12 students.

The purpose of the community involvement is to promote community values by:

- helping students understand how they can make a positive difference in their environment
- having students contribute to their community
- increasing student awareness of community needs
- discovering the role students can play in making their communities better places in which to live and work
- developing a positive self-image and a greater sense of identity in the community
- providing a possibility for exploring different careers

Students can begin to accumulate their community involvement hours on July 1 after their Grade Eight Graduation. Students are strongly encouraged to complete at least ten community involvement hours per year.

Students will be informed of acceptable community involvement activities at the beginning of Grade Nine, how to register for community involvement, and the roles and responsibilities of schools/parents/students.

### Ontario Secondary School Literacy Test (OSSLT)

The Ontario Ministry of Education has mandated that the Ontario Secondary School Literacy Test (OSSLT) be given to Grade 10 students province-wide to determine if they can successfully demonstrate the reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9.

The OSSLT is administered annually in the fall and spring. The OSSLT is designed and its implementation supervised by the Ontario Education Quality and Accountability Office (EQAO).

Receiving an Ontario Secondary School Diploma (OSSD) is contingent on having this literacy requirement. Students who are not successful with the test have the option of re-writing the test the following year or enrolling in the Ontario Secondary School Literacy Course (OSSLC).

*Note: Enrolment in the OSSLC is limited to students who have written and have been unsuccessful on the OSSLT at least once.*

Students with special needs may be permitted accommodations provided they have an Individual Education Plan (IEP).

Policies and guidelines regarding accommodations, deferrals, and exemptions are established and provided by EQAO.

### Ontario Secondary School Literacy Course (OSSLC)

Students who have written the Ontario Secondary School Literacy Test at least once and have not been successful may take the Ontario Secondary School Literacy Course (OSSLC). Upon successful completion of the course, a student is deemed to have met the literacy requirements necessary to achieve an OSSD.

### Certificate Requirements

#### The Ontario Secondary School Certificate

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

Compulsory credits (total 7)

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

Optional credits (total of 7)

These credits are selected by the student from available courses.

#### The Certificate of Accomplishment

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

#### Substitutions for Compulsory Courses

To meet individual students' needs, the principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. Students will still be required to complete 30 credits in total. If a substitution is requested, the principal will determine whether or not a substitution should be made.

The principal may also initiate a substitution request. Such substitutions will be noted on the Ontario Student Transcript.

### Understanding Courses and Codes

#### Courses

Courses are available in many subject areas in secondary school. Within a subject area, students can further specialize their course studies depending on their interests.

#### Credits

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. "Scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. Half or partial credits may be offered for some courses and the amount of classroom instruction will relate accordingly (e.g., a half credit equals 55 hours).

#### Prerequisites

Prerequisite courses are courses which contain prior knowledge in a specific subject area which must be obtained before entering courses at a later grade level.

#### Types of Courses - Grades 9 to 10

Effective September 2022, all Grade 9 courses are offered as a destreamed curriculum. These courses are designed to help students identify their strengths and needs in all disciplines in their first year of high school. Based on their experience in Grade 9, students will then identify which stream they wish to continue with in Grade 10.

Grade 10 courses are streamed and organized into four types: academic, applied, open, and workplace. These 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.

#### De-Streamed Courses

**Courses with a "W" in the fifth position** denote a destreamed course. Course work develops students' knowledge and skills with a blend of theoretical, practical and abstract applications of essential concepts. Courses are designed to help students determine which stream is best suited for them in Grade 10 and beyond.

#### Academic Courses

**Courses coded with a "D" in the fifth position** denote the academic pathway. 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 coded with a "P" in the fifth position** denote the applied pathway. 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 coded with an "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.

#### Workplace Developed Courses

**Courses coded with an "L" in the fifth position** have been developed to meet students' educational needs not met by the existing provincial curriculum. Three courses are available in grade 9: one in English, one in Mathematics, and one in Science. Each of these may be counted as a compulsory credit in that discipline.

#### Types of Courses - Grade 11 and 12

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

#### University Preparation Courses

**Courses coded 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.

#### University/College Preparation Courses

**Courses coded with an "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

**Course Code Interpretation Example: CGC1DF**

<b>CGC</b>	<b>1</b>	<b>W</b>	<b>F</b>
The first three characters include the Ministry approved course title. In this example:  <b>CGC = Canadian Geography</b>	The fourth position indicates the grade or language level. In this example: <b>1 = Grade 9</b>	The fifth position indicates the course type. In this example:  <b>W = De-Streamed</b>	If there is a character in the sixth position, it indicates program or credit differentiation or the focus of the course. In this example:  <b>F = French Immersion</b>
<b>Major Subject Areas (First Position)</b>	<b>Grades</b>	<b>Course Type</b>	<b>Program Differentiation</b>
A = The Arts B = Business Studies C = Canadian and World Studies E = English, English Literacy Development F = French G = Guidance and Career Education H = Social Sciences and the Humanities I = Interdisciplinary Studies K = Non-credit courses L = Classical and International Languages M = Mathematics N = Native Studies P = Health and Physical Education S = Science T = Technological Education	1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12  <b>Languages</b> B = Level 1 C = Level 2 D = Level 3	<b>Grades 9 and 10</b>  W=De-Streamed D = Academic L = Workplace O = Open P = Applied  <b>Grades 11 and 12</b>  C = College E = Workplace M = University/College O = Open U = University T = Dual Credit N = Non-Credit	1 = One-Credit Co-op Education 2 = Two-Credit Co-op Education 3 = Three-Credit Co-op Education 4 = Four-Credit Co-op Education B = Male Physical Education U = Correspondence (UCC) G = Female Physical Education F = French Immersion E = eLearning Course (SCCDSB) R = Credit Recovery V = Virtual Course H = Home Instruction Z = Out of Board eLearning Course

**Examples of Course Codes**

<b>Course Code</b>	<b>Subject Area</b>	<b>Grade</b>	<b>Course Type</b>	<b>Program 6th Character</b>
ADA100	Dramatic Arts	9	Open	No 6th character indicates a regular program
TCJ3E2	Construction Technology	11	Workplace	Cooperative Education - two credits
CHC2DF	Canadian History Since WWI	10	Academic	Immersion, language of instruction is French

**Factors Affecting the Choice of an Applied Level Course or an Academic Level Course**

<b>Factor</b>	<b>Applied Level Course</b>	<b>Academic Level Course</b>
Learning Style	<ul style="list-style-type: none"> <li>Kinesthetic: Learn by doing (hands-on)</li> </ul>	<ul style="list-style-type: none"> <li>Visual: Learn by seeing</li> <li>Auditory: Learn by hearing</li> </ul>
Work Habits	<ul style="list-style-type: none"> <li>Student needs step-by-step directions from teacher</li> <li>Student applies new learning to tasks but may need to be reminded of skills from previous units</li> <li>Student may need assistance to organize and complete homework</li> </ul>	<ul style="list-style-type: none"> <li>Student is independent</li> <li>Student has initiative</li> <li>Student perseveres when challenged</li> <li>Student is able to synthesize or use prior knowledge and experience to solve problems</li> <li>Student completes homework consistently and thoroughly</li> </ul>
Destinations Available	<ul style="list-style-type: none"> <li>Apprenticeship</li> <li>College</li> <li>Work</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship</li> <li>College</li> <li>University</li> <li>Work</li> </ul>

**NOTES:**

- Students do not have to take all courses at the same level
- Students can have a timetable which contains a combination of academic and applied courses

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.

### **College Preparation Courses**

**Courses coded 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. Courses will focus on the development of independent research and learning skills.

### **Workplace Preparation Courses**

**Courses coded with an E in the fifth position** prepare students to move directly into the workplace or to apprenticeship programs and other training programs in the community. These courses emphasize practical workplace skills.

### **Open Courses**

**Courses coded with an O in the fifth position** 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.

## **eLearning Graduation Requirement**

The Ontario Ministry of Education has introduced a graduation requirement for secondary students to complete two eLearning credits as part of the 30 credits required for the Ontario Secondary School Diploma (OSSD).

Students may withdraw/opt out of this requirement and still graduate with an OSSD (details below).

Students working towards an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (CoA) are not required to complete this graduation requirement.

Online learning supports the development of digital literacy and other transferable skills that will help prepare students for success after graduation. Secondary schools will communicate directly with students and parents/caregivers (including incoming Grade 9 students) to provide information about which courses will be available through eLearning in their school and how to enrol.

### **eLearning Credit Course**

eLearning credit courses are delivered using an asynchronous model, which includes digital content such as reading, videos, blogs, commentaries, and online discussion boards. Students complete the assigned work independently and

teachers provide ongoing support for student learning through exemplars, rubrics, tutorials and individual conferences. Evaluation is continuous throughout the course with the teacher providing descriptive feedback. Students will have opportunities to complete eLearning courses through summer school or during the school year.

### **Opting-Out of the eLearning Graduation Requirement**

Students may withdraw from the online eLearning requirement. A parent/caregiver/guardian or student (18 years of age or older or 16 or 17 years of age and withdraw from parental control) may withdraw by submitting the SCCDSB Opt Out/Withdrawal Form to their guidance counselor. No explanation or reason is needed to opt out/withdraw.

If you are not ready to make a decision with regard to participating in eLearning, there will be future opportunities to participate in eLearning courses or withdraw from the graduation requirement. A final decision is not required at this time.

If you have decided now to withdraw from the graduation requirement, please complete the SDDCSB Opt Out/Withdrawal Form and return it to your schools Guidance Department.

## **Assessment and Evaluation**

### **Evaluation of Students**

The primary purpose of assessment and evaluation is to improve student learning.

Evaluations measure a student's achievement in relation to the curriculum expectations of a course.

The procedures for assessing and evaluating student achievement vary from course to course to meet the requirements of different subjects, different levels of difficulty, and different learning environments.

The final grade for each course will be determined as follows:

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

### Exam Policy

Exams are compulsory. Failure to write an exam or cheating will result in a mark of zero and parents will be notified. Parents who request a change in the exam schedule for their son/daughter must submit, via the student, a letter addressed to the principal. Only serious family issues or medical exemptions will be considered. The decision by the principal is final and binding.

### Reporting on Achievement of Curriculum Expectations

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and development of learning skills. To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning.

### Levels of Achievement

The levels of achievement are associated with percentage grades and are defined as follows:

- 80-100% (Level 4): A very high to outstanding level of achievement. Achievement is above the provincial standard.
- 70-79% (Level 3): A high level of achievement. Achievement is at the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.
- 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 the curriculum expectations. The student will not receive a credit for the course.

**NOTE:** 70-79% (Level 3) is defined as the provincial standard.

### Scheduled Reporting Periods

Results from the evaluation process are reported to the parents in five ways:

- Progress reports are issued to students in early October and early March.
- Report Cards are distributed four times in the school year; mid-November, early February, mid-April and early July.
- Parent-Teacher Interviews will follow the October and March reports. Interviews are held from 4:00-7:00 p.m.
- Concerned parents can contact the school at any time during the school year by phone, regarding a student's progress. Interviews can be arranged with a teacher.

### Ontario Student Record (O.S.R.)

An O.S.R. shall be established for each student who enrolls in a school operated by our board. The information in an

O.S.R. is available to supervisory officers and the principal and teachers of the school only for the purpose of improving the instruction of the student.

All students and the parents or guardians of students under 18 years of age have the right to examine the O.S.R.

### Ontario Student Transcript (O.S.T.)

In secondary schools a student's record of courses successfully completed and credits gained towards the requirements for the O.S.S.D. is to be maintained on the Ontario Student Transcript. Courses meeting the requirements of current ministry curriculum guidelines shall be entered on a student's transcript through the use of the common course code designation issued by the Ministry of Education. Students in grades 11 and 12 who drop a course prior to 5 days after mid-term report card distribution may do so without the course appearing on their transcript. After that time, a course withdrawal indicator (W) and student's midterm mark will appear on the transcript.

### Prior Learning Assessment and Recognition (PLAR)

The PLAR process is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

Challenge for credit for courses based on provincial curriculum policy documents will be available to students only in courses actually taught in schools operated by the District. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the course. Further information is available in Student Services.

### EQAO Grade 9 Assessment of Mathematics

The EQAO Grade 9 Assessment of Mathematics is conducted each year. All students enrolled in Grade 9 Mathematics, Applied or Academic, write the assessment near semester's end. The purpose is to identify strengths and areas for improvement in student learning. This assessment is not a diploma requirement.

The EQAO has established policies and guidelines for providing accommodations for students with special needs for whom there is an Individual Education Plan (IEP). Students with special needs may be exempt from participating in the assessment where it is determined that accommodations or special provisions still would not enable the students to provide evidence of learning.

## Specialized Programs

### French Immersion Program

The aims of the French Immersion Program are to develop and refine students' ability to communicate in French and to expand their knowledge of the structure of the French language as well as francophone literature. By the end of the four-year program students will be able to participate in conversations and discussions; will generally be able to take courses at the college or university level in which French is the language of instruction; and may be able to accept employment wherein French is the working language.

Students enrolled in the French Immersion program at Ursuline College will qualify for a French Immersion Certificate upon graduation provided they have attained successful standing in a minimum of 10 courses taught in French (four in Français and six other subjects taught in French).

Students will be required to take the following courses:

#### Grade 9

- Enseignement religieux (HRE10F)
- Français (FIF1D0)
- Géographie (CGC1WF)

#### Grade 10

- Enseignement religieux (HRE20F)
- Français (FIF2D0)
- Histoire (CHC2DF)

#### Grade 11

- Français (FIF3U0)
- Les grandes religions du monde (HRT3MF)

#### Grade 12

- Enseignement religieux (HRE4MF)
- Français (FIF4U0)

### Religious Education Program

Students are expected to include Religious Studies in their yearly program. Courses of study follow the guidelines approved by the Bishops of Ontario. All of these courses are recognized ministry credits for graduation and students are expected to complete one per year/grade. The religious education program offered at Ursuline College consists of:

#### Grade 9

- Religious Education: Discipleship and Culture (HRE100/HRE10F)

#### Grade 10

- Religious Education: Christ and Culture (HRE200/HRE20F)

#### Grade 11

- World Religions: Faith and Culture (HRF300/HRT3M0/HRT3MF)

#### Grade 12

- Religious Education: Church and Culture (HRE400/HRE4M0/HRE4MF)

## Co-operative Education Program

Co-operative education is a program that allows students to earn secondary school credits while completing a work placement in the community. Co-operative education placements are available in many kinds of work settings, reflecting the wide range of student interests and abilities.

A student's co-op program consists of the co-operative education course, which is monitored by a co-operative education teacher, and the related curriculum course. Students choosing any of the co-operative education courses commonly spend half days for the full semester (a.m. or p.m.) at a community work placement. Upon successful completion of the program, students are awarded two credits towards the Ontario Secondary School Diploma for the out-of-school component. Full-day co-operative education may also be available.

Co-operative education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university or the workplace.

### How Does Co-operative Education Benefit Students?

Co-operative education gives students the opportunity to:

- make connections between school and work and to "try out" a career of interest before finalizing plans for post-secondary education, training, or employment
- see the relevance of their classroom learning in a work setting
- experience authentic and purposeful learning outside a traditional classroom setting

### How does Co-operative Education Help Students Meet Diploma Requirements?

- Co-operative education credits may be used to fulfill two of the 19 compulsory credit requirements for the Ontario Secondary Diploma (OSSD)
- Students must also earn 11 optional credits for the OSSD. There is no limit to the number of optional credits that may be earned through co-operative education courses

### Students are expected to:

- display maturity and a positive attitude
- be punctual and in regular attendance as required by the employer and the school
- demonstrate a willingness to learn
- possess the necessary related curriculum course
- adhere to the policies and procedures of the workplace and the school
- follow safety regulations
- assume responsibility for transportation to and from the work placement. Some placements may require health tests and/or criminal background checks

### Ontario Youth Apprenticeship Program & OYAP - FAST

The Ontario Youth Apprenticeship Program (OYAP) allows students to earn credits toward the Ontario Secondary School Diploma (OSSD) by taking a cooperative education course for which the community component is in an apprenticeship trade.

To be eligible for OYAP, students must:

- be 15 years or older,
- have completed 14 credits toward the OSSD and
- be enrolled as a part-time or full-time student in a secondary school or continuing education program.

Students (and their parent(s)/guardian(s), if required) must also complete an OYAP participant application form. Students are considered OYAP participants once the form is submitted.

OYAP participants have the opportunity to become apprentices with registered training agreements while attending secondary school. As apprentices, they may have the opportunity to complete Level 1 apprenticeship training offered by an approved training delivery agent. They must also receive trade-specific health and safety training by the placement employer or supervisor.

As an extension of the regular programming, beginning in September 2025, some students may opt to participate in OYAP-FAST. The **Focused Apprenticeship Skills Training (FAST)** is an accelerated stream within OYAP that will allow students in Grades 11 and 12 to participate in more apprenticeship learning through additional co-operative education credits while completing their OSSD.

To be eligible for **OYAP-FAST**, students must:

- Meet OYAP eligibility requirements (as described in detail above)
- Have a signed parent/guardian "consent to participate" form
- Earn 8 to 11 cooperative education credits with their placement component in the skilled trades.
- Register as an apprentice through a Registered Training Agreement (RTA) by the time they complete their eighth co-operative education credit.

Students who meet the above completion requirements and all other OSSD requirements will be awarded the OYAP-FAST seal on their OSSD, and OYAP-FAST will be listed in the Specialized Program field of the Ontario Student Transcript (OST). If a student has already been granted an OSSD, it cannot be exchanged for an OSSD with the OYAP-FAST seal.

#### Benefits for Students:

- Begin a career in skilled trade while in high school
- Develop trade related competencies and accumulate hours toward a skilled trade
- Make important connections in the world of work
- Apprenticeship training at no cost
- Increase opportunities for employment and post-secondary education

- Reduce post-secondary education costs by earning while learning
- Earn co-operative education credits for work experience placements in either half or full-day placements

#### Benefits to Employers:

- Addresses shortage of skilled trades employees
- Train young people according to industry standards and company philosophy
- Raise the awareness of apprenticeship as an option for students
- Reduce recruitment, hiring and training costs
- Build a pool of young qualified workers in the skilled trades
- High academic and technical standards are set for the program
- Provides industry with an excellent source of young, enthusiastic, skilled apprentices

### St. Clair College/Lambton College Dual Credit Program

#### Some Dual Credit Course Program FAQ's

##### What is a Dual Credit Course?

St. Clair College/Lambton College are pleased to offer Grade 12 students who qualify, the opportunity to enrol in college level courses which will provide them with both a college credit and high school credit upon completion. This unique arrangement allows students the chance to experience life and learning in a college environment.

##### What does it cost?

Students do not have to pay anything. All books, transportation and tuition is paid for through grants from the Ontario Ministry of Education.

##### What courses are offered?

Courses Offered at St. Clair College Thames Campus (Chatham):

- Electrical
- Health and Wellness Fundamentals
- Introduction to Early Childhood Education
- Foundations of Exercise Training
- Conflict Management

Courses Offered at St. Clair College Windsor/Lambton College Sarnia include:

- Baking and Pastry Arts Level I
- Basic Welding Process and Fabricating
- Communications and Customer Service Skills
- Drive Train Standard Transmission I
- Fundamentals of Photojournalism
- Horticultural Science
- Introduction to Animation Fundamentals
- Fashion Drawing
- Nail Tech I
- Professional Computer Applications I
- Truck and Coach Engine Service

## Specialist High Skills Major Program

**Note:** Some dual credit courses can count toward a major credit in the Specialist High Skills Major Program. Programs offered are subject to change by the college.

### How do students apply for a Dual Credit Course?

Students must be entering or be in Grade 12 in order to apply for a Dual Credit Course.

Students must complete an application and submit it to the Co-operative Education Office located at UCC.

**NOTE:** Students will be required to make up the work placement or class time lost while they are at their Dual Credit courses.

### St. Clair College Level One Apprenticeship Dual Credit Program

St. Clair College (Windsor Campus) also offers Level One Apprenticeship Dual Credits. Students can earn up to two high school credits and earn a Level One Apprenticeship in Hairstyling or General Machinest. Students must be signed apprentices and must be scheduled in an all-day co-operative education placement during second semester from February to April. In May, students will attend St. Clair College full-time and take the apprenticeship dual credit courses. The course tuition is free and all materials and transportation will be provided. Students interested in this program should contact their Guidance Counsellor, Co-operative Education or Technological Education teacher for more information and applications.

### Specialist High Skills Major Program (SHSM)

#### What is a Specialist High Skills Major?

A Specialist High Skills Major enables students to customize their high school experience to suit their skills and interests while meeting the requirements of an Ontario Secondary School Diploma.

An SHSM will help students prepare for a successful post-secondary transition to apprenticeship training, college, university or the workplace. In addition, an SHSM enables students to gain sector-identified preparatory skills and knowledge and to make informed career decisions.

Ursuline College offers five Specialist High Skills Majors:

- **Agriculture**
- **Arts and Culture**
- **Health and Wellness**
- **Manufacturing**
- **Non-Profit, Education and Childcare**

#### What is the focus of the Arts and Culture SHSM Program?

The Arts and Culture SHSM Program will allow students to pursue interests in the performing arts - specifically Drama

and Music and integrate these with other courses that support and enhance their area of study: Visual Art/Digital Photography (Set Design), Communications Technology (Digital Audio Production) or Cosmetology (Make-Up).

#### What is the focus of the Agriculture SHSM Program?

Chatham Kent has a \$4 billion agriculture and agri-food presence in Chatham Kent and there are 70 crop varieties grown in our county. The SHSM Agriculture program will prepare students to enter a career in this industry whether it is in crop science, becoming a chef, running a farm, working with animals or building and repairing farm equipment, SHSM students can gain experiential learning and industry certifications in any of these areas. SHSM students will be directed to the science, hospitality and technology courses to build their foundational knowledge.

#### What is the focus of the Health and Wellness SHSM Program?

The Health and Wellness SHSM Program focuses on Leadership Development, Exercise Science and Personal Physical Fitness. Based on a strong athletic and fitness program at Ursuline College, students are exposed to various training methods to achieve personal goals and various leadership opportunities to teach others. Students will also have an opportunity to participate in the Dual Credit Program at St. Clair College.

#### What is the focus of the Manufacturing SHSM Program?

The Manufacturing SHSM Program builds on a strong design component and problem solving approach to manufacturing. Students have the opportunity to develop the skills necessary to be successful in metal manufacturing. Individual and community projects are designed and completed using welding, sheet metal fabrication, CNC and machining. Students will also have an opportunity to participate in the Dual Credit Program at St. Clair College.

#### What is the focus of the Non-Profit, Education and Childcare SHSM Program?

UCC's motto is Faith, Hope and Charity. Students at UCC have always been leaders in the community through their volunteer efforts and demonstrate, through their involvement, these very virtues. This SHSM, with a focus on community action, will allow students to further develop their understanding of the Non-Profit by continuing to "make a difference" and by introducing them to the various career opportunities in the Non-Profit. Working with our community partners, it is hoped that students will be engaged to seek employment in this area and to help continue to create a culture of students who see themselves as an important part of a caring community.

## Specialist High Skills Major Program

### What are the other highlights of a Specialist High Skills Major Program?

- Students will take a bundle of nine Grade 11 and Grade 12 credits that include:
  - four** major credits which provide specialization in the sector (see the Required Credits Charts on pages 30-32)
  - three** other required credits in English, science and mathematics (see the Required Credits Charts on pages 30-32)
  - two** co-operative education credits
- Students will earn three or four compulsory certifications in Standard First Aid, Level C CPR, WHMIS, Infection Control and Global Positioning Systems (GPS). Students will also earn three other certifications specific to their SHSM sector. All certifications are at **no cost** to the student.
- Students will engage in experiential learning activities such as job shadowing, work experience and co-operative education.
- Students will use the Ontario Skills Passport (OSP) to develop and document essential skills and work habits desired by employers.

- Students will get a special red seal on their Ontario Secondary School Diplomas as proof of their learning in this sector.

### How do students enrol in an SHSM Program at Ursuline College?

Students who are interested in enrolling in the SHSM Program should see the following SHSM Lead Teachers:

- Agriculture - Ms. Deneau
- Arts and Culture - Ms. Martin and Mrs. Lacinia
- Health and Wellness - Mr. Evans
- Manufacturing - Mr. Crombez and Ms. Serruys
- Non-Profit, Education and Childcare - Deacon Raymond Girard

After Meeting with the Lead Teacher, students and their parents must sign a consent form. Students will then be registered for the SHSM Program by their guidance counsellors.

The guidance counsellors will then meet with the students to determine the best possible pathway and outline the courses to be taken.

### Arts and Culture SHSM Pathway Chart - UCC

	Grade 11		Grade 12	
	Major Subject		Major Subject	Dual Credit - SCC
	<b>Major Credits</b>	Anthro/Psych/Soc (HSP3) Communications (TGJ3) Computer Science (ICS3) Construction (TCJ3) Crafts (AWA3) Dance (ATC3) Dramatic Arts (ADA3) Fashion (AWI3) Guitar (AMG3) Hairstyling (TXJ3) Interdisciplinary Studies (IDC3) Instrumental (AMU3) Manufacturing (TMJ3) Parenting (HSP3) Peer Tutoring (GPP3) Religion (HRE3 or HRT3) Tech Design (TDJ3) Visual Arts (AVI3) Woodworking (TWJ3) World History (CHW3)	Challenge and Change (HSB4) Communications (TGJ4) Computer Science (ICS4) Construction (TCJ4) Crafts (AWA4) Dance (ATC4) Dramatic Arts (ADA4) Fashion (AWI4) French Immersion (FIF4) Guitar (AMG4) Hairstyling (TXJ4) Interdisciplinary Studies (IDC4) Instrumental (AMU4) Manufacturing (TMJ4) Tech Design (TDJ4) Visual Arts (AVI34) Woodworking (TW44) World History (CHY4) World Issues (CGW4) Writers Craft (EWC4)	TQA4T - Animation TUE4T - Baking AFK4T - Photography TFG4T - Event Management AFA4T - Interior Design TXU4T - Manicures IBP4T - Visual Design HNA4T - Fashion  (College and Apprenticeship Pathway)
<b>Complete 4 Courses in Total</b>	Accounting (BAF3) Biology (SBI3) Chemistry (SCH3) Introduction to Entrepreneurial Studies (BDI3) Environmental Science (SVN3) Law (CLU3) Marketing (BMI3) Physics (SPH3)	Accounting (BAF4) Biology (SBI4) Chemistry (SCH4) Earth and Space Science (SES4) Economics (CIA4) Entrepreneurial Studies (BDV4) International Business (BBB4) Law (CLN4) Literacy Course (OLC4) Physics (SPH4)		
<b>2 Co-op credits required</b>	Cooperative Education (2 credits)			
<b>1 English credit required</b>	English (NBE3 or ENG4) or Literacy Course (OLC4)			
<b>1 Math credit required</b>	None required			

## Specialist High Skills Major Programs - Required Credits

### Non Profit, Education and Childcare SHSM Pathway Chart - UCC

Major Credits	Grade 11			Grade 12			
	Major Subject			Major Subject			
				Dual Credit - SCC			
<b>Complete 4 Courses in Total</b>	Anthro/Psych/Soc (HSP3) Communications (TGJ3) Environmental Studies (SVN3) Interdisciplinary Studies (IDC3) Law (CLU3) Marketing (BMI3) Peer Tutoring (GPP3) Raising Children (HPC3) Religion (HRE3 or HRT3) World History (CHW3)			Challenge and Change (HSB4) Communications (TGJ4) Economics (CIA4) Entrepreneurial Studies (BDV4) Human Development (HHG4) Interdisciplinary Studies (IDC4) Law (CLN4) World History (CHY4) World Issues (DGW4)			TFY4T - Customer Service HDD4T - Social Problems  (College and Apprenticeship Pathway)
<b>1 Science or Business credit in either grade required</b>	Accounting (AF3) Biology (SBI3) Chemistry (SCH3) Computer Science (ICS3) Introduction to Entrepreneurial Studies (BDI3) Environmental Science (SVN3) Marketing (BMI3) Physics (SPH3)			Accounting (BAT4) Biology (SBI4) Chemistry (SCH4) Computer Science (ICS4) Earth and Space Science (SES4) Entrepreneurial Studies (BDV4) Interdisciplinary Studies (IDC4) Literacy Course (OLC4) Physics (SPH4) Writers Crawl (EWC4)			
<b>2 Co-op credits required</b>	Cooperative Education (2 credits)						
<b>1 English credit required</b>	English (NBE3 or ENG4) or Literacy Course (OLC4)						
<b>1 Math credit required</b>	Mathematics						

### Health and Wellness SHSM Pathway Chart - UCC

Major Credits	Grade 11			Grade 12			
	Major Subject			Major Subject			
				Dual Credit - SCC			
<b>Complete 4 Courses in Total</b>	Biology (SBI3) Chemistry (SCH3) Dance (ATC3) Fitness (PAF3) Hairstyling (TXJ3) Health (PPZ3) Interdisciplinary Studies (IDC3) Parenting (HPC3) Anthro/Psych/Soc (HSP3) Peer Tutoring (GPP3) Phys Ed (PPL3) Physics (SPH3) Religion (HRE3 or HRT3) Resistance (PAI3)			Biology (SBI4) Challenge and Change (HSB4) Chemistry (SCH4) Dance (ATC4) Exercise Science (PSK4) Fitness (PAF4) Hairstyling (TXJ4) Human Development (HHG4) Interdisciplinary Studies (IDC4) Phys Ed (PPL4) Physics (SPH4) Resistance (PAI4)			HBB4T - Psychology TOF4T - Positive Relationships BON4T - Conflict Management HDD4T - Social Problems HHC4T - Cultural Diversities PHC4T - Developmental Disabilities TXU4T - Manicures PHJ4T - PD in Health Care TOR4T - Child Guidance PPO4T - Powerline Safety  (College and Apprenticeship Pathway)
<b>1 Science or Business credit in either grade required</b>	Anthro/Psych/Soc (HSP3) Biology (SBI3) Chemistry (SCH3) Computer Science (ICS3) English (NBE3) Environmental Science (SVN3) Parenting (HPC3) Physics (SPH3) Religion (HRE3 or HRT3)			Biology (SBI4) Chemistry (SCH4) Computer Science (ICS4) Earth and Space Science (SES4) Entrepreneurial Studies (BDV4) Human Development (HHG4) Literacy Course (OLC4) Physics (SPH4)			
<b>2 Co-op credits required</b>	Cooperative Education (2 credits)						
<b>1 English credit required</b>	English (NBE3 or ENG4) or Literacy Course (OLC4)						
<b>1 Math credit required</b>	Mathematics						

## Specialist High Skills Major Programs - Required Credits

Manufacturing SHSM Pathway Chart - UCC			
	Grade 11		Grade 12
	Major Subject	Major Subject	Dual Credit - SCC
	<p><b>Major Credits</b></p> <p><b>Complete 4 Courses in Total</b></p>	Chemistry (SCH3) Communications (TGJ3) Computer Engineering (TEJ3) Computer Science (ICS3) Construction (TCJ3) Fashion and Textile (AWI3) Manufacturing (TMJ3) Physics (SPH3) Tech Design (TDJ3) Woodworking (TWJ3)	Chemistry (SCH4) Communications (TGJ4) Computer Engineering (TEJ4) Computer Science (ICS4) Construction (TCJ4) Fashion and Textile (AWI4) Manufacturing (TMJ4) Physics (SPH4) Tech Design (TDJ4) Woodworking (TWJ4)
<p><b>1 Science or Business credit in either grade required</b></p>	Biology (SBI3) Chemistry (SCH3) Computer Science (ICS3) Introduction to Entrepreneurial Studies (BDI3) Environmental Science (SVN3) Physics (SPH3)	Biology (SBI4) Chemistry (SCH4) Computer Science (ICS4) Earth and Space Science (SES4) Literacy Course (OLC4) Physics (SPH4)	(Science/Business credit not required for Workplace pathway)
<p><b>2 Co-op credits required</b></p>	Cooperative Education (2 credits)		
<p><b>1 English credit required</b></p>	English (NBE3 or ENG4) or Literacy Course (OLC4) (Workplace pathway requires one grade 11 and one grade 12 english)		
<p><b>1 Math credit required</b></p>	Mathematics		

Agriculture SHSM Pathway Chart - UCC			
	Grade 11		Grade 12
	Major Subject	Major Subject	Dual Credit - SCC
	<p><b>Major Credits</b></p> <p><b>Complete 4 Courses in Total</b></p>	Accounting (BAF3) Biology (SBI3) Chemistry (SCH3) Construction (TCJ3) Introduction to Entrepreneurial Studies (BDI3) Environmental Science (SVN3) Hospitality (TFJ3) Manufacturing (TMJ3) Marketing (BMI3) Physics (SPH4) Tech Design (TDJ3)	Accounting (BAT4) Biology (SBI4) Chemistry (SCH4) Construction (TCJ4) Entrepreneurial Studies (BDV4) Interdisciplinary Studies (IDC4) Manufacturing (TMJ4) Physics (SPH4) Tech Design (TDJ4)
<p><b>1 Science or Business credit in either grade required</b></p>	Accounting (BAF3) Biology (SBI3) Chemistry (SCH3) Introduction to Entrepreneurial Studies (BDI3) Environmental Science (SVN3) Marketing (BMI3) Physics (SPH3)	Accounting (BAT4) Biology (SBI4) Chemistry (SCH4) Earth and Space Science (SES4) Environmental Science (SVN4) Entrepreneurial Studies (BDV4) Literacy Course (OLC4) Physics (SPH4)	(Science/Business credit not required for Workplace pathway)
<p><b>2 Co-op credits required</b></p>	Cooperative Education (2 credits)		
<p><b>1 English credit required</b></p>	English (NBE3 or ENG4) or Literacy Course (OLC4)		
<p><b>1 Math credit required</b></p>	Mathematics		

## EXTRACURRICULAR ACTIVITIES

### EXTRACURRICULAR ACTIVITIES AT U.C.C. Find your place at UCC!

#### ATHLETICS

EVENT	CONTACT PERSON	SEASON
Badminton	Mr. Evans, Mrs. McMath, Mr. Halinaty	Spring
Baseball (Boys)	Mr. Tengelis	Fall
Basketball (Boys)	Mr. Dunlop, Mr. Berlemont, Mr. Jones	Winter
Basketball (Girls)	Ms. Mommersteeg, Ms. Handsor, Mr. Dunlop	Fall
Cheerleading	Ms. Dunlop	Fall/Winter/Spring
Cross Country	Mr. Whyte, Mr. Cowan	Fall
Curling (Boys)	Mr. Teeuwen, Ms Bos	Winter
Curling (Girls)	Mr. Teeuwen, Ms Bos	Winter
Football (Senior)	Mr. Morkin, Mr. McCabe	Spring/Fall
Football (Junior)	Mr. Mallette	Fall
Golf	Mr. Blundy	Fall
Hockey (Boys)	Mr. McCabe, Mr. Mallette	Winter
Hockey (Girls)	Mr. Wright, Ms. Mommersteeg	Winter
Rugby (Girls)	Mr. Morkin, Mr. Phaneuf, Ms. Balkwill	Spring
Soccer (Boys)	Mr. Kalp, Mr. Wright	Spring
Soccer (Girls)	Ms. Mommersteeg	Spring
Tennis	Mr. Evans, Mr. Teeuwen	Fall
Track and Field	Mr. Whyte, Mr. Cowan	Spring
Ultimate Frisbee	Mr. Girard	Spring
Volleyball (Boys)	Mr. Denomy, Ms. Sanford, Mr. Jones, Mr. Whelihan	Fall
Volleyball (Girls)	Mr. Phaneuf, Ms. Sanford, Mr. Jones, Mrs. Koehler	Winter
Weight Training	Mr. Tengelis	All Year
Wrestling	Mr. Parent	Winter

#### ARTS

EVENT	CONTACT PERSON	TIME FRAME
Art Club	Ms. McEachran	September - June
Choir	Mr. Brown	September - June
Concert Band	Mr. Brown	September - June
Film Festival	Mr. Girard	September - June
Jazz Band	Mr. Dittmer	September - June
PLUCC	Mr. Brown	September - June
Music Society	Mr. Dittmer, Mr. Zimmer, Mr. Brown	September - June
Musical Production	Mr. Matteis, Mrs. Dunlop, Mr Zimmer	September - June
National Theatre School Drama Festival	Mrs. Fernandes, Mr. Dula	September - June

## EXTRACURRICULAR ACTIVITIES

### CLUBS

EVENT	CONTACT PERSON	TIME FRAME
Competitive Trivia	Mr. Broadbent	September - June
Cosmo Club	Ms. Martin	September - June
Debate	Mr. Broadbent	September - June
E-Sports	Mr. Teeuwen	September - June
Games	Mr. Culverwell	September - June
UCC Cares	Mrs. Culverwell, Mrs. Dudics, Mr. Dula	September - June
Media	Mr. Girard	September - June
Prom	Ms. Vilaranda, Ms. Sanford	Late Spring
Rainbow Alliance	Mrs. Torrance	September-June
Yearbook	Ms. Hashim	September - June

### COMPETITIONS AND CONTESTS

EVENT	CONTACT PERSON	TIME FRAME
Computer Programming Competitions/Robotics	Mrs. Torrance, Mr. Devet	October - May
Math Contests	Mr. Rivard	September - June

### LEADERSHIP

EVENT	CONTACT PERSON	TIME FRAME
Lancer Link	Ms. Brewer, Ms. Dunlop, Mr. Dunlop, Mr. Matteis	September - June
Kidwin Zhiingwaak	Mr Phaneuf, Mr Mallette	September - June
Student Council	Mr. Armstrong, Mr. Bedard	September - June
UCC United Alliance	Mrs Fernandes	September - June

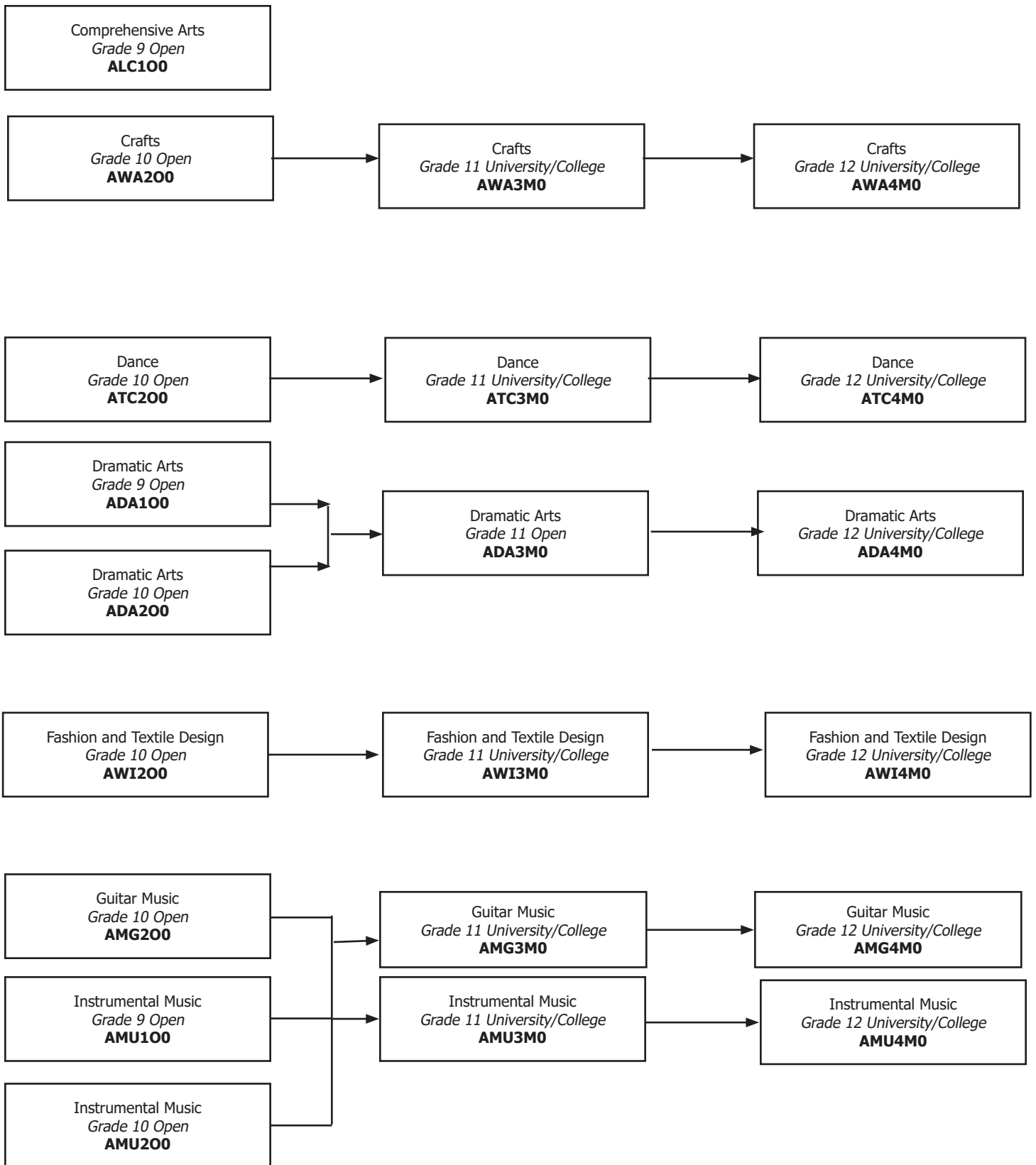
### OUTREACH

EVENT	CONTACT PERSON	TIME FRAME
We Scare Hunger	Mrs. Culverwell	October

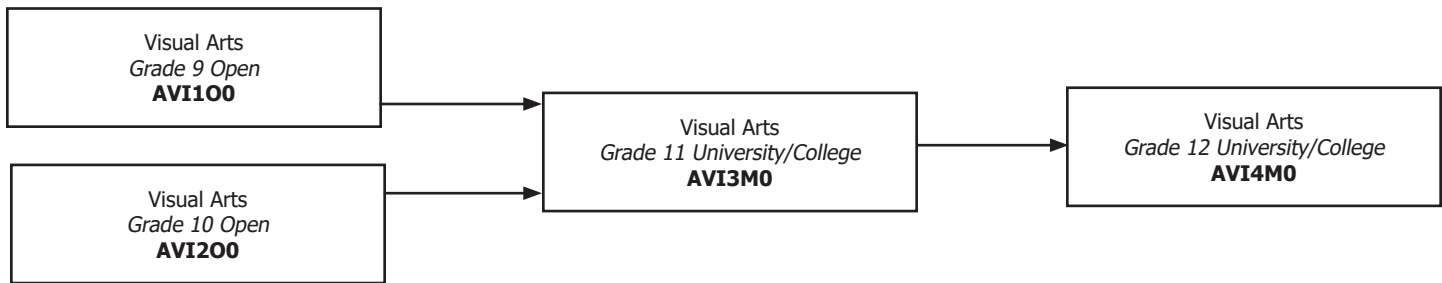
**UCC has something for everyone - Catch the Lancer Spirit!**

# The Arts

## Prerequisite Chart for the Arts, Grades 9 to 12



## The Arts



### Comprehensive Arts

#### ALC100

##### Comprehensive Arts, Grade 9, Open

This course integrates two or more of the arts (drama, music, and visual arts), giving students the opportunity to produce and present art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

**Prerequisite:** None

### Crafts

#### AWA200

##### Crafts, Grade 10, Open

This practical hands-on course provides students with the opportunity to explore crafts by using a wide variety of materials (e.g. stained glass, cement, ceramics, plexiglass, wood, reed for baskets and porcelain tile pieces). Activities include dreamcatchers, photo frames, etched greeting cards, mosaic coasters, bracelets, ornaments, scratch-art magnets, pyrography (decorative wood-burning process used for door hangers) and garden stepping stones.

**Prerequisite:** None

#### AWA 3M0

##### Crafts, Grade 11, University/College

This course provides students with continued focus on crafts exploring different media through the Canadian Aboriginal culture. Stained glass, mosaic, etching, and basket making skills are expanded. Possible media includes; digital photography, soapstone, paper, glass, fabric, stone, wool, and beads, as well as materials found in the environment. Projects may include; carved soapstone figures, beading, stained glass, paper making, basket making, wreaths, dishcloths, crocheted blankets, and a mosaic mural.

**Prerequisite:** Crafts, Grade 10, Open

#### AWA4M0

##### Crafts, Grade 12, University/College

This course provides students with a continued focus on crafts with an increase in technical difficulty. Students will continue to learn the

traditional methods of different cultures while exploring a variety of media. Materials explored include: balsa wood, plaster paris, acrylic paint, grout and tile, wool, airbrush, clay, and reed. Projects include: mask making, mosaic wall mural, carved totem poles, weaved pillowcase, crazy cross-stitched bookmarks, airbrushing painting and basket weaving.

**Prerequisite:** Crafts, Grade 11, University/College

### Dance

#### ATC200

##### Dance, Grade 10, Open

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.

**Prerequisite:** None

#### ATC3M0

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

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

**Prerequisite:** Dance, Grade 10, Open

#### ATC4M0

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

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in global dance genres, and understanding of the dance sciences. 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.

**Prerequisite:** Dance, Grade 11, University/College Preparation

### Dramatic Arts

#### ADA100

##### Dramatic Arts, 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.

**Prerequisite:** None

#### ADA200

##### Dramatic Arts, 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 representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

**Prerequisite:** None

#### ADA3M0

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

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

**Prerequisite:** Dramatic Arts, Grade 9 or 10, Open

## The Arts

### **ADA4M0**

#### **Dramatic Arts, 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 analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**Prerequisite:** *Dramatic Arts, Grade 11, University/College Preparation*

### **Fashion and Textile Design**

### **AWI200**

#### **Fashion and Textile Design, Grade 10, Open**

Students will learn basic hand stitching and machine techniques in this fun and engaging course! This course explores what clothing communicates about the wearer and how it becomes a creative outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing, and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Potential projects include; a drawstring bag, cosmetic case, apron and mitt, pyjama pants, and a sculptural dress.

**Prerequisite:** *None*

### **AWI3M0/AWI3O0**

#### **Fashion and Textile Design, Grade 11, University/College Preparation or Open**

This course provides students with an opportunity to refine previously learned sewing techniques and further examine the creativity of Fashion in a creative and fun environment! It provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. Potential projects include; cosmetic case (with zipper), mittens, slip dress, a bag, and a sculptural dress.

**Prerequisite:** *AWI200*

### **AWI4M0**

#### **Fashion and Textile Design, Grade 12, University/College Preparation**

This course focuses on the creative process, specifically the design aspect of Fashion. Students will become more familiar with the elements and principles of design and as a result, will create a garment from scratch using their own pattern. Students will be exposed to various techniques and patterns, not necessarily used in everyday clothing, as they help to create costumes for the school musical. As well,

they will also have the opportunity to create a personal project to complete their portfolio. Thus, students will continue to build on previously gained knowledge in garment design, production, and care.

**Prerequisite:** *AWI3M0*

### **Guitar Music**

### **AMG200**

#### **Guitar Music, Grade 10, Open**

This course emphasizes the creation and performance of guitar 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 guitar music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** *None*

### **AMG3M0**

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

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

**Prerequisite:** *Guitar Music, Grade 10, Open*

### **AMG4M0**

#### **Guitar Music, 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.

**Prerequisite:** *AMG3M0*

### **Instrumental Music**

### **AMU100**

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

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, perfor-

mance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

**Prerequisite:** *None*

### **AMU200**

#### **Instrumental Music, 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.

**Prerequisite:** *None*

### **AMU3M0**

#### **Instrumental Music, 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.

**Prerequisite:** *Instrumental Music, Grade 9 or 10, Open or Guitar Music, Grade 10, Open*

### **AMU4M0**

#### **Instrumental Music, 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.

**Prerequisite:** *Instrumental Music, Grade 11, University/College Preparation*

## Visual Arts

### **AVI100**

#### **Visual Arts, 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.

**Prerequisite: None**

### **AVI200**

#### **Visual Arts, Grade 10, 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.

**Prerequisite: None**

### **AVI3M0**

#### **Visual Arts, 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 artform (e.g. photography, video, computer graphics, information design).

**Prerequisite: Visual Arts, Grade 9 or 10,  
Open**

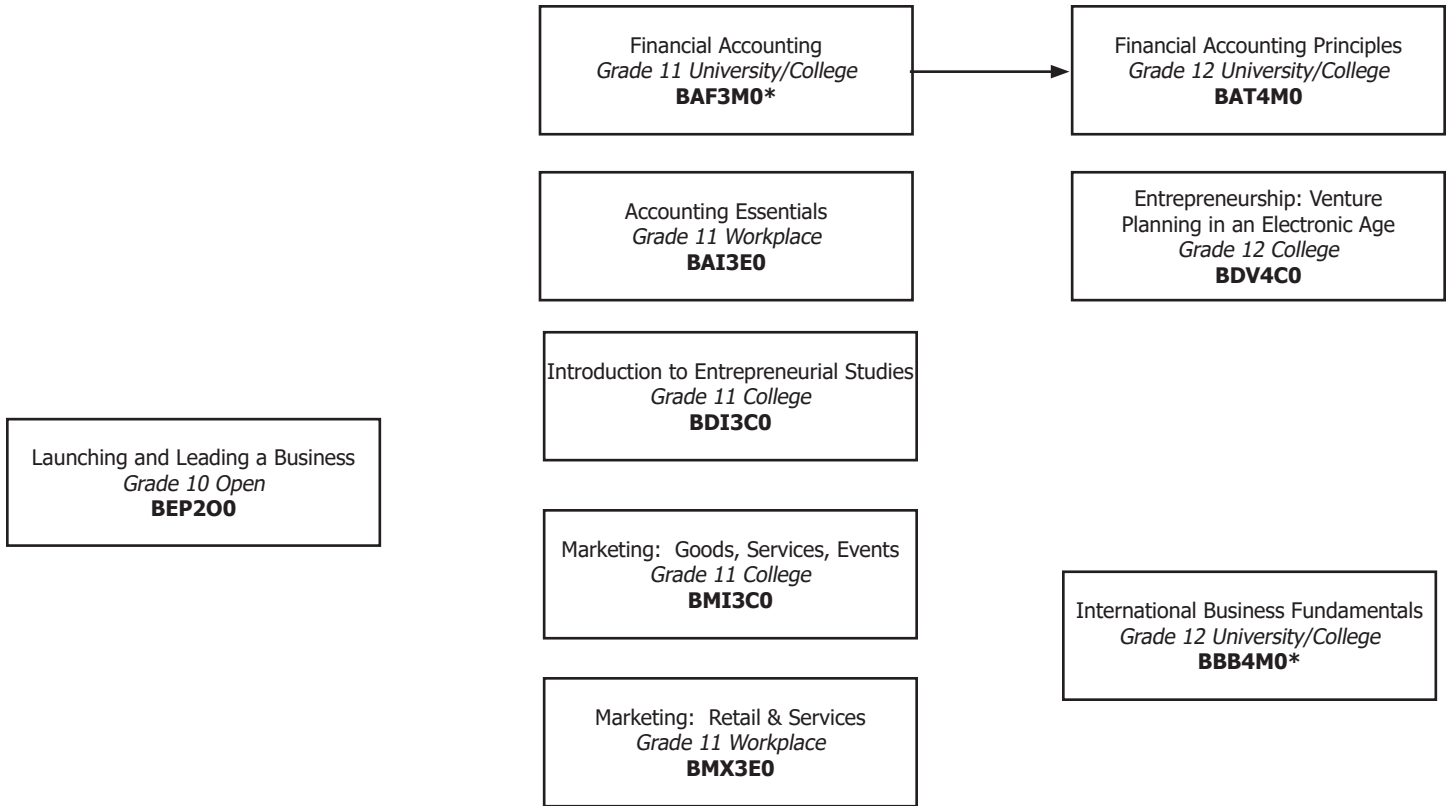
### **AVI4M0**

#### **Visual Arts, 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.

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

Prerequisite Chart for Business Studies, Grades 10 to 12



**Introduction to Business**

**BEP200**  
**Launching and Leading a Business, Grade 10, Open**  
 This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.  
**Prerequisite: None**

**Accounting**

**BAF3M0\***  
**Financial Accounting Fundamentals, 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.  
**Prerequisite: None**  
*\*available as an e-learning course*

**BAI3E0**  
**Accounting Essentials, Grade 11, Workplace Preparation**  
 This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.  
**Prerequisite: None**

**BAT4M0**  
**Financial Accounting Principles, Grade 12, University/College Preparation**  
 This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.  
**Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation**

**Marketing**

**BMI3C0**

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

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite: None**

**BMX3E0**

**Marketing: Retail and Service, 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.

**Prerequisite: None**

**Entrepreneurial Studies**

**BDI3C0**

**Introduction to Entrepreneurial Studies, Grade 11, College Preparation**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their personal goals by satisfying the needs of others. Students will learn about values, traits, and skills most often associated with successful entrepreneurial activity.

**Prerequisite: None**

**BDV4C0**

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

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

**Prerequisite: None**

**International Business**

**BBB4M0\***

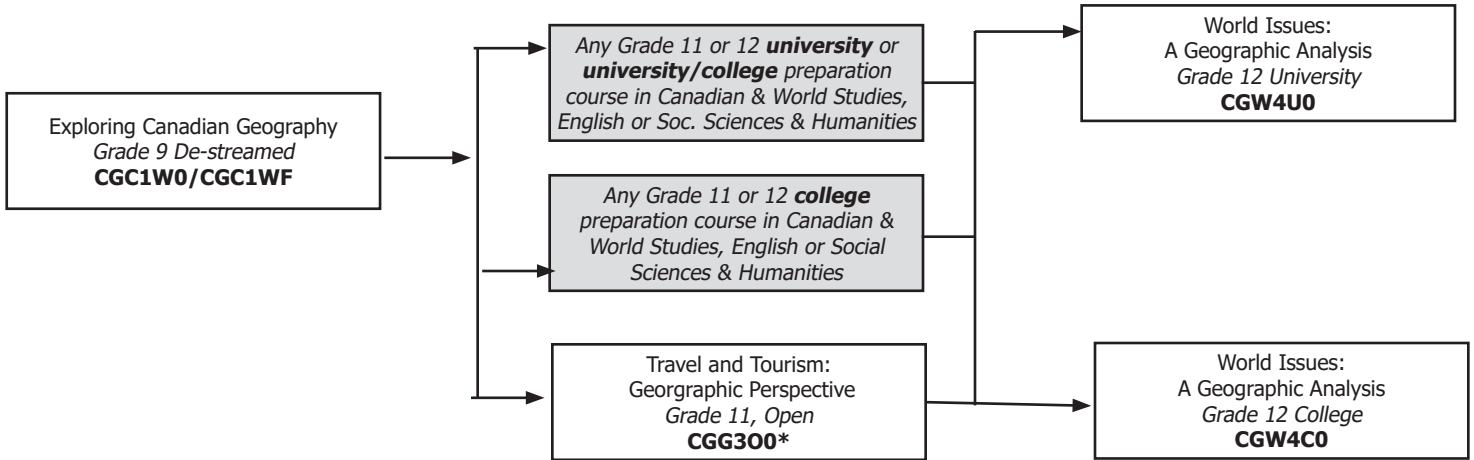
**International Business Fundamentals, Grade 12, University/College Preparation**

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.

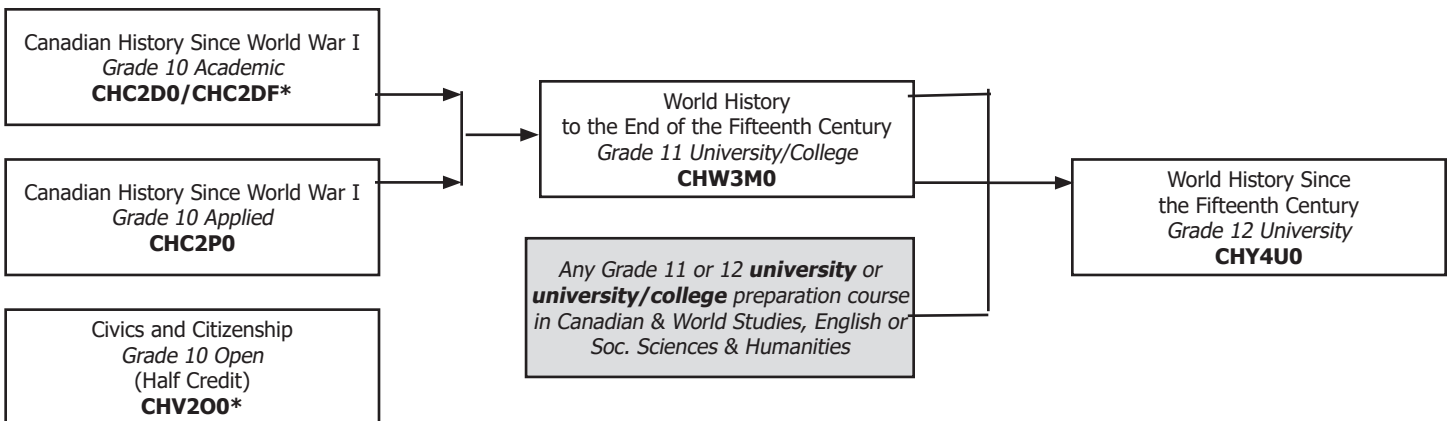
**Prerequisite: None**

**\*available as an e-learning course**

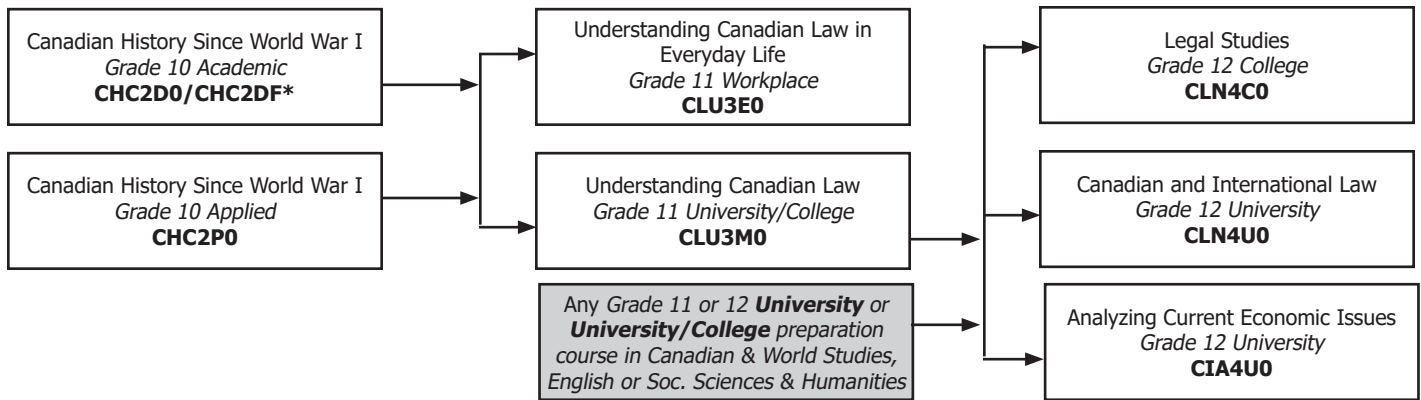
**Prerequisite Chart for Canadian and World Studies, Grades 9 to 12 - Geography**



**Prerequisite Chart for Canadian and World Studies, Grades 10 to 12 - History (including Civics)**



Prerequisite Chart for Canadian and World Studies, Grades 10 to 12 - Law and Economics



**Geography**

**CGC1W0**

**Exploring Canadian Geography, Grade 9, De-streamed**

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

**Prerequisite: None**

**CGC1WF**

**Issues in Canadian Geography, Grade 9, Academic (French Immersion)**

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

**Prerequisite: None**

**CGG300\***

**Travel and Tourism: Geographic Perspective, Grade 11, Open**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

**Prerequisite: Issues in Canadian Geography, Grade 9, De-streamed**

**\*available as an e-learning course**

**CGW4U0**

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

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

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

**CGW4C0**

**World Issues: A Geographic Analysis, Grade 12, College Preparation**

This course explores many difficult challenges facing Canada and the world today - challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political

perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. **Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied**

**Civics**

**CHV200\***

**Civics and Citizenship, Grade 10, Open (Half Credit)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them.

**Prerequisite: None**

**\*available as an e-learning course**

**History**

**CHC2D0\***

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

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite: None**

**\*available as an e-learning course**

**CHC2DF\***

**Canadian History Since World War I, Grade 10, Academic (French Immersion)**

This course, taught entirely in French, explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

**\*available as an e-learning course**

**CHC2PO**

**Canadian History Since World War I, Grade 10, Applied**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

**Prerequisite:** None

**CHW3M0**

**World History to the end of the Fifteenth Century, Grade 11, University/College Preparation**

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

**Prerequisite:** *Canadian History Since World War I, Grade 10, Academic or Applied*

**CHY4U0**

**World History since the Fifteenth Century, Grade 12, University**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking

and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

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

**Law**

**CLU3E0**

**Understanding Canadian Law in Everyday Life, Grade 11, University/College Preparation**

This course enables students to develop practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and the processing of criminal offences. Students will apply the concepts of legal thinking and the legal inquiry process, and will begin to develop legal reasoning skills and an understanding of Canadian law.

**Prerequisite:** *Canadian History Since World War I, Grade 10, Academic or Applied, or a locally developed compulsory course (LDCC)*

**CLU3M0**

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

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

**Prerequisite:** *Canadian History Since World War I, Grade 10, Academic or Applied*

**CLN4C0**

**Legal Studies, Grade 12, College Preparation**

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their impact. They will investigate requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal inquiry process to investigate the role of law in a changing society and will develop conflict-resolution skills needed for negotiation.

**Prerequisite:** *Civics and Citizenship, Grade 10*

**CLN4U0**

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian

and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

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

**Economics**

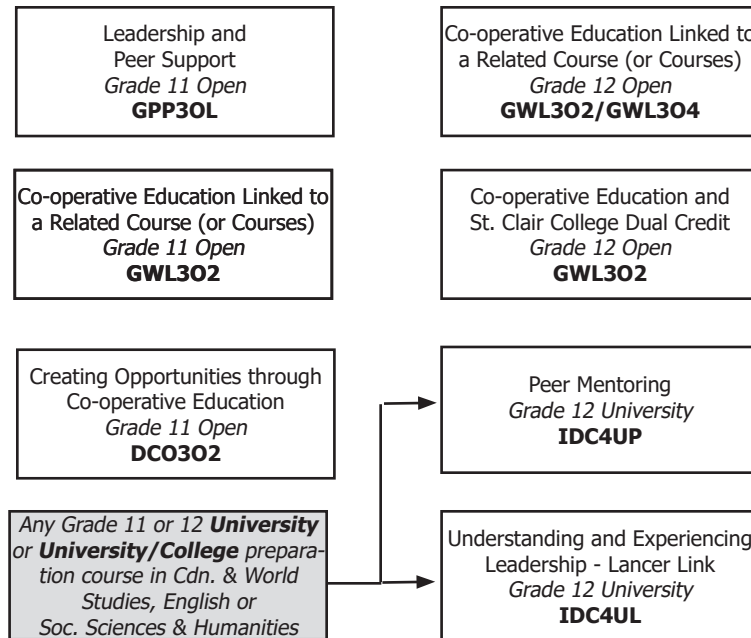
**CIA4U0**

**Analyzing Current Economic Issues, Grade 12, University Preparation**

This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization and global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate, and develop informed opinions about, current economic issues and to help them make reasoned economic decisions.

**Prerequisite:** *Any Grade 11 or 12 university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities*

Prerequisite Chart for Co-operative Education, Peer Mentoring and Leadership, Grades 11 and 12



**Co-operative Education**

**DCO302**  
**Creating Opportunities through Co-operative Education, Grade 11 (Open)**

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

**Prerequisite: None**

**GWL302/GWL304**  
**Co-operative Education Linked to a Related Course (or Courses), Grade 11 Open, Two Credit Only; Grade 12 Open, Two or Four Credit**

This course consists of a community-connected experience and a co-operative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-con-

nected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

**Prerequisite: None**

**Note: Prospective students must complete an application and interview process.**

**GWL302**  
**Co-operative Education Linked to a Related Course (or Courses), and St. Clair College Dual Credit, Grade 12, Two Credit, Open**

In addition to the course listed above, this course provides the opportunity for students to take a Dual Credit course at St. Clair College one day per week. See page 27 for details.

**Prerequisite: None**

**Note: Prospective students must complete an application and interview process.**

**Peer Mentoring**

**GPP30L**  
**Lancer Link Leadership and Peer Support, Grade 11, Open**

This course prepares students in Grade 11 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

Lancer Link Crew Leader. Students will examine group dynamics and learn the value of diversity within group and communities.

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

**IDC4UP**  
**Peer Mentoring, Grade 12, University**

This course is being offered as an interdisciplinary course for students who would like to explore the theory and practice of Leadership, Organizational Studies and issues in Human Growth and Development. This course emphasizes the need for students to achieve competencies in personal, interpersonal and career education. Students will engage in experiential learning in a placement at an elementary school (period two or three only). Students will have an opportunity to practise social skills, solidify an understanding of curriculum, enhance a mastery of specific disciplines, and increase self-understanding within a broader social context.

**Prerequisite: Any Grade 11 or 12 university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities**

**Note: Prospective peer mentors must complete an application and interview process.**

**Leadership**

**IDC4UL**  
**Understanding and Experiencing Leadership in connection with the Lancer Link Crew Program, Grade 12 University Preparation**

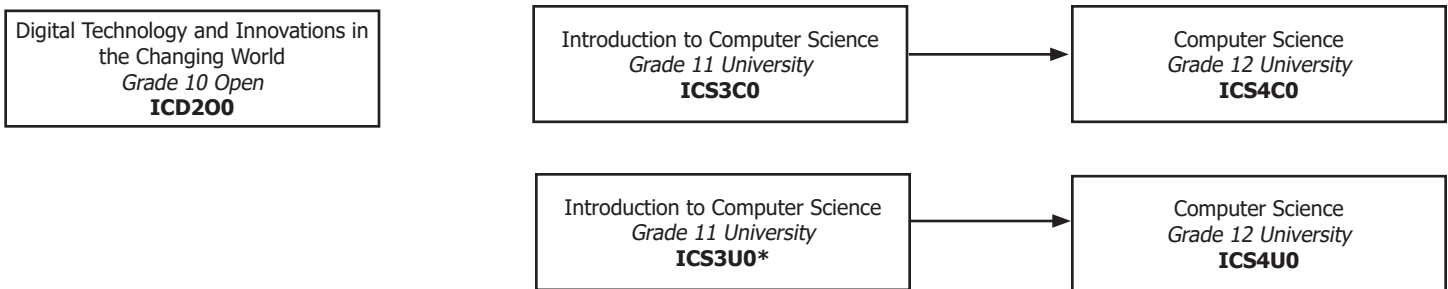
This course is an interdisciplinary course for students who would like to develop their leadership

## Leadership and Computer Studies

and interpersonal skills. In connection with the Lancer Link crew program students will develop and consolidate the skills required for and knowledge of different disciplines to solve problems, make decisions, create personal meaning and present findings beyond the scope of a single subject of discipline. The three disciplines focused on are sociology, psychology and business. Students will apply principles and processes of inquiry and research to effectively use a range of resources, to analyze research and present their findings in a variety of methods.

Students will be involved in experiential learning as they lead activities and initiatives within the classroom, the Lancer Link program, our school and surrounding communities. Students may have opportunities to explore disciplines at a post secondary level and attend a leadership retreat/camp, attend Link Crew Conferences, and further connect their leadership skills to their peers and the incoming Grade 9's through the Lancer Link Crew program.

### Prerequisite Chart for Computer Studies, Grades 10-12



#### ICD200

#### Digital Technology and Innovations in the Changing World, Grade 10, Open

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies. **Prerequisite: None**

#### ICS3C0

#### Introduction to Computer Programming, 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 postsecondary opportunities in computer-related fields. **Prerequisite: None**

**Prerequisite: None**

#### ICS4C0

#### Computer Programming, 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**

#### ICS3U0

#### Introduction to Computer Science, 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. An end-of-the-year major project includes each student developing a working computer game using the programming language taught throughout the semester.

**Prerequisite: None**

**\*available as an e-learning course**

#### ICS4U0

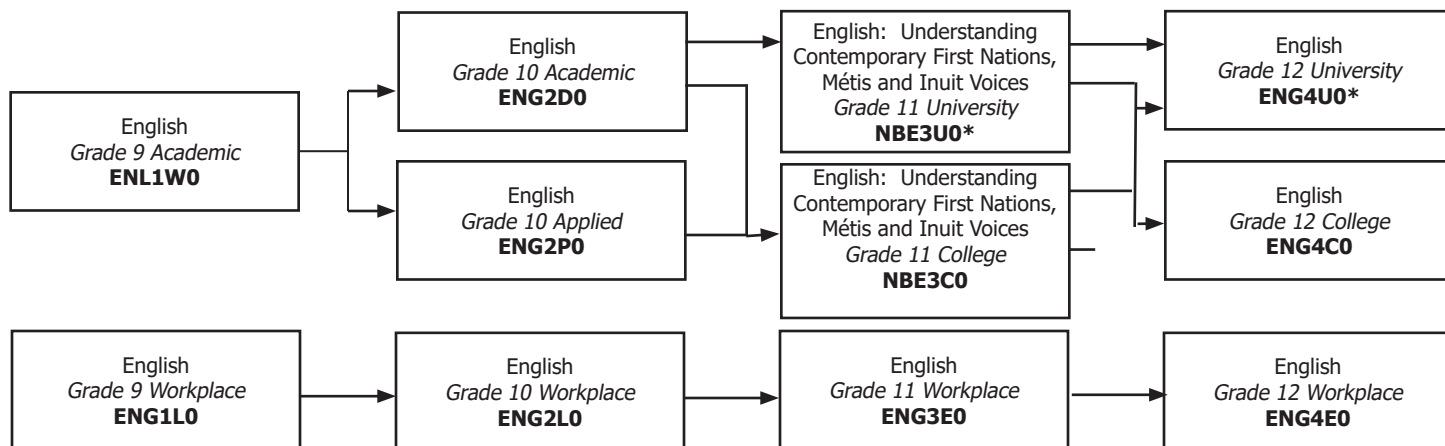
#### Computer Science, Grade 12, University Preparation

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. An end-of-the-year major project includes each student developing a working "app" (Android-based) using the programming language taught throughout the semester.

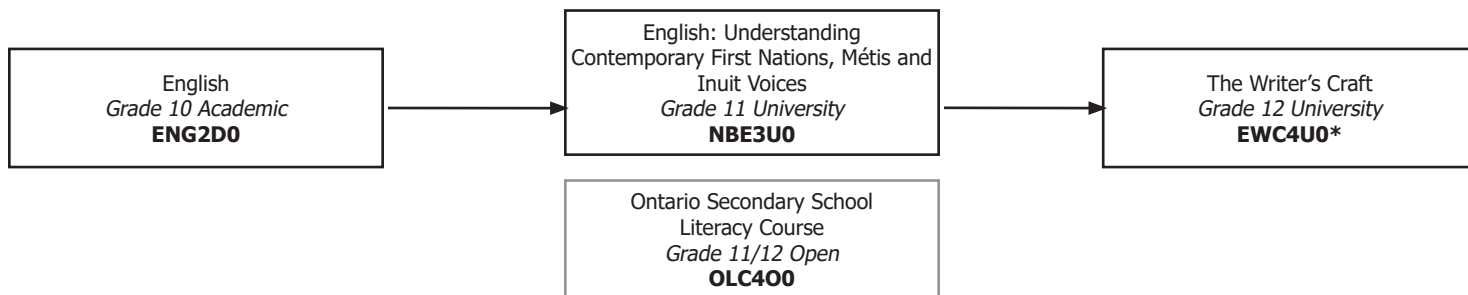
**Prerequisite: Introduction to Computer Science, Grade 11, University Preparation**

Prerequisite Chart for English, Grades 9 to 12

Compulsory Courses



Optional Courses



Compulsory Courses

**ENL1W0**

**English, Grade 9**

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

**Prerequisite:** None

**ENG1L0**

**English, Grade 9, Workplace**

This course builds on previous learning and helps students develop a foundation of useful literacy skills that will prepare them for further study

of practical English, the use of communication skills in the study of other subjects and for the effective use of essential language in daily living and in the workplace. It will emphasize listening and speaking, reading and writing, as well as viewing. Students will learn to use language clearly and accurately in a variety of everyday situations.

**Prerequisite:** None

**ENG2D0**

**English, 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.

**Prerequisite:** English, Grade 9, Academic or Applied

**ENG2L0**

**English, Grade 10, Workplace**

This course builds on previous learning and continues the development of useful literacy skills that will prepare students for further study of practical English, the use of communication skills in the study of other subjects and for the effective use of essential language in daily living and in the workplace. It emphasizes core skill development in reading, writing, speaking and listening, while reinforcing self confidence in the use of communication skills.

**Prerequisite:** Any grade 9 English credit

## Compulsory Courses

**ENG2P0****English, 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.

**Prerequisite:** *English, Grade 9, Academic or Applied*

**ENG3E0****English, 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.

**Prerequisite:** *English, Grade 10, Applied or Workplace*

**NBE3C0****Understanding Contemporary First Nations, Métis and Inuit Voices, 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.

**Prerequisite:** *English, Grade 10, Academic or Applied*

**NBE3U0\*****Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11, University Preparation**

This course explores themes, forms, and stylistic elements of a range of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis, and Inuit cultures in Canada. Students will analyse the changing use of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts

to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university and college preparation course.

**Prerequisite:** *English, Grade 10, Academic \*available as an e-learning course*

**ENG4C0****English, 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.

**Prerequisite:** *English, Grade 11, College Preparation or Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11, College or University Preparation*

**ENG4E0****English, Grade 12, Workplace Preparation**

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

**Prerequisite:** *English, Grade 11, Workplace Preparation*

**ENG4U0\*****English, Grade 12, University Preparation**

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

**Prerequisite:** *Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11, University Preparation*

**\*available as an e-learning course**

## Optional Courses

**OLC400****Ontario Secondary School Literacy Course, Grade 11 or 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.

**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.**

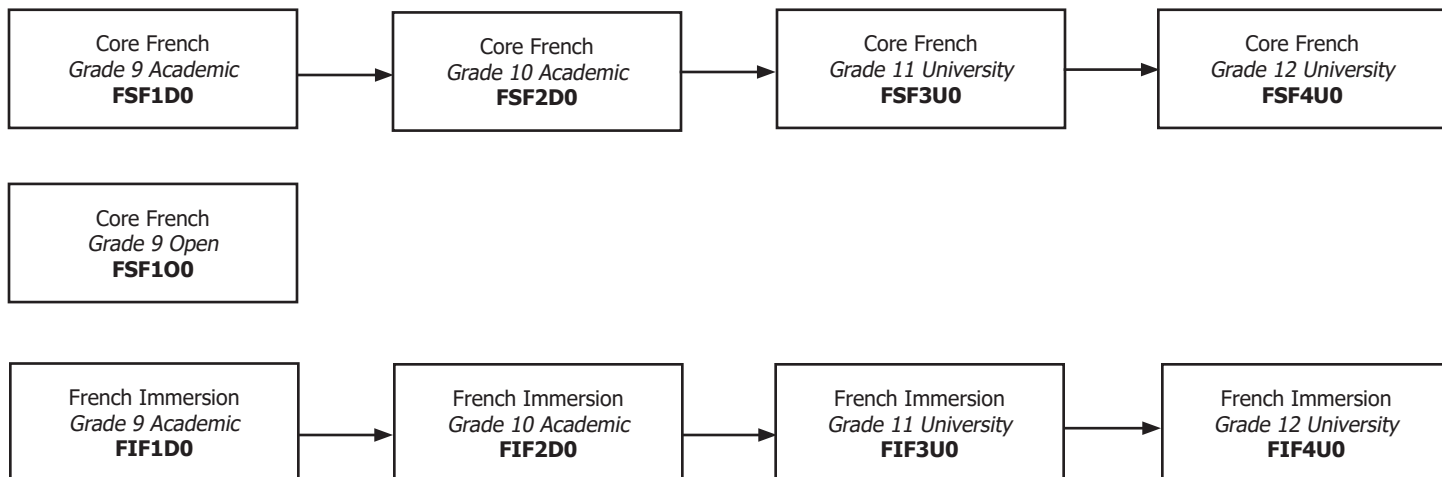
**EWC4U0\*****The Writer's Craft, Grade 12, University Preparation**

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.

**Prerequisite:** *English, Grade 11, University Preparation*

**\*available as an e-learning course**

**Prerequisite Chart for French as a Second Language, Grades 9 to 12**



**Core French**

**FSF1D0**

**Core French, Grade 9, Academic**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

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

**FSF100**

**Core French, Grade 9, Open**

This is an introductory course 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. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental communication skills through discussing situations and issues that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary to become life-long language learners.

**Prerequisite:** None

**FSF2D0**

**Core French, Grade 10, Academic**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

**Prerequisite:** Core French, Grade 9, Academic

**FSF3U0**

**Core French, Grade 11, University Preparation**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

**Prerequisite:** Core French, Grade 10, Academic  
**Prerequisite:** French Immersion, Grade 11, University Preparation

**FSF4U0**

**Core French, Grade 12, University Preparation**

This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

**Prerequisite:** Core French, Grade 11, University Preparation

### French Immersion

#### **FIF1D0**

##### **French Immersion, Grade 9, Academic**

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

**Prerequisite: Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent.**

#### **FIF2D0**

##### **French Immersion, Grade 10, Academic**

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

**Prerequisite: French Immersion, Grade 9 Academic**

#### **FIF3U0**

##### **French Immersion, Grade 11, University Preparation**

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

**Prerequisite: French Immersion, Grade 10 Academic**

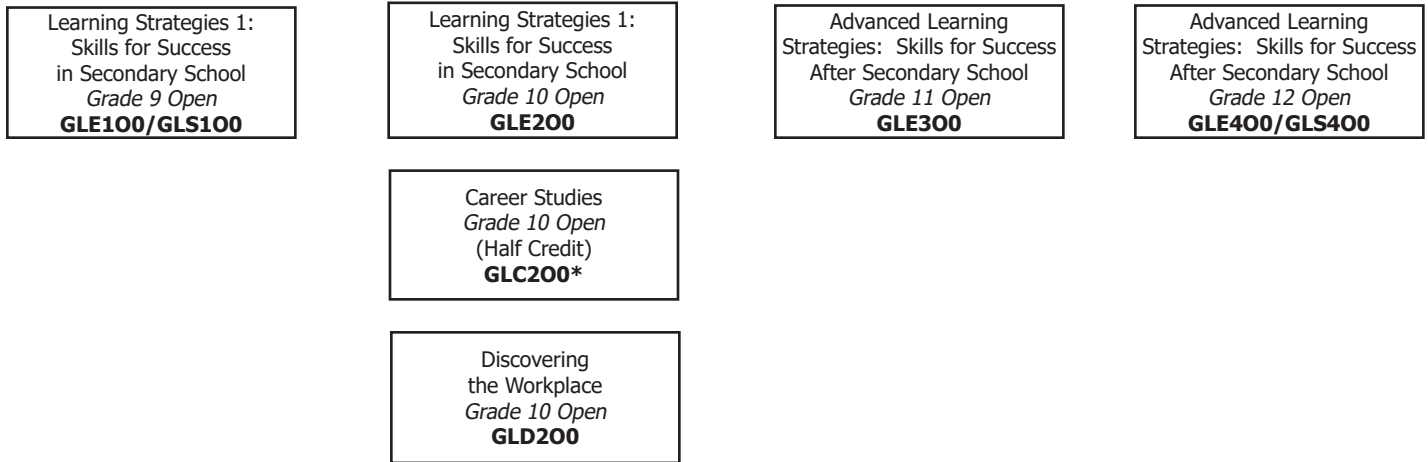
#### **FIF4U0**

##### **French Immersion, Grade 12, University Preparation**

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

**Prerequisite: French Immersion, Grade 11, University Preparation**

Prerequisite Chart for Guidance and Career Education, Grades 9 to 12



**Learning Strategies**

**GLE100/GLS100/GLE200**

**Learning Strategies 1: Skills for Success in Secondary School, Grade 9 or 10, Open**

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

**Prerequisite:** *GLE100 and GLE200 - recommendation of principal.*

**GLE300/GLE400/GLS400**

**Advanced Learning Strategies: Skills for Success After Secondary School, Grade 11 or 12, Open**

This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** *GLE400 and GLE300 - recommendation of principal.*

**Guidance**

**GLC200**

**Career Studies, Grade 10, Open (Half 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.

**Prerequisite:** *None*  
*\*available as e-learning course*

**GLD200**

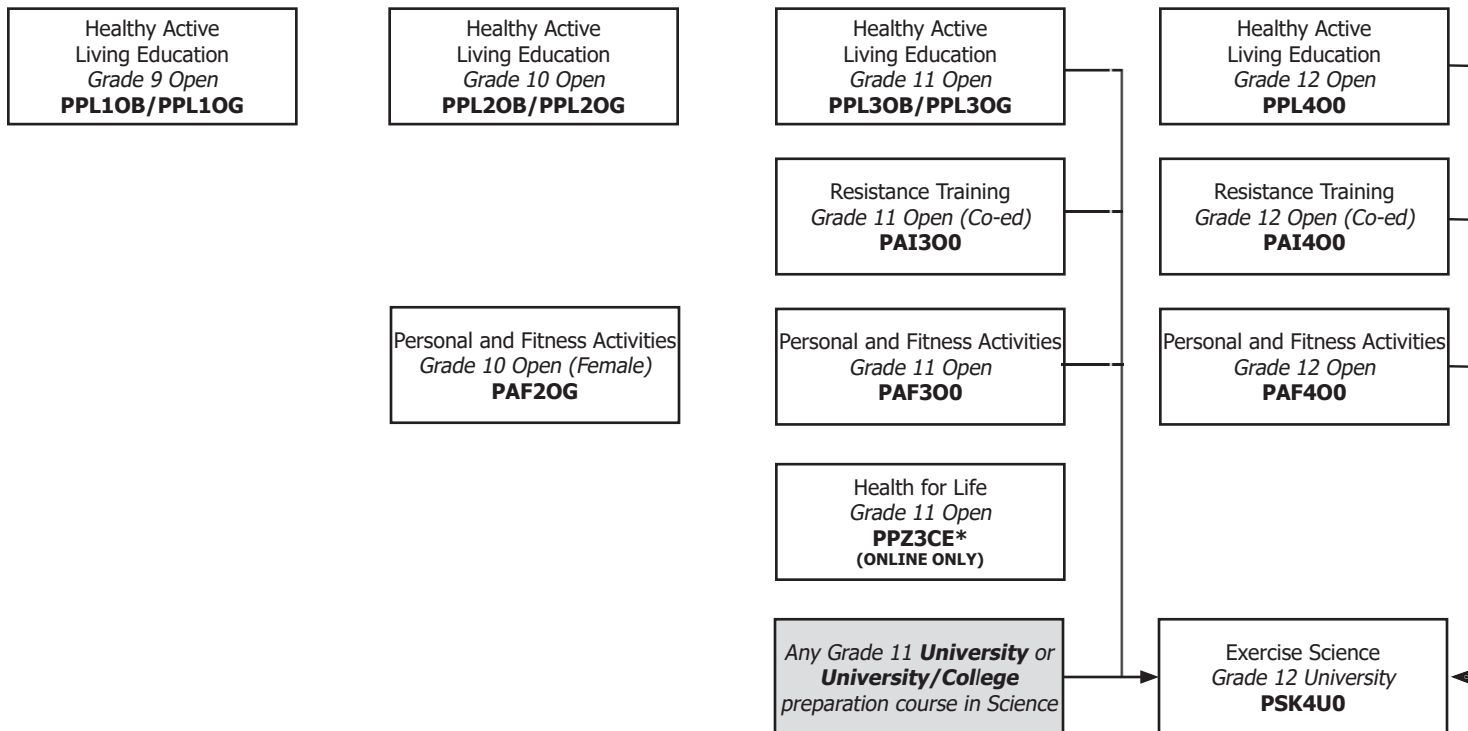
**Discovering the Workplace, Grade 10, Open**

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

**Prerequisite:** *None*

## Health and Physical Education

### Prerequisite Chart for Health and Physical Education, Grades 9 to 12



### Physical Education

**PPL10B**  
**Health Active Living Education, Grade 9, Open (Male)**

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

**Prerequisite: None**

**PPL10G**  
**Healthy Active Living Education, Grade 9, Open (Female)**

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

**Prerequisite: None**

**PPL20B**  
**Healthy Active Living Education, Grade 10, Open (Male)**

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

**Prerequisite: None**

**PPL20G**  
**Healthy Active Living Education, Grade 10, Open (Female)**

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

**Prerequisite: None**

**PAF20G**  
**Personal and Fitness Activities, Grade 10, Open (Female)**

This course focuses on the development of a healthy lifestyle while participating in a variety of individual physical fitness activities. The goal is to introduce students to personal fitness activities and fitness concepts that will engage students' interests throughout their lives. Weekly activities will involve aerobic conditioning (running, swimming, aerobic classes, and cycling), strength and resistance work (weight training, resistance activities, yoga and boot camp-type conditioning) as well as flexibility training. Students will be encouraged to develop personal competence and self-direction in a variety of areas. Students will be given the opportunity to improve personal goal-setting, decision making and enhance social and interpersonal skills while improving their overall level of personal fitness.

**Prerequisite: None**

**PPL30B**  
**Healthy Active Living Education, Grade 11, Open (Male)**

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

Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**Prerequisite: None**

### **PPL30G**

#### **Healthy Active Living Education, Grade 11, Open (Female)**

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

**Prerequisite: None**

### **PAF300**

#### **Personal and Fitness Activities, Grade 11, Open (Co-ed)**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Some of the activities will include aerobic activities (running, swimming, aerobics class, taekwondo, yoga), strength and flexibility training. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, personal safety and the major physical fitness parameters. The major focus of this course is to maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods.

**Prerequisite: None**

### **PAI300**

#### **Individual and Small Group Activities (Resistance Training), Grade 11, Open (Co-Ed)**

This program is designed to provide enough practical information so that the student is capable of organizing and performing a resistance training program which is safe, productive and efficient. The course is designed to meet the needs of the beginner as well as the experienced fitness enthusiast. The myths, principles, theories and current applications of resistance training are all areas of study. Modern views on nutrition, nutrition supplements and drugs as they apply to sports will be examined. The physiological response of the muscle at the cellular level will be discussed. A willingness to work hard on a daily basis is necessary to be successful in this course. This course helps students to meet the Ontario Catholic Graduate Expectations by enabling each person to become self-directed, responsible life-long learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

**Prerequisite: None**

### **PPZ3CE\***

#### **Health for Life, Grade 11, College Preparation (ONLINE ONLY)**

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

**Prerequisite: None**

### **PAF400**

#### **Personal and Fitness Activities, Grade 12, Open (Co-ed)**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Some of the activities will include aerobic activities (running, swimming, aerobics class, taekwondo, yoga), strength and flexibility training. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, personal safety and the major physical fitness parameters. The major focus of this course is to maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods.

**Prerequisite: None**

### **PAI400**

#### **Individual and Small Group Activities (Resistance Training), Grade 12, Open (Co-Ed)**

This program is designed to provide enough practical information so that the student is capable of organizing and performing a resistance training program which is safe, productive and efficient. The course is designed to meet the needs of the beginner as well as the experienced fitness enthusiast. The myths, principles, theories and current applications of resistance training are all areas of study. Modern views on nutrition, nutrition supplements and drugs as they apply to sports will be examined. The physiological response of the muscle at the cellular level will be discussed. A willingness to work hard on a daily basis is necessary to be successful in this course. This course helps students to meet the Ontario Catholic Graduate Expectations by enabling each person to become self-directed, responsible life-long learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

**Prerequisite: None**

### **PPL400**

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

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

**Prerequisite: None**

### **PSK4U0**

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

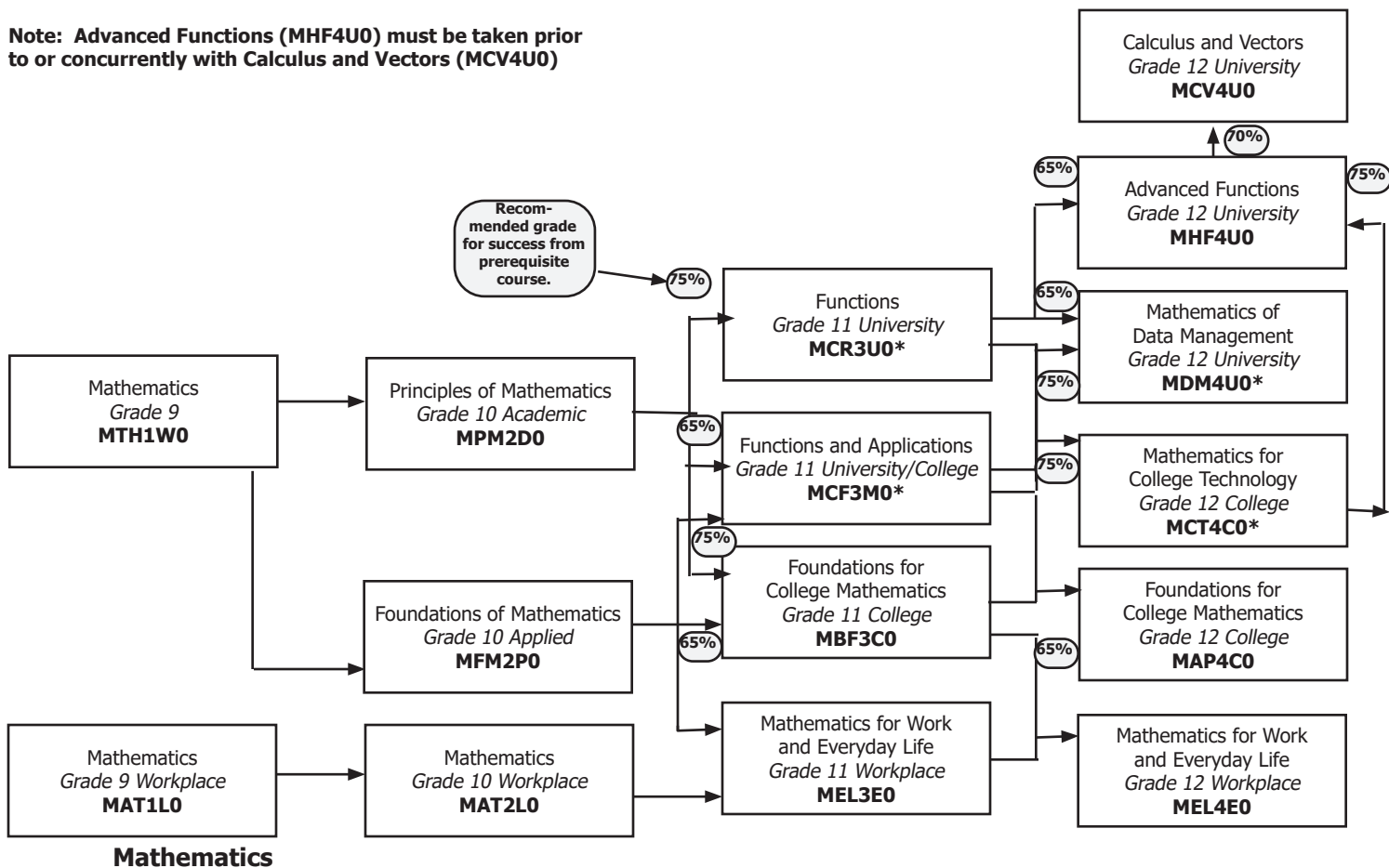
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's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

**Prerequisite: Any Grade 11 university or university/college course in Science or any Grade 11 or 12 open course in Health and Physical Education**

# Mathematics

## Prerequisite Chart for Mathematics, Grades 9 to 12

**Note:** Advanced Functions (MHF4U0) must be taken prior to or concurrently with Calculus and Vectors (MCV4U0)



### **MAT1L0**

#### **Mathematics, Grade 9, Workplace**

This course builds on previous learning and helps students develop a foundation of useful mathematics skills and knowledge that will prepare them for further study of practical mathematics and for the effective use of essential mathematics in daily living and in the workplace. It emphasizes common calculations, measurement, practical geometry and the use of mathematics skills to study everyday problems and applications.

**Prerequisite:** None

### **MTH1W0**

#### **Mathematics, 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 modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

**Prerequisite:** None

### **MAT2L0**

#### **Mathematics, Grade 10, Workplace**

This course builds on previous learning and continues the development of useful mathematics skills and knowledge that will prepare students for further study of practical mathematics and for the effective use of essential mathematics in daily living and in the workplace. It emphasizes common calculations, measurement, practical geometry and the use of mathematics skills to study everyday problems and applications.

**Prerequisite:** Any Grade 9 course in Mathematics

### **MFM2P0**

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

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships.

Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Mathematics, Grade 9

### **MPM2D0**

#### **Principles of Mathematics, 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.

**Prerequisite:** Mathematics, Grade 9

## **MBF3C0**

### **Foundations for College Mathematics, 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; develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** *Foundations of Mathematics, Grade 10, Academic or Applied*

## **MCF3M0\***

### **Functions and Applications, 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.

**Prerequisite:** *Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied with outstanding academic achievement*

*\*available as an e-learning course*

## **MCR3U0\***

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

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

**Prerequisite:** *Principles of Mathematics, Grade 10, Academic*

*\*available as an e-learning course*

## **MEL3E0**

### **Mathematics for Work and Everyday Life, 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.

**Prerequisite:** *Mathematics, Grade 9 De-streamed or Mathematics, Grade 10, Workplace*

## **MAP4C0**

### **Foundations for College Mathematics, 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. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**Prerequisite:** *Foundations for College Mathematics, Grade 11, College Preparation*

## **MCT4C0\***

### **Mathematics for College Technology, 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.

**Prerequisite:** *Functions and Applications, Grade 11, University/College Preparation*

*\*available as an e-learning course*

## **MCV4U0**

### **Calculus and Vectors, 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.

**Note:** *The Advanced Functions (MHF4U0) can be taken concurrently with or can precede Calculus and Vectors.*

## **MDM4U0\***

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

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

**Prerequisite:** *Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation*

*\*available as an e-learning course*

## **MEL4E0**

### **Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**

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

**Prerequisite:** *Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation*

## **MHF4U0**

### **Advanced Functions, 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.

**Prerequisite:** *Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation*

RELIGIOUS STUDIES

Prerequisite Chart for Religious Studies, Grades 9 to 12

Religious Education:  
Discipleship and Culture  
Grade 9 Open  
**HRE100/HRE10F**

Religious Education:  
Christ and Culture  
Grade 10 Open  
**HRE200\*/HRE20F**

Faith and Culture: World  
Religions  
Grade 11 University/College  
**HRT3M0\*/HRT3MF**

Religious Education:  
Church and Culture  
Grade 12 University/College  
**HRE4M0\*/HRE4MF**

Faith and Culture: World  
Religions  
Grade 11 Open  
**HRF300**

Religious Education:  
Church and Culture  
Grade 12 Open  
**HRE400**

**HRE100**  
**Religious Education: Discipleship and Culture, Grade 9, Open**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (ethanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

**Prerequisite: None**

**HRE10F**  
**Religious Education: Discipleship and Culture, Grade 9, Open (French Immersion)**

This course, taught entirely in French, engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic rituals, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of

ethical concepts (ethanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the importance of prayerfully serving the community to bring about the Reign of God.

**Prerequisite: None**

**HRE200\***  
**Religious Education: Christ and Culture, Grade 10, Open**

This course both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

**Prerequisite: None**

**\*available as an e-learning course**

**HRE20F**  
**Religious Education: Christ and Culture, Grade 10, Open (French Immersion)**

This course, taught entirely in French, both invites and challenges the adolescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God's image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Christian adolescent in a secularized, pluralistic world.

**Prerequisite: None**

**HRF300**  
**Faith and Culture: World Religion, Grade 11, Open**

This course engages students in the examination of world religions, particularly Judaism, Christianity and Islam, First Nations, Metis and Inuit Spiritualities, and locally appropriate religious tradition(s), if suitable. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. Ontario is a multi-faith global community. Students will deepen their understanding of the various faith traditions in their local community and around the world.

**Prerequisite: None**

**HRT3M0\***  
**Faith and Culture: World Religions, Grade 11, University/College Preparation**

This course engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Metis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

**Prerequisite: Grade 10, Religious Education, HRE200 or Grade 10 English, Academic or Grade 10 English, Applied**  
**\*available as an e-learning course**

**HRT3MF**  
**Faith and Culture: World Religions Grade 11, University/College Preparation (French Immersion)**

This course, taught entirely in French, engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Metis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the

religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world's religious affairs.

**Prerequisite:** *Grade 10, Religious Education, HRE2OF or Grade 10 English, Academic or Grade 10 English, Applied*

### **HRE4M0\***

**Religion: Church and Culture, Grade 12, University/College Preparation**

This course enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

**Prerequisite:** *HRT3M0 or any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.*

*\*available as an e-learning course*

### **HRE4MF**

**Religion: Church and Culture, Grade 12, University/College Preparation (French Immersion)**

This course, taught entirely in French, enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

**Prerequisite:** *HRE3MF or any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.*

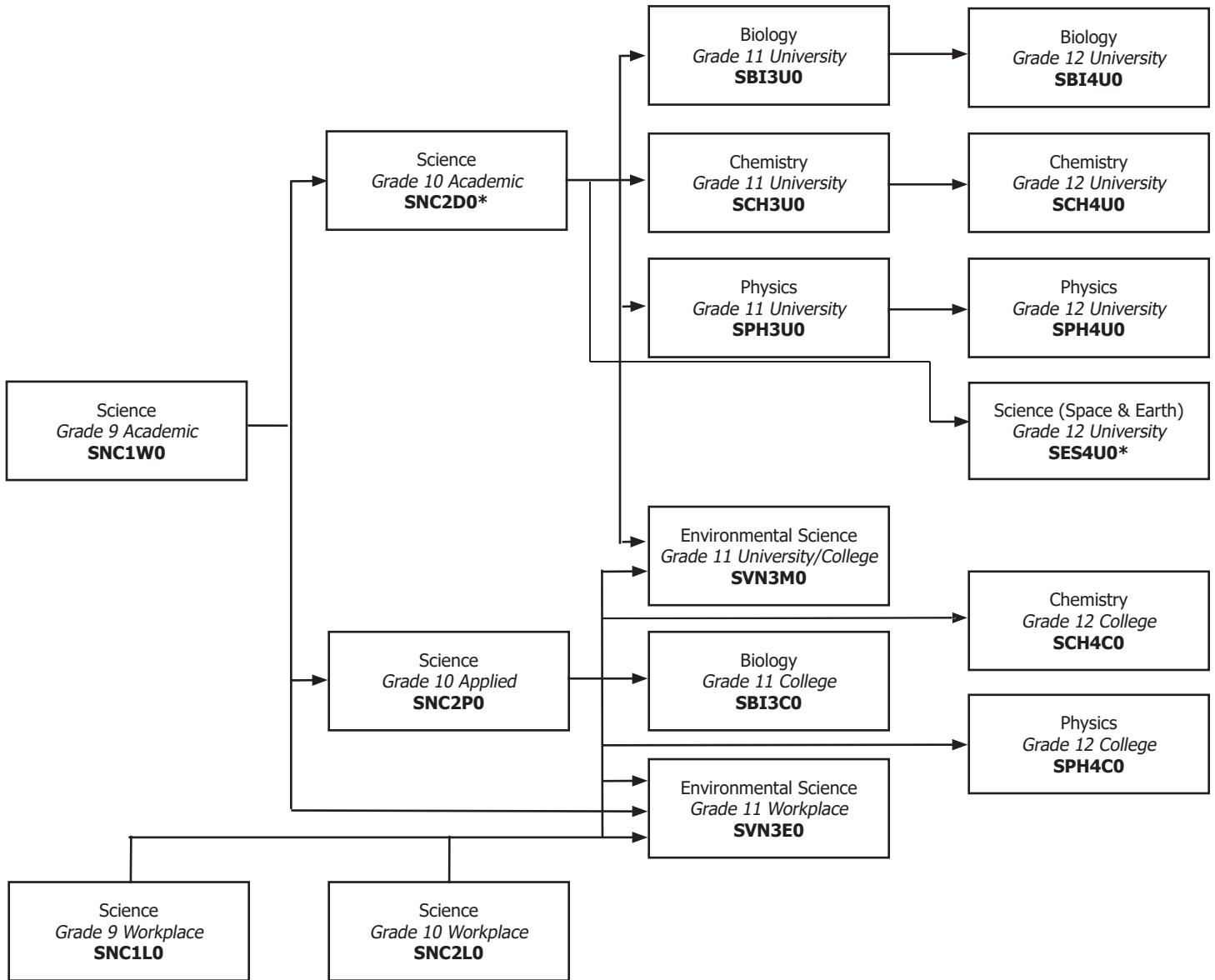
### **HRE400**

**Religion: Church and Culture, Grade 12, Open**

This course has the aim of assisting students in understanding themselves as moral persons living the way of Christ through an examination of sacred Scripture, and the experience and teaching of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgiveness. The graces and challenges of every day human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are challenged to adopt the Christian stance in the political world.

**Prerequisite:** *None*

Prerequisite Chart for Science, Grades 9 to 12



**General Science**

**SNC1W0**

**Science, Grade 9**

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. **Prerequisite: None**

**SNC1L0**

**Science, Grade 9, Workplace**

This course builds on previous learning and helps students develop a foundation of useful science skills and knowledge that will prepare them for further study of practical science and for the effective use of essential science in daily living and in the workplace. It explores the relationship between science, society and the environment and emphasizes the use of practical science skills and critical thinking.

**Prerequisite: None**

**SNC2D0\***

**Science, Grade 10, Academic**

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

**Prerequisite: Science, Grade 9, De-streamed**

**\*available as an e-learning course**

**SNC2L0**

**Science, Grade 10, Workplace**

This course builds on previous learning and continues the development of useful science skills and knowledge that will prepare students for further study of practical science and for the effective use of essential science in daily living and in the workplace. It examines current science issues related to technology, society, the environment and the workplace and emphasizes the use of practical science skills and critical thinking.

**Prerequisite: None**

**SNC2P0**

**Science, 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.

**Prerequisite: Grade 9 Science, De-streamed**

**Biology**

**SBI3C0**

**Biology, 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 the various branches of life sciences and related fields.

**Prerequisite: Science, Grade 10, Academic or Applied**

**SBI3U0**

**Biology, 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.

**Prerequisite: Science, Grade 10, Academic**

**SBI4U0**

**Biology, 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.

**Prerequisite: Biology, Grade 11, University Preparation**

**Note: It is strongly recommended that students complete SCH3U0 prior to taking SBI4U0.**

**Chemistry**

**SCH4C0**

**Chemistry, 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 labora-

tory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

**Prerequisite: Science, Grade 10, Academic or Applied**

**SCH3U0**

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

**Prerequisite: Grade 10, Science, Academic**

**SCH4U0**

**Chemistry, 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.

**Prerequisite: Chemistry, Grade 11, University Preparation**

**Earth and Space Science**

**SES4U0 \***

**Earth and Space Science, Grade 12, University Preparation**

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyze techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

**Prerequisite: Science, Grade 10, Academic**  
**\*available as an e-learning course**

## Environmental Science

### SVN3E0

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

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

**Prerequisite: Science, Grade 9, De-streamed, or Science, Grade 9 or 10, Workplace**

### SVN3M0

#### **Environmental Science, Grade 11, University/College Preparation**

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

**Prerequisite: Science, Grade 10, Academic or Applied**

## Physics

### SPH4C0

#### **Physics, 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.

**Prerequisite: Science, Grade 10, Academic or Applied**

### SPH3U0

#### **Physics, 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.

**Prerequisite: Science, Grade 10, Academic**

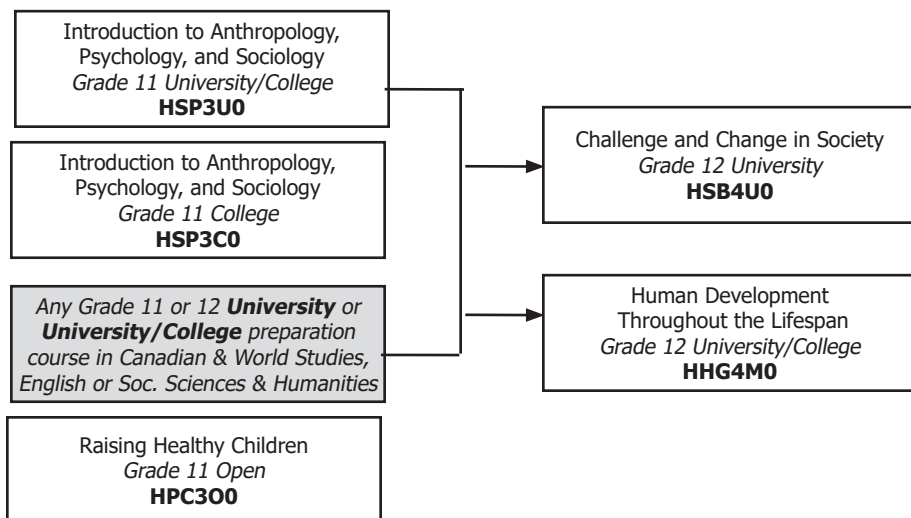
### SPH4U0

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

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

**Prerequisite: Physics, Grade 11, University Preparation**

Prerequisite Chart for Social Sciences and Humanities, Grades 11 and 12



**HSP3C0**

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

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

**Prerequisite: None**

**HSP3U0**

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

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

**Prerequisite: The Grade 10 academic course in English or Grade 10 academic History course (Canadian and World Studies).**

**HPC300**

**Raising Healthy Children, 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 the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

**Prerequisite: None**

**HHG4M0**

**Human Development Throughout the Lifespan, Grade 12, University/College Preparation**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

**Prerequisite: Any Grade 11 or 12 university or university/college or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities**

**HSB4U0**

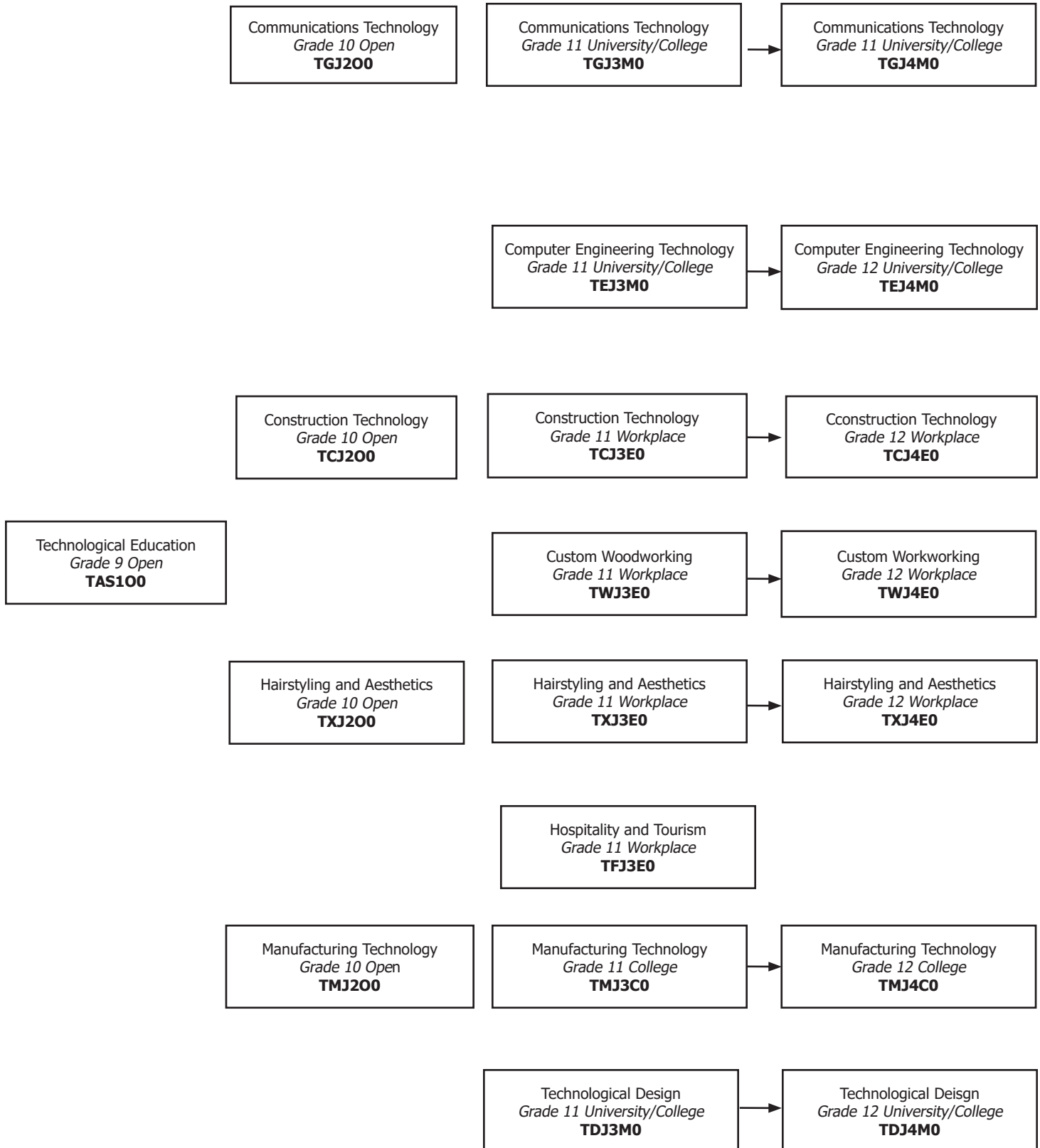
**Challenge and Change in Society, Grade 12, University Preparation**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse 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.

**Prerequisite: Grade 11 or 12 university or university/college course in Social Sciences and Humanities, English, or Canadian and World Studies.**

## Technological Education

### Prerequisite Chart for Technological Education, Grades 9 to 12



### Exploring Technologies

#### TAS100

##### **Technological Education, Grade 9, Open**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

**Prerequisite: None**

### Communications Technology

#### TGJ200

##### **Communications Technology, Grade 10, Open**

This course requires students to complete a range of communications technology projects. These may include creating printed stationary, short scripts, computer generated animations, and graphical information displays. Students will learn to transfer information using electronic, live and graphic communications methods. The knowledge and skill they will develop will provide a basis for careers in areas such as publishing, advertising, print productions, animation, photography and journalism.

**Prerequisite: None**

#### TGJ3M0

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

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

**Prerequisite: None**

#### TGJ4M0

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

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive

new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

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

### Computer Engineering Technology

#### TEJ3M0

##### **Computer Engineering Technology, Grade 11, University/College Preparation**

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

**Prerequisite: None**

#### TEJ4M0

##### **Computer Engineering Technology, Grade 12, University/College Preparation**

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

**Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation**

### Construction Technology

#### TCJ200

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

This course requires students to design, build, and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology.

**Note: This course is primarily a woodworking course in which students will have the opportunity to develop generic ma-**

**chine and hand-tool skills while engaged in woodworking projects. Essential Construction outcomes will be experienced through the execution of these projects.**

**Prerequisite: None**

#### TCJ3E0

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

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

**Prerequisite: None**

#### TCJ4E0

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

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

**Prerequisite: Construction Technology, Grade 11, Workplace Preparation**

### Custom Woodworking

#### TWJ3E0

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

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

**Prerequisite: None**

### **TWJ4E0**

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

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

**Prerequisite:** *Custom Woodworking, Grade 11, Workplace Preparation*

### **Hairstyling and Aesthetics**

### **TXJ200**

#### **Hairstyling and Aesthetics, Grade 10, Open**

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

**Prerequisite:** *None*

### **TXJ3E0**

#### **Hairstyling and Aesthetics, 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.

**Prerequisite:** *None*

### **TXJ4E0**

#### **Hairstyling and Aesthetics, 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.

**Prerequisite:** *Grade 11, Hairstyling and Aesthetics, Workplace Preparation*

### **Hospitality in Tourism**

### **TFJ3E0**

#### **Hospitality in Tourism, 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.

**Prerequisite:** *None*

### **Manufacturing Technology**

### **TMJ200**

#### **Manufacturing Technology, Grade 10, Open**

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

**Prerequisite:** *None*

### **TMJ3C0**

#### **Manufacturing Technology, Grade 11, College Preparation**

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

**Prerequisite:** *None*

### **TMJ4C0**

#### **Manufacturing Technology, Grade 12, College Preparation**

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a

project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

**Prerequisite:** *Manufacturing Technology, Grade 11, College Preparation*

### **Technological Design**

### **TDJ3M0**

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

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will explore, design, build and assess solutions for different technological design areas including architectural, industrial, interior and landscape design, through the use of working drawings, AutoCAD software and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

**Prerequisite:** *None*

### **TDJ4M0**

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

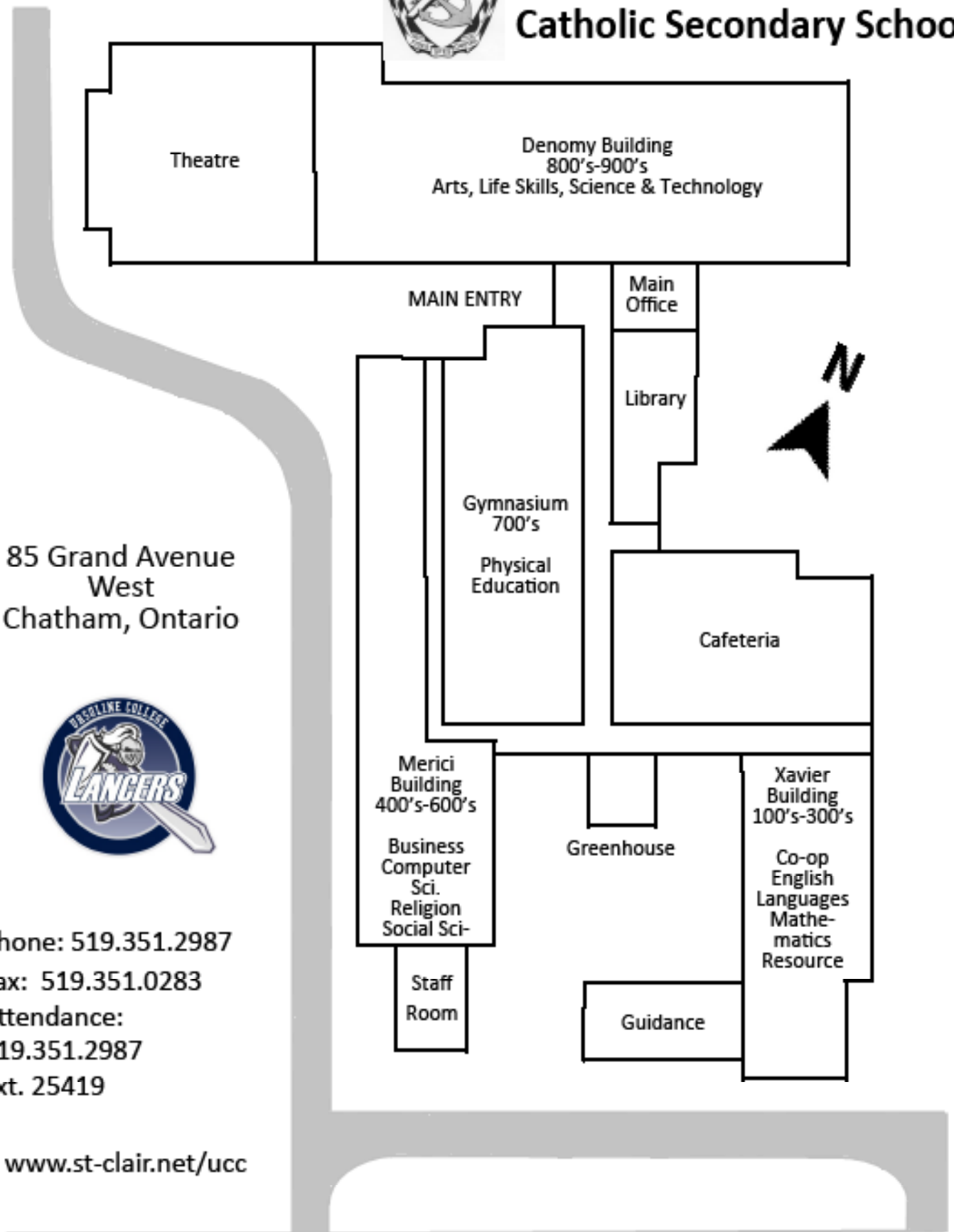
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs,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

**Prerequisite:** *Technological Design, Grade 11, University/College Preparation*

**NOTES**



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This booklet was prepared by the Ursuline College Guidance Department. If you have any questions regarding the information in this booklet, please contact the Guidance Department at 519.351.2987 Ext. 25422 or e-mail the Guidance Secretary at [louise.kosik@sccdsb.net](mailto:louise.kosik@sccdsb.net).



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