

# **2011-2012 Course Offerings**

**Grades 10 to 12**

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<http://www.rainbowschools.ca/schools/confederationSS/index.php>

## **Table of Contents**

MISSION STATEMENT .....	1
PREFACE .....	1
OBJECTIVES .....	1
STUDENT ACHIEVEMENT, ATTENDANCE .....	1
EVALUATION AND EXAMINATION POLICIES .....	1
COURSES OF STUDY .....	2
RAINBOW DISTRICT SCHOOL BOARD'S SCHOOL BOUNDARY POLICY .....	2
GUIDANCE SERVICES .....	3
SCHOOL ORGANIZATIONAL STRUCTURE .....	3
SAMPLE SCHEDULE AND TIMETABLE .....	3
ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS .....	3
The Ontario Secondary School Certificate .....	4
The Certificate of Accomplishment .....	4
PLAR (Prior Learning Assessment and Recognition) .....	5
ONTARIO STUDENT TRANSCRIPT .....	5
SPECIAL EDUCATION SERVICES .....	5
LIBRARY SERVICES .....	5
COMMUNITY INVOLVEMENT ACTIVITIES .....	6
THE PROVINCIAL SECONDARY SCHOOL LITERACY TEST .....	6
CO-CURRICULAR ACTIVITIES .....	7
THE COMMON COURSE CODING SYSTEM .....	7
COURSE OFFERINGS AND DESCRIPTIONS .....	9
Arts .....	9
Business .....	11
Canadian and World Studies .....	11
Computer Studies .....	13
English .....	13
French as a Second Language .....	15
French Immersion .....	15
Native Studies .....	16
Guidance and Career Education .....	17
Health and Physical Education .....	17
Mathematics .....	19
Science .....	20
Social Sciences and Humanities .....	22
Technological Education .....	23
SPECIAL PROGRAMS .....	26
Cooperative Education .....	26
OYAP – Ontario Youth Apprenticeship Program .....	26
Summer Cooperative Education .....	27
E-Learning .....	27
The Dual Credit Program .....	27
Specialist High Skills Major (SHSM) .....	28
NEW to CONFEDERATION SECONDARY SCHOOL in 2011-2012 .....	28

## MISSION STATEMENT

Confederation Secondary is committed to providing the highest quality programming and opportunities in a challenging, supportive and safe learning environment where best practices, life long learning, personal development, and responsible citizenship are fostered.

## PREFACE

This booklet represents the Grade 10-12 courses offered at Confederation Secondary School. Parents and students are urged to read it carefully. We realize the printed word does not tell the complete story, so do not hesitate to call our Guidance Department (671-5948) if you have any questions. Please note: the Principal and staff may make recommendations regarding the selection of courses. **HOWEVER, STUDENTS AND THEIR PARENTS HAVE THE RIGHT TO MAKE ALTERNATIVE SELECTIONS PROVIDED THAT THE DIPLOMA REQUIREMENTS ARE MET.**

## OBJECTIVES

A major purpose of the secondary school is to help each student develop to the maximum, his or her potential as an individual. The school, in league with parents, is the facilitator for the intellectual, physical, social, emotional and moral growth of the student. We hope to develop more fully the knowledge, skills and aptitudes of each student.

We hope to instil the recognition of the dignity of work. This, combined with a satisfaction of achievement, will allow students of varying interests and abilities to take pride in their personal efforts.

## STUDENT ACHIEVEMENT, ATTENDANCE

**Achievement:** Education is a process of learning that requires continuity in and exposure to learning experiences. Students must learn to work not only as individuals but also with others. The ability to work with and for others, both adults and peers, is an essential ingredient of the learning process.

**Attendance:** Attendance is vital to the process of learning. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed.

## EVALUATION AND EXAMINATION POLICIES

The primary purpose of **assessment** and **evaluation** is to improve student learning. Information gathered through assessment allows teachers to determine student strengths and weaknesses in achievement of the curriculum expectations in each course. **Assessment** may take many forms such as: daily classroom performance and participation, homework, notebooks, written assignments, group work, presentations, quizzes, tests, essays, seminars, projects, independent studies and examinations. **Evaluation** refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. The final value assigned is a percentage grade. A credit is granted for every course in which the student's grade is 50% or higher.

The final grade for each course in Grades 9-12 will be determined as follows:

- A minimum of 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, with special consideration given to more recent evidence of achievement.
- A maximum of 30% 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.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement.

Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

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

It should be noted that an evaluation of achievement in the 80-100% range (level 4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving in the 70-79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course. **(Students from grade 9 – 12 will receive an outline of assessment and evaluation at the beginning of each course.)**

### **Reporting**

We believe in frequent reporting as a means of improving student achievement. Students will be receiving weekly, informal and for the most part, verbal anecdotal reports from teachers to inform students of progress, missed assignments and mark updates. Students will receive formal written monthly reports on the last school day of each month, which will include marks and teacher comments if applicable. There are two official provincial reports, one at mid-term and a final report at the end of each semester. Parent- teacher interviews are held twice per year, at the beginning of October, and at the beginning of March.

## **COURSES OF STUDY**

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Detailed course outlines for each subject are available in the school office.

## **RAINBOW DISTRICT SCHOOL BOARD'S SCHOOL BOUNDARY POLICY**

The Board's policy of open school boundaries permits students to attend any secondary school of their choice outside the local attendance area, if they provide their own transportation. To allow sufficient time to prepare for the forthcoming school year, parents are required to select the school of their choice by **May 1st**. Your cooperation in reaching a decision by May 1st will be appreciated. Students who wish to transfer from one secondary school to another within the system **must** obtain the proper transfer form from his/her present principal before contacting the receiving school. Parental approval is required for all transfers.

## GUIDANCE SERVICES

Through personal and group counselling, the Guidance Department provides students with opportunities to develop the knowledge, skills and attitudes needed to understand themselves, to plan and achieve educational goals, to explore career paths and to make appropriate post-secondary decisions that will enable them to succeed in university, community college, or the world of work. Counsellors are available to students to discuss any concerns relating to educational or personal matters.

Should parents wish to check on the progress of their child, they are encouraged to contact the child's subject teacher, or guidance counsellor.

### **Ontario Student Record (OSR)**

The school maintains a complete record for each student, which is contained in the Ontario Student Record folder. Parents and students may peruse these records along with the guidance counsellor.

### **Course Changes**

Course changes may be allowed after consultation with a student's counsellor and with parental approval. Changes should only be made for valid reasons such as: a change in level of difficulty, a change of career paths, post-secondary education admission requirements, summer school or night school results, or medical matters. Should the request for change be valid, the timetable will be adjusted, if possible, taking into account the master timetable and class sizes. Unless there are exceptional circumstances, no course changes will be initiated after the second week of classes in each semester.

## SCHOOL ORGANIZATIONAL STRUCTURE

Confederation Secondary School operates on a semester system from Grade 9 to Grade 12. Students will take four, seventy-six minute courses per semester with a 50 minute lunch period.

## SAMPLE SCHEDULE AND TIMETABLE

PERIOD	TIME	SEMESTER 1	SEMESTER 2
1	8:20 - 9:41	ENG 3C0	MCF 3M0
2	9:49 - 11:05	SBI 3C0	AMU3M0
LUNCH	11:05 - 11:45	LUNCH	LUNCH
3	11:50 - 1:06	HPC 3O0	PAD 3O0
4	1:14 - 2:30	TGJ 3M0	CLU 3M0
Buses Depart	2:40		

## ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

**The Ontario Secondary School Diploma** is issued by the Ontario Ministry of Education and states that the student has achieved the minimum requirements for graduation. (30 credits)

**The Credit System:** The Ministry of Education defines a credit as follows: "A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled" (approximately 76 minutes a day per semester) .

## **REQUIREMENTS FOR STUDENTS ENTERING SECONDARY SCHOOL ON OR AFTER SEPT., 1999**

In order to earn an **Ontario Secondary School Diploma**, a student commencing a secondary school program on or after September 1, 1999, must earn a **minimum of 30 credits** distributed as follows:

### **Compulsory Credits (Total of 18)**

4 credits in English (at least 2 from Senior Division)  
3 credits in Mathematics  
2 credits in Science  
1 credit in French  
1 credit in Canadian Geography  
1 credit in Canadian History  
1 credit in Physical and Health Education  
1 credit in the Arts  
1 credit in Civics and Career Education

- + an additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*
- + an additional credit in health and physical education, or the arts, or business studies, or cooperative education\*\*
- + an additional credit in science, or technological education, or cooperative education\*

### **Elective Credits (Total of 12)**

12 optional credits\*\*\*

### **Additional Requirements**

40 hours of community involvement activities  
provincial literacy requirement

\*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. \*\*A maximum of 2 credits in cooperative education can count as compulsory credits. \*\*\*May include up to four credits achieved through approved Dual Credit courses.

**EACH STUDENT IS RESPONSIBLE FOR ENSURING THAT HE/SHE HAS THE PROPER COURSES TO MEET THE REQUIREMENTS FOR A DIPLOMA**

## **The Ontario Secondary School Certificate**

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

### **Compulsory credits (total of 7)**

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

### **Optional credits (total of 7)**

7 credits selected by the student from available courses

## **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. This recognizes achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

## **PLAR (Prior Learning Assessment and Recognition)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process involves two components: equivalency and challenge. Equivalency involves the assessment of credentials from other jurisdictions for placement purposes. The challenge process refers to the process whereby students' prior learning is assessed for the purpose of granting credit. Only Grade 10-12 courses that are offered by the Rainbow District School Board may be challenged. For more information regarding this process, students are advised to refer to the PLAR pamphlet found in the school's guidance office.

Interested students should contact their Principal before the end of December.

## **ONTARIO STUDENT TRANSCRIPT**

**THE ONTARIO STUDENT TRANSCRIPT** is a record of courses successfully completed (with the exception of full disclosure) and credits gained towards the requirements for an Ontario Secondary School Diploma, Certificate, or Certificate of Accomplishment. It includes:

- for grades 9 and 10 courses, the student's achievement with percentage grades for successfully completed courses only.
- for grades 11 and 12, all courses taken or attempted, percentage grades earned and credits gained.

**FULL DISCLOSURE**: If a student withdraws from a course after five school days following the issue of the first provincial report card (mid-term), the withdrawal will be recorded on his transcript. Students who are retaking courses in grades 11 and 12 will have both marks recorded on their transcript.

## **SPECIAL EDUCATION SERVICES**

The Rainbow District School Board provides for the needs of exceptional students through a range of programs and services. Special Education programming in each school is supported by the Board's Special Education/Student Services Department consisting of psychology staff, social workers, speech/language pathologists, and the services of itinerant specialists for the hearing and visually impaired. Information on these services, on the Board's Special Education Advisory Committee and Special Education Plan can be obtained by calling 523-3308, extension 8204.

### **Special Education Resource Teacher**

While the primary responsibility for special needs students lies with the classroom teacher, the resources of the Special Education Resource Teacher are made available when required.

There are a number of roles that may be served:

- providing support to the classroom teacher
- administering educational assessment
- providing a resource period or classroom withdrawal program for exceptional students
- assisting in the development and implementation of modified/differentiated programming, and facilitating the I.P.R.C. (Identification, Placement and Review Committee) process
- updating IEPs (Individual Education Plans) of exceptional students and developing IEPs for newly identified students

In the resource room, certain exceptional students will also have access to adaptive technological assistance.

## **LIBRARY SERVICES**

Confederation's library is open to students for research and quiet study. Texts, encyclopaedias, periodicals, vertical files and Internet are available for student use. Our library is open from 8:00 am to 3:00 pm (including the lunch hour) and closed from 12:00-12:30. This gives extra time to come in and borrow materials needed. Photocopying, printing and computers are available for research, typing assignments, projects and reports. There is a small (per page) fee charged for printing materials in the library.

## COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students entering Grade 9 in the 1999-2000 school year or in subsequent years must complete a minimum of 40 hours of community involvement activities. The responsibility for the completion of the 40 hours of community involvement prior to graduation rests with the student and his/her parent(s)/guardian(s). Community involvement activities may take place in a variety of settings, including businesses, non-profit organizations, public sector institutions (including hospitals and homes for the aged), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (co-operative education, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside a student's normal instructional hours - that is, the activities are to take place in designated lunch hours, after school, on weekends, or during school holidays. Completion of community involvement activities must be confirmed by the organizations or persons supervising the activities. A *Notification of Completion of Community Involvement Activities* form is available in the school for this purpose.

### **Insurance**

The Board's liability insurance will protect the students and community sponsors for up to forty hours of community involvement activities. Students are NOT covered with Workplace Safety and Insurance Board coverage in the event of personal injury. Students and parents are encouraged to purchase Student Accident Insurance which is available through the schools.

## THE PROVINCIAL SECONDARY SCHOOL LITERACY TEST

Since 2000-2001, all students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. This test will normally be written in early spring. Accommodations will be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Students who are not successful on the Ontario Secondary School Literacy Test and have had the opportunity to write it at least twice, have the opportunity to take the Ontario Secondary School Literacy Course and if successful in attaining this credit will have met the requirements of the Ontario Secondary School Literacy Test.

**Deferrals** - Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a Second Language/English Literacy Development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English for successfully completing the test. If a parent or an adult student requests a deferral, the principal will determine whether or not the deferral should be granted and, if so, for what period of time.

**Exemptions** - Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to complete the secondary school literacy test.

## CO-CURRICULAR ACTIVITIES

### Athletic Activities

#### Athletic Association

### Co-Ed Events

Alpine Skiing  
Badminton  
Bowling  
Co-Ed Events  
Cross-country Running  
Cross-country Skiing  
Curling  
Golf  
Swimming  
Tennis  
Track & Field  
Volleyball

### Boys' Events

Basketball  
Football  
Hockey  
Slow-pitch  
Soccer  
Volleyball  
Wrestling

### Girls' Events

Basketball  
Flag Football  
Gymnastics  
Hockey  
Slow-pitch  
Soccer  
Volleyball  
Wrestling

### Other Activities and Clubs

Aboriginal Club  
Badminton Club  
Blooper Ball Charity Tournament  
Book Club  
Confederation Chronicle  
Drama Club  
Environmental Club  
Evolutionary Band  
Homeroom Competitions  
Literacy Workshops  
Math Contests  
O.S.A.I.D.  
Photography Club  
Prom Committee  
Reach for the Top  
Special Spirit Activities  
Student Parliament  
Technology Contests  
Terry Fox Run

Students are strongly encouraged to become involved in school activities. Not only will this involvement increase enjoyment during the secondary school years, but it will have many other benefits as well. **The majority of scholarship and bursary programs for post-secondary bound students, reward well rounded individuals; those who have achieved academic success in conjunction with school and community involvement, and volunteerism.**

There are also various Intramural activities offered in the gym at lunch time throughout the year. Co-curricular and Intramural activities are dependent upon sufficient student interest.

## THE COMMON COURSE CODING SYSTEM

All the course codes have been assigned according to the Common Course Coding System developed by the Ontario Ministry of Education and Training. Each course code has 6 characters.

The first three characters indicate the discipline, the subject group and course. For example:

ENG = English  
MAT = Mathematics  
BAF = Introduction to Financial Accounting (Business)

The fourth character indicates the grade level:

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

The fifth character indicates the course type:

P = Applied  
D = Academic  
U = University Preparation  
M = University/ College Preparation  
C = College Preparation  
E = Workplace Preparation  
O = Open  
L = Locally Developed (Essential)

#### **Examples**

SNC2P0 = Science, Grade 10, Applied  
ENG3E0 = English, Grade 11, Workplace Preparation  
FIF4UI = Français, Grade 12, University Preparation; Immersion

The sixth character carries additional information:

C = Cooperative education

I = French Immersion

## **Courses for Grade 10:**

Students in grade 10 will choose from one or more of four types: *Academic, Applied, Locally Developed (Essential) and Open*. They will make their choices primarily on the basis of their interests, needs, and achievement in Grade 9. Their parents and teachers, including their guidance counsellor, will help them make their choices.

The following is a brief description of the three types of courses that are available to students in grade 10.

- **Academic Courses:** These courses will focus on essential and supplementary concepts with greater emphasis on theory than on practical applications.
- **Applied Courses:** These courses will focus on essential concepts, but greater emphasis will be placed on practical applications than on theory.
- **Locally Developed (Essential) Courses:** The Mathematics and English courses at this level in Grade 10 are a continuation of the Grade 9 essential courses. Students who experienced success in Grade 9 at this level and who will be choosing workplace courses in Grade 11, should consider taking these courses in Grade 10. The Essential Grade 10 History course is suitable for those students who select Essential Grade 9 and 10 English.
- **Open Courses:** These courses are designed to give students additional preparation for Grades 11 and 12 and to enrich their education generally.

Students should be achieving at least the provincial standard (70%) in their subjects in grade 9 in order to increase their chances of success in the academic program in grade 10.

Students will choose courses that will give them the necessary prerequisites for entry into the Grade 11 courses that they wish to take. Students in Grade 11 and 12 will, for the most part, choose courses that prepare them for university, college or the workplace.

## **Types of courses in Grades 11 and 12**

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

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

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

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

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

***Workplace Preparation courses*** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

*Open courses* are designed to broaden students' knowledge and skills in subjects that reflect their interests, and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges or the workplace in mind.

Prerequisites are specified for many of the courses offered in Grades 11 and 12.

## Option Sheets

Students indicate the courses they wish to take during the coming academic year by completing a Student Option Sheet. With the data collected, school officials construct the master timetable, and staff the school. Students and their parents/guardians must, therefore, give careful thought to the course options selected.

## Course Cancellation and Course Closure

Courses may be cancelled because of insufficient enrolment and staffing considerations, or closed due to class size. It is therefore important that students select alternative courses when completing their course selection sheets.

# COURSE OFFERINGS AND DESCRIPTIONS

## Arts

### Drama

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

**Prerequisite:** None

#### **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

#### **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.

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

### Music

#### **AMU200 - 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 - 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:** Music, Grade 9 or 10, Open

### **AMU4M0 - 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:** Music, grade 11, University/College Preparation

## **Band**

### **AMC 100, 200, 300, 4M0 - Evolutionary Band, Grade 9-11, Open; Grade 12, University/College Preparation**

This unique course offers the student the ultimate in high quality performance. Students will concentrate on today's rock sounds along with precision choreography and electronic music adaptations suited to the performance environment. Brass, woodwind, guitar, bass guitar, piano, drums and vocals are offered. Students will participate in a full band atmosphere. Dedication and music appreciation are an important factor for this course. This course is available to students from grade 9 - 12. As students progress through the grades, they also progress through a series of beginning, intermediate and senior expectations as band members.

**Prerequisite:** One music course and a successful audition

### **AMD100, 200, 300, 4M0 - Evolutionary Band, Stage Crew, Grade 9-11, Open; Grade 12, University/College Preparation**

This course offers a behind the scenes environment of working with a band in rehearsals and at performances. Sound, stage, and lighting techniques are taught. Special effects along with electronic music applications will provide the student with challenging creative thinking techniques. Electronic musical repair and maintenance are featured. Dedication is an important asset for this course. This course is available to students from Grade 9 to 12. As students progress through a series of beginning, intermediate and senior expectations as a stage crew member.

**Prerequisite:** None

## **Visual Art**

### **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

## Business

### **BBI200 - INTRODUCTION TO BUSINESS, Grade 10, Open**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite:** None

### **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 merchandising business, computerized accounting, financial analysis, and current issues and ethics in 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

### **BDI3C0 - ENTREPRENEURSHIP: THE VENTURE, 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 goals. Students will create a venture plan for a student-run school-based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Prerequisite:** None

## Canadian and World Studies

### Civics

#### **CHV200 - CIVICS, Grade 10, Open (.5 credits)**

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

**Prerequisite:** None

**Note:** This course is taken with GLC 200 - Career Studies (.5 credits)

### Geography

#### **CGG300 - TRAVEL AND TOURISM: A REGIONAL GEOGRAPHIC PERSPECTIVE, Grade 11, Open**

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

**Prerequisite:** Geography of Canada, Grade 9 Academic or Applied

#### **CGF3M0 - PHYSICAL GEOGRAPHY PATTERNS, PROCESSES, AND INTERACTIONS, Grade 11, University/College Preparation**

This course examines the main elements of the physical environment (climate, soil, landforms, oceans, vegetation), the processes that shape them, and the relationship between the environment and human beings. Students will apply a wide range of geographic tools and methods to explore the distribution and ongoing evolution of the elements of physical environment on a variety of scales, from local to global.

**Prerequisite:** Geography of Canada, Grade 9 Academic or Applied

## **CGW4U0 - CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS, Grade 12, University**

### **Preparation**

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

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

## **History**

### **CHC2D0 - CANADIAN HISTORY IN THE 20<sup>TH</sup> CENTURY, Grade 10, Academic**

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

**Prerequisite:** None

### **CHC2P0 - CONTEMPORARY CANADIAN HISTORY, Grade 10, Applied**

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

**Prerequisite:** None

### **CHC2L0 - CANADIAN HISTORY IN THE 20<sup>TH</sup> CENTURY, Grade 10, Locally Developed**

The LDCC history course focuses on the knowledge and skills that students need to be well prepared for success in Grades 11 and 12 Workplace Preparation courses. This course will support students in developing and enhancing strategies that they need to be competent readers and writers of historical material (e.g. historical text, documents, media reports, and subject-specific vocabulary). Students taking the LDCC history course will be given opportunities to improve their subject-area knowledge and skills and to practice using them to strengthen their literacy and mathematical literacy skills. Learning expectations will challenge students to examine their conceptual understandings, develop and enhance their critical thinking skills, and engage in meaningful dialogue.

**Prerequisite:** None

### **CHW3M0 - WORLD HISTORY TO THE SIXTEENTH CENTURY, Grade 11, University/College**

#### **Preparation**

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

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

### **CHY4U0 - WORLD HISTORY: THE WEST AND THE WORLD, Grade 12, University Preparation**

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

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

## **Law**

### **CLU3M0 - UNDERSTANDING CANADIAN LAW, Grade 11, University/College Preparation**

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

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

### **CLN4U0 - CANADIAN AND INTERNATIONAL LAW, Gradsite 12, Univey Preparation**

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

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

## **Computer Studies**

### **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. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

**Prerequisite:** None

## **English**

### **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

### **ENG2P0 - ENGLISH, Grade 10, Applied**

This course is designed to extend the range of oral communication, reading, writing, and medial literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literacy, 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

### **ENG2L0- ENGLISH, Grade 10, Locally Developed**

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

**Prerequisite:** A Grade 9 English credit

### **ENG3U0 - ENGLISH, Grade 11 University Preparation**

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

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

### **ENG3C0 - ENGLISH, Grade 11, College Preparation**

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

**Prerequisite:** English Grade 10, 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 Locally Developed

### **ENG4U0 - ENGLISH, Grade 12, University 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 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:** English Grade 11, University Preparation

### **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

### **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

### **EMS3O0 – MEDIA STUDIES, Grade 11, Open**

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

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

### **EWC4U0 - THE WRITER'S CRAFT, Grade 12, University Preparation**

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

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

### **OLC4O0 - ONTARIO SECONDARY SCHOOL LITERACY COURSE, Grade 12, Open**

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

## French as a Second Language

### **FSF2D0 - CORE FRENCH, Grade 10, Academic**

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

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

## French Immersion

### **THE CERTIFICATE OF BILINGUALISM**

The Ministry of Education recommends that graduates of this program complete a required number of their courses in French. Students will receive a Bilingual Certificate from the Rainbow Board of Education if they have acquired at least 10 credits in subjects taught in French. At least 2 of the credits must be at the senior level. At least four of the credits **must** be in Français.

Students who enrol in the program do so primarily to learn French. All activities, either in the classroom or out of the classroom, are planned to enable students to further their communication skills.

Students should also take advantage of opportunities to interact with their French-speaking peers through exchanges, summer programs or travel.

## Grade 10

### **FIF2DI - FRANÇAIS, Grade 10, Academic (French Immersion)**

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European Francophone literature and culture. Students will participate in oral communications, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles.

**Prerequisite:** Français, Grade 9, Academic (French Immersion)

### **CHV2OI - CIVICS, Grade 10, Open (.5 credits) (French Immersion)**

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

**Prerequisite:** None

**NOTE:** This course is taken with GLC2OI - Career Studies (.5 credits)

### **GLC2OI - CAREER STUDIES, Grade 10, Open, (.5 credits) (French Immersion)**

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. This course is taught in French.

**Prerequisite:** None

**NOTE:** This course is taken with CHV2OI - Civics (.5 credits)

### **CHC2DI - CANADIAN HISTORY IN THE 20<sup>TH</sup> CENTURY, Grade 10, Academic (French Immersion)**

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

**Prerequisite:** None

## Grade 11

### **FIF3UI - FRANCAIS, Grade 11, University Preparation (French Immersion)**

This course develops knowledge and language skills through the study of Francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite:** Français, Grade 10, Academic (French Immersion)

### **HSP3MI, INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY, Grade 11, University/College Preparation, (French Immersion)**

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

**Prerequisite:** None

## Grade 12

### **FIF4UI - FRANCAIS, Grade 12, University Preparation (French Immersion)**

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite:** Français, Grade 11, University Preparation (French Immersion)

## Native Studies

### **LNOA00 (BO0, CO0, DO0)– NATIVE LANGUAGES, LEVEL 1, 2, 3, 4, Open**

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities. This course will focus upon the Ojibwe language.

**Prerequisite:** None.

### **NAC200 – ABORIGINAL PEOPLES IN CANADA, GRADE 10, Open**

This course emphasizes historical and contemporary issues that affect the relationship between Aboriginal peoples and Canadian governments. Students will examine legal, political, social, and economic issues; key aspects of the Indian Act and its revisions that have an impact on the daily lives of Aboriginal persons; the different types of relationships that Aboriginal peoples have established with other nations throughout history; and the methodology of historical inquiry.

**Prerequisite:** None

### **NBV3C0 – ABORIGINAL BELIEFS, VALUES, AND ASPIRATIONS IN CONTEMPORARY SOCIETY, Grade 11, College**

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

**Prerequisite:** Grade 10 Aboriginal Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied

## Guidance and Career Education

### **GLC200 - CAREER STUDIES, Grade 10, Open (.5 credits)**

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

**NOTE:** This course is taken with CHV 200 – Civics (.5 credits)

## Health and Physical Education

### **PPL200- HEALTHY ACTIVE LIVING, Grade 10, Open**

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

**Prerequisite:** None

### **PAL20B/30B/40B-HEALTHY ACTIVE LIVING, BASKETBALL ACTIVITIES, Grade 10,11,12, Open**

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

**Prerequisite:** None

### **PAL20H/30H/40H-HEALTHY ACTIVE LIVING, HOCKEY ACTIVITIES, Grade 10,11,12, Open**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote life long healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. The emphasis of this course is on hockey skill development. There is a classroom component to the course, but the focus is on providing ice/court time. Students will be responsible for providing all CSA approved equipment as a mandatory component of the program. The on-ice skill development will take place at our neighbouring Raymond Plourde Arena. Students should have at least moderate skating ability. For the on-ice sessions, students will have to forfeit a portion of their lunch break to accommodate travel time and equipment change time.

**Prerequisite:** None

### **PAL20S/30S/40S-HEALTHY ACTIVE LIVING, SOCCER ACTIVITIES, Grade 10,11,12, Open**

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

**Prerequisite:** None

### **PAL20V/30V/40V-HEALTHY ACTIVE LIVING, VOLLEYBALL ACTIVITIES, Grade 10, 11,12, Open**

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

**Prerequisite:** None

**PPL300 HEALTHY ACTIVE LIVING, Grade 11, Open**

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

**Prerequisite:** None

**PAD300 - HEALTHY ACTIVE LIVING - PERSONAL AND FITNESS ACTIVITIES, Grade 11, Open**

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

**Prerequisite:** None

**PPL400 - HEALTHY ACTIVE LIVING, Grade 12, Open**

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

**PAD400 - HEALTHY ACTIVE LIVING - OUTDOOR ACTIVITIES, Grade 12, Open**

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. The focus of this course will be on outdoor educational experiences and related activities.

**Prerequisite:** None

**PAF400 - PERSONAL AND FITNESS ACTIVITIES, Grade 12, Open**

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.

This course will focus on personal physical fitness. By introducing students to yoga, aerobics, pilates, weight training and circuit training, they will become familiar with the benefits of individual fitness programs and develop a positive attitude toward daily physical activity. Along with daily physical fitness programs, the students will be introduced to the benefits of a nutritious food diet. Students will explore the various types of diet along with the benefits and detriments of each. Students will be required to develop a detailed diary of their physical fitness activities in order to develop a physical fitness program that they will be able to continue to utilize.

**Prerequisite:** None

**PSE4U0 - 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 preparation course in Science, or any Grade 11 open course in Health and Physical Education

**PLF4C0 - RECREATION AND FITNESS LEADERSHIP, Grade 12, College Preparation**

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

**Prerequisite:** Any Grade 11 open course in Health and Physical Education

## Mathematics

### **MPM2D0- PRINCIPLES OF MATHEMATICS, Grade 10, Academic**

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

**Prerequisite:** Mathematics, Grade 9, Academic

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

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

### **MAT2L0 - MATHEMATICS, GRADE 10, Locally Developed**

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

**Prerequisite:** Any Grade 9 Mathematics credit

### **MCR3U0- FUNCTIONS, Grade 11, University Preparation**

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

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

### **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

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

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

### **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:** Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics, Grade 9, Applied or a ministry-approved locally developed Grade 10 mathematics course

### **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

### **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.

**Prerequisite:** Advanced Functions, Grade 12, University Preparation

**NOTE:** Advanced Functions 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

### **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

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

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

### **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

## **Science**

### **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, Academic or Applied

### **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:** Science, Grade 9, Academic or Applied

## **Biology**

### **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

### **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 various branches of the life sciences and related fields.

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

### **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

## **Chemistry**

### **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:** Science, Grade 10, 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

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

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

## Physics

### **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 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

### **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

## Social Sciences and Humanities

### **HNC300 - FASHION AND CREATIVE EXPRESSION, Grade 11, Open**

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

**Prerequisite:** None

### **HPC300 - PARENTING, Grade 11, Open**

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

**Prerequisite:** None

### **HRT3M0 - WORLD RELIGIONS: BELIEFS, ISSUES, AND RELIGIOUS TRADITIONS, Grade 11, University/College Preparation**

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

**Prerequisite:** None

### **HSB4M0 - CHALLENGE AND CHANGE IN SOCIETY, Grade 12, University/College Preparation**

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

**Prerequisite:** Any University, University/College, or College Preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

## Technological Education

### Communications Technology

#### **TGJ200 - COMMUNICATIONS TECHNOLOGY, Grade 10, Open**

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

**Prerequisite:** None

#### **TGG3M0 COMMUNICATIONS TECHNOLOGY: Print and Graphics Communications 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. The focus will be using a variety of journalism software pertaining to media production.

**Prerequisite:** None

#### **TGR3M0 - COMMUNICATIONS TECHNOLOGY: Radio, Audio, and Sound Production 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. The focus will be on recording techniques for rhythm section, vocals, brass and woodwind instruments.

**Prerequisite:** None

#### **TGG4M0 - COMMUNICATIONS TECHNOLOGY: Print and Graphics Communications Grade 12, University/College Preparation**

This course enables students to develop 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. The focus will be using a variety of journalism software pertaining to media production.

**Prerequisite:** Communications Technology, Grade 11, University/College Preparation (TGJ 3M1)

#### **TGR4M0 - COMMUNICATIONS TECHNOLOGY: Radio, Audio ad Sound Production Grade 12, University/College Preparation**

This course enables students to develop 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. The focus will be on recording techniques for rhythm section, vocals, brass and woodwind instruments and choirs.

**Prerequisite:** Communications Technology, Grade 11, University/College Preparation (TGJ 3M2)

## Construction Technology

### **TCJ200 - CONSTRUCTION TECHNOLOGY - Grade 10, Open**

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

**Prerequisite:** None

### **TCJ3C0 - CONSTRUCTION TECHNOLOGY - Grade 11, College Preparation**

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

**Prerequisite:** None

### **TCJ4C0 - CONSTRUCTION TECHNOLOGY - Grade 12, College Preparation**

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

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

## 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 will 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

### **TDJ200 - TECHNOLOGICAL DESIGN, Grade 10, Open**

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

**Prerequisite:** None

### **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 research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

**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 communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

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

## Transportation Technology

### **TTJ200 - TRANSPORTATION TECHNOLOGY, Grade 10, Open**

This course introduces students to concepts and skills related to transportation technology, which encompasses the maintenance, servicing, and repair of various types of vehicles, aircraft, and/or watercraft. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** None

### **TTJ3C0 - TRANSPORTATION TECHNOLOGY, Grade 11, College Preparation**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

**Prerequisite:** None

### **TTJ4C0 - TRANSPORTATION TECHNOLOGY, Grade 12, College Preparation**

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

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

## Hospitality and Tourism

### **TFJ3C0 - HOSPITALITY, Grade 11, College Preparation**

This course helps students understand the features, trends, and guidelines of the hospitality industry, as well as learn the basic requirements of serving customers. Students will acquire skills related to preparing and presenting food, evaluating facilities, controlling inventory, and marketing special events. They will also learn about economic and environmental impacts, health and safety standards, and career opportunities related to the hospitality industry.

**Prerequisite:** None

## **SPECIAL PROGRAMS**

### **Cooperative Education**

Cooperative education is an experiential way of learning that integrates academic study and classroom theory with experiences at a work site. Students are selected through a counselling and interviewing process. Because Cooperative Education requires a certain educational background, skill, and maturity level, admission will be generally restricted to students who are at least 16 years of age and earning credits in the senior division.

Prior to being placed in the work place, students attend approximately two weeks of pre-placement orientation classes. Students are then placed in training stations where they have the opportunity to learn by doing, following individualized training plans. As well, students are given time to share and analyse their work experiences with their peers in structured classroom activities. Students are evaluated by the teacher-monitor as well as the employer-supervisor in regards to workplace performance, journals and integration assignments.

#### **Benefits for the student:**

The student has a practical opportunity to test skills and training originating in the classroom environment:

- to seek out information and "first hand" opinions about the nature and employment prospects of potential career choices.
- to discover and to acquire important interpersonal skills necessary for survival in the workplace.
- to use up-to-date and specialized equipment and machinery, not always available in the schools.
- to develop individual maturity and job competence through careful supervision and proper counselling.
- to earn diploma credits following successful completion of a training plan in a co-op placement within the community.
- to increase prospects for summer employment and/or a job placement after graduation.

All students who wish to enrol in a Cooperative Education course or program must complete an application form and participate in a structured interview, with a Cooperative Education teacher. This requirement is necessary to ensure that the student has the interest, educational background and maturity to meet the demands of a Cooperative Education experience.

The student selection process, of which the interview is an integral part, must follow the procedures and selection criteria established at the school. Consideration should be given to the following criteria:

- a sincere desire to participate
- an acceptable academic and attendance record
- a willingness to accept responsibility and to follow instructions
- the potential to benefit from the experience
- the recommendations by teachers in the school

The principal shall have the final decision as to which students are accepted for a Cooperative Education experience.

### **OYAP – Ontario Youth Apprenticeship Program**

The Ontario Youth Apprenticeship Program (OYAP) provides grades 11 and 12 students with the opportunity to participate in a work experience placement in a skilled trade while working toward the completion of a grade 12 diploma. Students who demonstrate potential may have the opportunity to register officially as apprentices.

Students who register under the OYAP option will earn cooperative education credits while participating in either a half day or full day work experience placement alongside a qualified journeyperson in a skilled trade. Placements can be in either the motive, service, industrial or construction sector in restricted, compulsory or voluntary skilled trades.

#### **OYAP is designed to:**

Introduce students to careers in a variety of skilled trades.  
Help students develop practical hands-on experience in a skilled trade of their choice.

#### **Eligibility Criteria:**

Students who may be eligible for the OYAP option:

- Are at least 16 years of age
- Have completed grade 10 (at least 16 credits)
- Have senior credits in the skilled trade of their interest
- Enjoy learning by doing

- Are recommended by the guidance counsellor and the cooperative education teacher
- Demonstrate a career focus in a skilled trade, a strong interest in learning a trade, aptitude, maturity and commitment

For further information, please contact your guidance office or the cooperative education teacher.

## **Summer Cooperative Education**

**Summer Cooperative Education** opportunities are being offered to grade 11/12 students to earn 1 or 2 credits toward their OSSD. This planned learning experience integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

## **E-Learning**

Rainbow District School Board teachers deliver online courses using a learning management system that students can access at school and at home. Students can supplement their timetable with an online course, giving them greater flexibility and choice in completing their secondary school diploma. Students can take courses that are not available at their home school or not accessible due to scheduling conflicts. The online courses provide a new learning option for students – one that maximises the use of technology. E-Learning courses are very interactive. A wide variety of technology is used to support online learning, including electronic whiteboards, chat rooms, e-mail, and discussion groups. Contact your Guidance Department for the current list of E-Learning courses offered by Rainbow District School Board.

The following are the courses offered by RDSB for 2011-2012:

HPC3O0	Parenting
MDM4U0	Data Management
EWC4U0	The Writer's Craft
PPZ3O0	Health for Life
HSB4M0	Challenge and Change in Society
BDI3C0	Entrepreneurship: The Venture
HRT3M0	World Religions: Beliefs, Issues and Religious Traditions
ETS4U0	Studies in Literature
CGF3M0	Physical Geography
CHV2O0	Civics
GLC2O0	Career Studies
CGR4M0	Environment and Resource Management
SPH4U0	Physics
ICS3C0	Introduction to Computer Programming

## **The Dual Credit Program**

The Dual Credit Program provides secondary school students with the opportunity to earn a number of dual credits by participating in apprenticeship training and post-secondary courses that count towards both their secondary school diploma and their post-secondary diploma or apprenticeship certification.

Courses that are being considered for the Dual Credit program in 2010-2011 are listed below. These are currently before the Ministry Education & Training for approval. A finalized listing will be available before the start of the 2011-2012 school year. Please contact the school's Guidance department for further information.

Apprenticeship Plus – Level 1 Apprenticeship – Hotel and Restaurant Management/Chef Training  
 Exploring Baking and Pastry Arts  
 College Connection  
 Commercial Vehicle and Heavy Equipment - Heavy Duty (Common Core) Level 1 Apprenticeship  
 Global Positioning Systems and Geographic Information Systems  
 Exploring Advertising  
 Exploring Art and Design  
 Exploring Automotive  
 Exploring Civil Engineering – Surveying  
 Exploring Corrections  
 Exploring Early Childhood Education  
 Exploring Health and Wellness  
 Exploring Hospitality and Hotel Management

Exploring Hospitality and Hotel Management – M’Chigeeng  
Exploring Theatre Arts - Stage Management  
General Carpenter Level 1 Apprenticeship  
Introduction to Health Sciences  
Metal Fabricator (Fitter) and Welder – Common Core Level 1 Apprenticeship  
Precision Measuring  
Pre-Trades Math  
Transition to College I – Adaptive Technology  
Videography

### **Specialist High Skills Major (SHSM)**

The SHSM is a ministry approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD), and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. A SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.

Each SHSM consists of five required components. Students must successfully complete all the required components in order to earn the SHSM designation on their diploma – a red seal embossed with the words “Specialist High Skills Major”. In addition, students receive a “SHSM Record” which outlines their achievement with respect to the following five components:

1. a defined bundle of 8-10 Grade 11 and Grade 12 credits
2. sector-recognized certifications and training courses/programs
3. experiential learning activities within the sector
4. “reach ahead” experiences connected with the student’s postsecondary pathway
5. development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation

### **SHSM - Manufacturing**

Confederation’s Manufacturing SHSM focuses on skills that are used in the steel and related manufacturing industries, including welding with testing by the Canadian Welding Bureau (CWB). Through the use of practical projects, students are exposed to current technology and develop organizational, team-work and problem-solving skills. During the course of this program, students are actively engaged in learning a variety of skills such as welding, computer numerical control (CNC), computer-aided design/computer-aided manufacturing (CAD/CAM), metallurgy, sheet metal, and other manufacturing-related skills.

Courses required within the Manufacturing SHSM:

- Four major courses – determined by pathway of study (apprenticeship, college or workplace)
- Two to four additional required credits
- Two cooperative education credits

Any student choosing courses for Grade 11, who is interested in the Manufacturing SHSM, is advised to speak with his/her guidance counsellor.

## **NEW to CONFEDERATION SECONDARY SCHOOL in 2011-2012**

### **Focused Physical Education Programs**

In their second year, students can opt for a specialized physical education program. This is an option for those who wish to excel in volleyball, basketball, hockey or soccer. An entire semester of Healthy Active Living will be devoted to developing sport-specific knowledge and skills, and in-depth understanding of performance, from both the playing and the coaching perspectives. Look for the new course options under Healthy Active Living. *Note that student interest and teacher availability will determine which particular program is offered, and whether one or two focus programs are offered in any single calendar year.*

### **Confederation Sports Management Program**

This program will allow third year students to partake in activities ranging from sport-specific performance to coaching. Students will enjoy participating in particular sports, all the while gaining valuable knowledge and skills that will enable them to coach their own team. This program is a cooperative education opportunity, affording students one full credit for their involvement in sport outside of regular classroom hours. As cooperative education students, all participants will be required to report to the Co-op teacher on a regular basis, maintain a log of activities and insights, participate in regular conferencing, and complete a final cumulative project.

A second credit will be available in Grade 12 if a student chooses to further his/her coaching credentials and experience. Having been successful in the Grade 11 component, the student will be given the opportunity to participate in a mentorship/coaching initiative. The student will work alongside a coaching representative for Confederation, one of our feeder schools, or a community coach. The program will foster leadership skills in our senior students, and contribute to programming for younger members of the school and/or community.

*Enrolment in the Confederation Sports Management Program will be determined on a case by case basis. Any student interested in the program is advised to set up a guidance appointment. Enrolment is limited.*