



# Barrie North

Collegiate Institute

2023  
COURSE  
CALENDAR  
2024

# Barrie North Collegiate Institute

## Mission statement

To provide every student with effective, high-quality teaching and learning experiences, relevant curriculum and support services, in a safe and healthy environment.

## Our philosophy

Enter to Learn, Exit to Serve

## About us

At Barrie North we believe in the importance and value of completing a secondary education. We are committed to reaching all students to help them achieve a successful outcome from their secondary school experience. To ensure high quality learning and a program customized to their skills and interests, students have access to many caring individuals and supports within Barrie North's environment. The school, through its various activities and policies, will help the emotional, cultural and moral development of the students in our care. It is our intention that the learning environment and curriculum of the school will foster a positive self-image in our students and will help them become productive, responsible and caring citizens. Barrie North is a busy and exciting school with a variety of courses and co-curricular activities for you. Whether you enjoy music, the arts, athletics, outdoor activities, academic challenges, leadership, writing or technology, there are courses and activities designed to meet your needs. North's instructional and co-curricular programs are devised to allow students to develop academically, physically and socially to the best of their abilities. High school is an exciting time – you will have many new opportunities and new challenges.

## Program Highlights

- Gifted Congregated Cluster Programming (GCCP)
- French Immersion
- BioVentures Program
- Advanced Placement programs in Grade 11, 12 French & Grade 12 Calculus
- Specialist High Skills Majors in:
  - Arts & Culture: TV, Film & Broadcasting
  - Arts & Culture: Cosmetology
  - Business
  - Construction
  - Transportation

## Course selection information – timelines and due dates:

Grade 12 Option Sheets due **Friday, January 31<sup>st</sup>, 2023**

Grades 8 – 11 Option Sheets due **Friday, March 3<sup>rd</sup>, 2023**



Courses highlighted in orange are Gifted-Enriched courses.

Courses highlighted in red carry more than 1 credit

Courses highlighted in purple are French Immersion courses.

Courses highlighted in green are Advanced Placement courses (Note: Advanced Placement Functions/Calculus is also 2 credits)

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Drama (Open)	<a href="#">ADA1O1</a>	<a href="#">ADA2O1</a>	<a href="#">ADA3O1</a>	
Drama (Univ./College)			<a href="#">ADA3M1</a>	<a href="#">ADA4M1</a>
<b>Arts Visuels Integrated Arts (Open) French Immersion</b>	<a href="#">ALC1OU</a>			
Media Arts (Open)		<a href="#">ASM2O1</a>		
Music – Instrumental (Open)	<a href="#">AMI1O1</a>	<a href="#">AMI2O1</a>		
Music – Instrumental (Univ./College)			<a href="#">AMI3M1</a>	<a href="#">AMI4M1</a>
Music – Guitar (Open)		<a href="#">AMG2O1</a>	<a href="#">AMG3O1</a>	
Music – Music and Computers (Open)			<a href="#">AMM3O1</a>	
Music (Keyboarding)			<a href="#">AMK3O1</a>	
Music – Vocal (Open)	<a href="#">AMV1O1</a>	<a href="#">AMV2O1</a>	<a href="#">AMV3O1</a>	
Music – Vocal (Univ./College)				<a href="#">AMV4M1</a>
Visual Arts (Open)	<a href="#">AVI1O1</a>	<a href="#">AVI2O1</a>	<a href="#">AVI3O1</a>	
Visual Arts (Univ./College)			<a href="#">AVI3M1</a>	<a href="#">AVI4M1</a>
Visual Arts (Workplace)				<a href="#">AVI4E1</a>
Visual Arts – Photography & New Technologies (Open)			<a href="#">AWQ3O1</a>	
Visual Arts – Photography (Univ./College)				<a href="#">AWQ4M1</a>
Visual Arts – Drawing & Painting (Univ./College)				<a href="#">AWM4M1</a>
Urban Arts & Social Change (Open)		<a href="#">AWU2O1</a>		
Ceramics (Open)			<a href="#">AWC3O1</a>	
Expressions of First Nations, Métis & Inuit Cultures	<a href="#">NAC1O1</a>			

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>BUSINESS</b>				
Information & Communications Technology in Business (Open)	<a href="#">BTT1O1</a>	<a href="#">BTT2O1</a>		
Introduction to Business (Open)		<a href="#">BBI2O1</a>		
Financial Accounting Fundamentals (Univ./College)			<a href="#">BAF3M1</a>	
Financial Accounting Principles (Univ./College)				<a href="#">BAT4M1</a>
Marketing: Retail and Service (Workplace)			<a href="#">BMX3E1</a>	
Business Leadership: Management Fundamentals (Univ./College)				<a href="#">BOH4M1</a>
International Business Fundamentals (Univ./College)				<a href="#">BBB4M1</a>
Entrepreneurship: The Venture (College)			<a href="#">BDI3C1</a>	
Sports Management and Marketing, Interdisciplinary Studies, (Open)			<a href="#">IDC3OA</a>	<a href="#">IDC4OA</a>



Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN &amp; WORLD STUDIES</b>				
First Nations, Métis & Inuit in Canada, Open		<a href="#">NAC2O1</a>		
Issues in Canadian Geography	<a href="#">CGC1D1</a>			
Geography of Canada (Modified Academic)	<a href="#">CGC1DB</a>			
<b>Enjeux Géographiques du Canada ( French Immersion)</b>	<a href="#">CGC1DU</a>			
Forces of Nature: Physical Processes and Disasters (Univ.College)			<a href="#">CGF3M1</a>	
Travel and Tourism: A Geographic Perspective (Open)			<a href="#">CGG3O1</a>	
<b>Voyages et tourisme (French Immersion)</b>			<a href="#">CGG3OU</a>	
World Issues: A Geographic Analysis (University)				<a href="#">CGW4U1</a>
World Issues: A Geographic Analysis (College)				<a href="#">CGW4C1</a>
Canadian History since World War I (Academic)		<a href="#">CHC2D1</a>		
Canadian History since World War I (Academic) Gifted Option		<a href="#">CHC2DG</a>		
Canadian History since World War I (Applied)		<a href="#">CHC2P1</a>		
Canadian History in the Twentieth Century (Locally developed)		<a href="#">CHC2LL</a>		
<b>Histoire du Canada depuis la Première Guerre mondiale (Academic) (French Immersion)</b>		<a href="#">CHC2DU</a>		
<b>Histoire du Canada depuis la Première Guerre mondiale (Applied) (French Immersion)</b>		<a href="#">CHC2PU</a>		
Civics and Citizenship/Career Studies (Open)		<a href="#">CIV2CA</a>		
Civics and Citizenship/Career Studies Gifted Option		<a href="#">CIV2CG</a>		
<b>Civisme et Citoyenneté/Études de Carrière (Open) – French Immersion</b>		<a href="#">CIV2CU</a>		
World History Since 1900: Global and Regional Interactions (Open)			<a href="#">CHT3O1</a>	
American History (University)			<a href="#">CHA3U1</a>	
World History to the End of the Fifteenth Century (Univ./College)			<a href="#">CHW3M1</a>	
Understanding Canadian Law (Univ./College)			<a href="#">CLU3M1</a>	
Legal Studies (College)				<a href="#">CLN4C1</a>
Canadian and International Law (University)				<a href="#">CLN4U1</a>
Canadian and International Politics (University)				<a href="#">CPW4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>CLASSICAL LANGUAGES AND CULTURE</b>				
Classical Languages, Level One Latin (Academic)	<a href="#">LVLBD1</a>	<a href="#">LVLBD1</a>		
Classical Languages, Level Two Latin (University)		<a href="#">LVLCU1</a>		
Classical Languages, Level Three Latin (University)			<a href="#">LVLCU1</a>	<a href="#">LVLDU1</a>
Classical Civilization (University)				<a href="#">LVV4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>COMPUTER STUDIES</b>				
Digital Technology and Innovations in the Changing World, Grade 10, Open (ICD2O)		<a href="#">ICD2O1</a>		
Introduction to Computer Science (University)			<a href="#">ICS3U1</a>	
Computer Science (University)				<a href="#">ICS4U1</a>
Introduction to Computer Programming (College)			<a href="#">ICS3C1</a>	
Computer Programming (College)				<a href="#">ICS4C1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>COOPERATIVE EDUCATION (GRADE 11 &amp; 12)</b>				
Cooperative Education Linked to a Related Course (2 credits) – Half Day Co-op Placement			<a href="#">GWL302</a>	<a href="#">GWL302</a>
Cooperative Education Linked to a Related Course (4 credits) – Full Day Co-op Placement			<a href="#">GWL304</a>	<a href="#">GWL304</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>				
English English (Academic) Gifted Option English (Applied) English (Locally Developed)	<a href="#">ENL1W</a>  <a href="#">ENG1LL</a> <a href="#">ENG1LA</a>	<a href="#">ENG2D1</a> <a href="#">ENG2DG</a> <a href="#">ENG2P1</a> <a href="#">ENG2LL</a>		
English (College) English (University) English (University) Gifted Option English (Workplace)				<a href="#">ENG4C1</a> <a href="#">ENG4U1</a> <a href="#">ENG4UG</a> <a href="#">ENG4E1</a>
English as a Second Language	<a href="#">ESLA01</a>	<a href="#">ESLBO1</a>		
Presentation and Speaking Skills			<a href="#">EPS3O1</a>	
English: Understanding Contemporary First Nations, Métis & Inuit Voices (Workplace)			<a href="#">NBE3E1</a>	
English: Understanding Contemporary First Nations, Métis & Inuit Voices (College)			<a href="#">NBE3C1</a>	
English: Understanding Contemporary First Nations, Métis & Inuit Voices (University)			<a href="#">NBE3U1</a>	
English: Contemporary First Nations, Métis & Inuit Voices (University) Gifted Option			<a href="#">NBE3UG</a>	
Literacy Course (Open)				<a href="#">OLC4O1</a>
The Writer's Craft (College) The Writer's Craft (University)				<a href="#">EWC4C1</a> <a href="#">EWC4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>FIRST NATIONS, MÉTIS AND INUIT STUDIES</b>				
Expressions of First Nations, Métis, and Inuit Cultures (Open)	<a href="#">NAC1O1</a>			
First Nations, Métis and Inuit in Canada		<a href="#">NAC2O1</a>		
Contemporary First Nations, Métis & Inuit Issues and Perspectives (Univ./College)			<a href="#">NDA3M1</a>	
Contemporary Indigenous Issues and Perspectives in a Global Context (Univ./College)				<a href="#">NDW4M1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>FRENCH AND INTERNATIONAL LANGUAGES</b>				
Core French Core French (Academic) Core French (University) Core French (University), Advanced Placement Core French (Applied) Core French (Open)) Immersion Francaise (Academic) Immersion Francaise (Applied)	<a href="#">FSF1D1</a>     <a href="#">FSF101</a> <a href="#">FIF1DU</a>	<a href="#">FSF2D1</a>    <a href="#">FSF2P1</a> <a href="#">FIF2DU</a> <a href="#">FIF2PU</a>	<a href="#">FSF3U1</a> <a href="#">FSF3UP</a>	<a href="#">FSF4U1</a> <a href="#">FSF4UP</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>				
Immersion Francaise (University)			<a href="#">FIF3UU</a>	
Immersion Francaise (Open)			<a href="#">FIF3OU</a>	

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>GUIDANCE &amp; CAREER EDUCATION &amp; SPECIAL EDUCATION</b>				
Learning Strategies: Skills for Success In Secondary School (Open)	<a href="#">GLS1O1</a>			
Civics and Citizenship/Career Studies (Open)		<a href="#">CIV2CA</a>		
<b>Civics and Citizenship/Career Studies Gifted Option</b>		<a href="#">CIV2CG</a>		
Civics and Citizenship/Career Studies (Open) – French Immersion		<a href="#">CIV2CU</a>		
Leadership and Peer Support – Peer Tutoring Focus (Open)			<a href="#">GPP3O1</a>	
Advanced Learning Strategies: Skills for Success After Secondary School (Open)				<a href="#">GLS4O1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>HEALTH AND PHYSICAL EDUCATION</b>				
Healthy Active Living Education (Open) (F=female, M=male) PPL2O1, PPL3O1 and PPL4O1 are Co-ed.	<a href="#">PPL1OF</a> <a href="#">PPL1OM</a>	<a href="#">PPL2O1</a> <a href="#">PPL2OM</a> <a href="#">PAF2OF</a>	<a href="#">PPL3O1</a>	<a href="#">PPL4O1</a>
Healthy Active Living & Outdoor Activities (Co-Ed)	<a href="#">PAD1O1</a>			
<b>Healthy Active Living Education (Open/Coed) French Immersion only</b>	<a href="#">PPL1OU</a>			
Recreation and Healthy Active Living Leadership (Univ./College, Co-Ed)				<a href="#">PLF4M1</a>
Healthy Living and Personal & Fitness Activities (Open, Co-Ed)			<a href="#">PAF3O1</a>	
Healthy Living & Small Group Activities (Open / Co-Ed) (Yoga Focus)			<a href="#">PAI3O1</a>	
Healthy Living & Small Group Activities (Open / Co-Ed) (Rugby Focus)				<a href="#">PAI4O1</a>
Healthy Living and Large Group Activities (Open) (Football Focus)			<a href="#">PAL3O1</a>	<a href="#">PAL4O1</a>
Healthy Living and Personal & Fitness Activities (Weightlifting) (Open/Co-Ed)				<a href="#">PAF4O1</a>
Introductory Kinesiology (University)				<a href="#">PSK4U1</a>

	Grade 9	Grade 10	Grade 11	Grade 12
<b>INTERDISCIPLINARY STUDIES</b>				
Sports Management and Marketing (Open)			<a href="#">IDC3OA</a>	<a href="#">IDC4OA</a>
Personal Wellness: Health is Wealth! (Open)			<a href="#">IDC3OB</a>	
2021: A Year in Review - Research & Public Speaking Seminar Course				<a href="#">IDC4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>MATHEMATICS</b>				
Mathematics	<a href="#">MTH1W1</a>	<a href="#">MPM2D1</a>		
<b>Mathematics Gifted Option</b>		<a href="#">MPM2DG</a>		
Foundations of Mathematics (Applied)		<a href="#">MFM2P1</a>		
Mathematics (Locally Developed)	<a href="#">MAT1LL</a>	<a href="#">MAT2LL</a>		
Functions (University)			<a href="#">MCR3U1</a>	
Functions and Applications (Univ./College)			<a href="#">MCF3M1</a>	

Foundations for College Mathematics (College)			<a href="#">MBF3C1</a>	<a href="#">MAP4C1</a>
Mathematics for Work and Everyday Life (Workplace)			<a href="#">MEL3E1</a>	<a href="#">MEL4E1</a>
Advance Functions (University)				<a href="#">MHF4U1</a>
Calculus and Vectors (University)				<a href="#">MCV4U1</a>
Mathematics of Data Management (University)				<a href="#">MDM4U1</a>
Advanced Functions Enriched and Calculus and Vectors Advanced Placement				<a href="#">BLOCK2A</a>

2 Credits

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Science	<a href="#">SNC1W1</a>			
Science (Academic)		<a href="#">SNC2D1</a>		
Science (Academic) Gifted Option		<a href="#">SNC2DG</a>		
Science (Applied)		<a href="#">SNC2P1</a>		
Science (Locally Developed)	<a href="#">SNC1LL</a>	<a href="#">SNC2LL</a>		
Science (Workplace)				<a href="#">SNC4E1</a>
Science (Univ./College) Health Sciences				<a href="#">SNC4M1</a>
Biology (College)			<a href="#">SBI3C1</a>	
Biology (University)			<a href="#">SBI3U1</a>	<a href="#">SBI4U1</a>
Chemistry (College)				<a href="#">SCH4C1</a>
Chemistry (University)			<a href="#">SCH3U1</a>	<a href="#">SCH4U1</a>
Environmental Science (Workplace)			<a href="#">SVN3E1</a>	
Physics (College)				<a href="#">SPH4C1</a>
Physics (University)			<a href="#">SPH3U1</a>	<a href="#">SPH4U1</a>
Earth and Space Science (University)				<a href="#">SES4U1</a>
BioVentures			<a href="#">BLOCK4D</a>	

4 credits

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCE AND THE HUMANITIES</b>				
Exploring Family Studies (Open)	<a href="#">HIF1O1</a>			
Food and Nutrition (Open)		<a href="#">HFN2O1</a>		
Food and Culture (Workplace)			<a href="#">HFC3E1</a>	
Food and Culture (University/College)			<a href="#">HFC3M1</a>	
Working with Infants & Young Children (College)			<a href="#">HPW3C1</a>	
Introduction to Anthropology, Psychology, Sociology (College)			<a href="#">HSP3C1</a>	
Introduction to Anthropology, Psychology, Sociology (University)			<a href="#">HSP3U1</a>	
Introduction à la psychologie, sociologie et anthropologie (French Immersion) (University)			<a href="#">HSP3UU</a>	
Introduction à la psychologie, sociologie et anthropologie (French Immersion) (College)			<a href="#">HSP3CU</a>	
Nutrition and Health (College)				<a href="#">HFA4C1</a>
Nutrition and Health (University)				<a href="#">HFA4U1</a>
Personal Life Management (Open)				<a href="#">HIP4O1</a>
Personal Wellness: Health is Wealth! (Open)			<a href="#">IDC3OB</a>	
Philosophy: Questions and Theories (University)				<a href="#">HZZ4U1</a>
Families in Canada (College)				<a href="#">HHS4C1</a>
Families in Canada (University)				<a href="#">HHS4U1</a>

Course Titles	Grade 9	Grade 10	Grade 11	Grade 12
<b>TECHNOLOGICAL EDUCATION</b>				
Exploring Communications Technology (Open)	<a href="#">TGJ1O1</a>	<a href="#">TGJ2O1</a>		
Communications Technology (Open)				
Communications Technology: TV, Video & Movie Production (Univ./College)			<a href="#">TGJ3M1</a>	<a href="#">TGJ4M1</a>
Communications Technology (Univ./College): Animation, Virtual Reality and Video Game Focus			<a href="#">TGI3M1</a>	
Communications Technology Broadcast & Print Production (Open)			<a href="#">TGJ3O1</a>	<a href="#">TGJ4O1</a>
Digital Imagery and Web Design (Open)		<a href="#">TEJ2O1</a>	<a href="#">TGV3M1</a>	<a href="#">TGV4M1</a>
VTV Broadcast (Univ./College)			<a href="#">TEJ3M1</a>	<a href="#">TEJ4M1</a>
Computer Technology				
Computer Engineering Technology				
Exploring Construction Technology (Open)	<a href="#">TCJ1O1</a>			
Construction Technology (Open)		<a href="#">TCJ2O1</a>		
Construction Technology (Workplace) Household Maintenance			<a href="#">TCJ3E1</a>	<a href="#">TCJ4E1</a>
Custom Woodworking (Workplace)			<a href="#">TWJ3E1</a>	<a href="#">TWJ4E1</a>
Exploring Hairstyling and Aesthetics (Open)	<a href="#">TXJ1O1</a>			
Hairstyling and Aesthetics (Open)		<a href="#">TXJ2O1</a>		
Hairstyling and Aesthetics (Workplace)			<a href="#">TXJ3E1</a>	<a href="#">TXJ4E1</a>
<b>Hairstyling and Aesthetics (Workplace) 2 credit</b>			<a href="#">TXJ3E2</a>	<a href="#">TXJ4E2</a>
Manufacturing Technology (Open)		<a href="#">TMJ2O1</a>	<a href="#">TMJ3E1</a>	
Manufacturing Technology (College)			<a href="#">TMJ3C1</a>	<a href="#">TMJ4C1</a>
Architectural Drafting (Univ./College)			<a href="#">TDA3M1</a>	<a href="#">TDA4M1</a>
Exploring Transportation Technology (Open)	<a href="#">TTJ1O1</a>	<a href="#">TTJ2O1</a>		
Transportation Technology (Open)				
Transportation Technology: Vehicle Ownership (Open)			<a href="#">TTJ3O1</a>	
Transportation Technology: Vehicle Maintenance (Workplace)				<a href="#">TTJ4E1</a>
<b>Transportation Technology: Automotive Emphasis (College) 2 credit</b>			<a href="#">TTA3C2</a>	<a href="#">TTA4C2</a>
<b>Transportation Technology: Auto Body Emphasis (College) 2 credit</b>			<a href="#">TTB3C2</a>	<a href="#">TTB4C2</a>



### Online Learning Graduation Requirement:

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

#### Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
  - examinations and other final evaluations
  - occasional meetings with educators and other school staff, and
  - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: Up to one secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Check with your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

## SYSTEM E-LEARNING

[Click here](#) to access a list of the eLearning courses that will be offered through the SCDSB for the 2023-2024 school year. Before choosing an eLearning course, ask yourself if it is right for you!

### eLearning is good choice for individuals:

- Looking for courses that might otherwise be unavailable (i.e. timetable conflicts, courses not being offered or courses with full enrolment)
- Missing credits required to graduate
- Who are physically unable to attend the local high school
- Who travel away from home
- Such as athletes with intensive training programs that conflict with school schedules
- **That possess strong independent work skills and are highly self-motivated to complete assignments**
- That have good computer skills

Click this link for further information on eLearning [eLearning - Simcoe County District School Board](#)

## SUMMER SCHOOL

For up-to-date course information, please visit the SCDSB Summer School website at:  
<http://www.thelearningcentres.com/high-school-student/summer-school>

## NIGHT SCHOOL

For up-to-date course information, please visit the SCDSB Summer School website at:  
<http://www.thelearningcentres.com/adult-student/night-school>



**Simcoe County**  
*District School Board*

**SCDSB Secondary Schools website:**

<https://www.scdsb.on.ca/secondary>

# Secondary School Program and Course Calendar 2023-2024

The Simcoe County District School Board (SCDSB) mission is to inspire and empower learning for life, and our vision is a community of learners achieving full potential. We believe in the importance and value of regular and ongoing planning in collaboration with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society. The SCDSB's public website, Secondary page provides parents and students with detailed, accurate and up-to-date information about diploma requirements, as well as general information on school programs and courses offered. Additionally, the website provides information on county wide programs, Specialist High Skills Majors, school-based supports and Student Success initiatives. To access the page, follow this link: <https://www.scdsb.on.ca/secondary>

## BARRIE NORTH COLLEGIATE

### ***Goals and Philosophy***

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At Barrie North we believe in the importance and value of completing a secondary education. We are committed to reaching every student to help them achieve a successful outcome from their secondary school experience. To ensure high quality learning and a program customized to their skills and interests, students have access to many caring individuals and supports within Barrie North's environment. The school, through its various activities and policies, will help the emotional, cultural and moral development of the students in our care. It is our intention that the learning environment and curriculum of the school will foster a positive self-image in our students and will help them become productive, responsible and caring citizens.

Barrie North is a busy and exciting school with a variety of courses and co-curricular activities for you. Whether you enjoy music, the arts, athletics, outdoor activities, academic challenges, leadership, writing or technology, there are courses and activities designed to meet your needs. North's instructional and co-curricular programs are devised to allow students to develop academically, physically and socially to the best of their abilities. High school is an exciting time – you'll have many new opportunities and new challenges.

Our Grade 9 program recognizes that students enter high school with different strengths, interests, and goals. You will be able to select courses that suit your needs and take you gradually towards your goal through an increasingly specialized four year program. Staff from Guidance Services, Student Success and Special Education maintain a strong liaison with our partner Elementary Schools, offering advice on course choices and maintaining support services for students making the transition to high school.

Barrie North's programs will help students to develop the skills needed to live and work with success in a fast-changing world. These include:

- Creative thinking skills that will enable them to apply knowledge and information in a variety of situations to solve problems involving a wide range of factors and issues
- The motivation and ability to continue to learn and develop new skills throughout life
- Develop the values and social skills necessary to allow students to participate fully in a society whose composition, structure, and needs are constantly changing

We believe in a positive school environment:

- Respect for individual cultures, beliefs and values
- Zero tolerance for harassment and violence in order to maintain a safe, secure environment
- Respect for oneself and others and their property
- The value of participation in the school community

### ***Achievement, Attendance and Punctuality***

Students are required to remain in Secondary School until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Regular attendance at school is critical for the student's learning and achievement of course expectations. Students who fail courses or choose to withdraw from a course may jeopardize their attainment of an OSSD. The school's attendance policy can be found in the Student Handbook which is found on the school's website.

### ***Student Fees***

There will be no fees or costs charged to a student in order to participate in the regular day school program. Fees may be charged where a student chooses to upgrade the material or where the purchase of materials is optional. Students enrolled in secondary schools can expect to be provided with the basic learning resources that are required to meet the course expectations. It is recognized that there may be optional resources that students may purchase to enhance the program, such as field trips, workbooks, or upgrading materials for courses such as Construction Technology and Visual Arts.

Students are expected to participate actively in their own learning and are required to bring basic materials such as pens, pencils and paper with them. Students taking Physical Education are expected to wear appropriate attire including running shoes, t-shirts, and shorts to ensure that active participation is possible.

Students are encouraged to purchase their school's Student Activity Card by paying the Student Activity Fee. The Activity Card includes, but is not limited to, the benefit of participating in the co-curricular program, in Student Council dances and other activities. Students involved in co-curricular teams, clubs, and groups will be made aware of any additional fundraising obligations or participation fees prior to making a commitment to participate.

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

It is the responsibility of students to ensure they are earning credits that will meet their diploma requirements and career and post-secondary plans. No student may add, drop or change a course level without completing the proper documentation in the Guidance Office. No student is to assume that any change can or will take place until they have talked with a Counsellor. "Course changes of mind" are seldom considered. Under special circumstances, a change may be made during the year by mutual agreement of a parent, student and after further approval of the administration. Check deadline dates with the guidance department and choose your courses wisely.

### ***Post-Secondary Requirements***

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All students at Barrie North have a myBlueprint account. This is a valuable tool to be used for researching post-secondary program requirements and for course selection each school year. Check it out at [myblueprint.ca/simcoe](https://myblueprint.ca/simcoe)

### ***Apprenticeship Admission Requirements***

Apprenticeships vary considerably. Guidance Services strongly advises students to seek individual counseling about Apprenticeship pathways. Prerequisite courses begin as early as grade 10. For more information check the web site: [www.youthjobs.gov.on.ca](https://www.youthjobs.gov.on.ca)

## **College Admission Requirements**

Ontario Colleges regularly issue and update guidelines for admission to fall programs. Students should check the web site for each College for constant updates. Each web site can be found through: [www.ontariocolleges.ca](http://www.ontariocolleges.ca).

The recognized guidelines for admission to programs are:

- ❑ Completion of the Ontario Secondary School Diploma (30 credits) including satisfactory completion of the Literacy Test and 40 hours of Community Involvement.
- ❑ Grade 11 and Grade 12 College destination and University/College destination courses will be acceptable prerequisites. University destination courses will be acceptable, but not required. Workplace destination courses may only be used in a limited number of programs.
- ❑ Each College establishes program eligibility requirements on a program-by-program basis. Individual College program admission requirements may vary considerably.
- ❑ In most cases ENG4C is required for admissions.

## **University Admission Requirements**

Ontario Universities regularly issue and update guidelines for admission to fall programs. Students should check the web site for each University for constant updates. Each web site can be found through:

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

The recognized guidelines for admission to programs are:

- ❑ Completion of the Ontario Secondary School Diploma (30 credits) including satisfactory completion of the Literacy Test and 40 hours of Community Involvement.
- ❑ A minimum of 6, Grade 12 University or University/College courses are required.
- ❑ Each university program has specific prerequisites and admission requirements. Students must research each one individually.
- ❑ In **most** cases ENG4U is required for admissions.

## **Safe and Caring Schools Procedures**

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### **Prevention and Early Intervention**

Prevention and early intervention strategies help students achieve their potential and support a positive school environment. School programs and activities focus on building healthy relationships, character development, and civic responsibility and encourage positive participation of the school community in the life of the school.

### **Progressive Discipline**

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Factors Considered Before Addressing Inappropriate Behaviour Through Progressive Discipline. ***The principal or designate:***

- Considers the particular student and circumstances, including mitigating and other factors;
- Considers the nature and severity of the behaviour;
- Considers the impact of the inappropriate behaviour on the school climate;
- Consults with the student's parent(s)/guardian(s) (unless the student is an adult).

***Mitigating factors to be considered include the student's:***

- Ability to control his/her behaviour;
- Ability to understand the foreseeable consequences of his/her behaviour;
- Presence at the school and whether or not this presence would create an unacceptable risk to the safety of any individuals at the school.



***Other factors to be considered include:***

- Academic, discipline and personal history;
  - Previous progressive discipline approaches taken with the student;
  - Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, place of origin religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
  - Impact of the discipline on the student's prospects for further education;
  - The student's age;
  - Where the student has an Individual Education Plan (IEP) or disability-related needs:
    - Whether the behaviour causing the incident was a manifestation of the student's disability;
    - Whether appropriate individualized accommodation has been provided;
    - Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct;
    - Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school;
- If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate and other interventions, such as suspension, may be necessary.

***Infractions for which a suspension may be imposed by the principal include:***

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal or restricted drugs;
- Being under the influence of alcohol;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Any act considered by the Principal to be injurious to the moral tone of the school;
- Any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community;
- Any act considered by the Principal to be contrary to the Board or school Code of Conduct.

A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

***Infractions for which an expulsion may be recommended to the Board:***

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons, illegal or restricted drugs;
- Committing robbery;
- Giving alcohol to a minor;
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board:

- Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- The pupil has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction available to him or her and that he/she is persistently resistant to making changes in behaviour which would enable him or her to prosper;
- Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

References (available at [www.scdsb.on.ca](http://www.scdsb.on.ca) or from your school): Policy 4240: Safe & Caring School Cultures; Policy 4250: Safe & caring Schools; Policy 4255: Bullying Prevention & Intervention; Administrative Procedures memorandum A7630: Code of Conduct; Administrative Procedures Memorandum A7635: Safe & Caring Schools Procedures.

A responsible standard of behaviour is expected of all Barrie North students. That includes:

- Exhibiting good manners, responsibility, punctuality, honesty, integrity of academic pursuit, respect for the rights & safety of others, respect for the property of others & the school, respect for the rules of the classroom & the school and respect for the authority of all staff.
- Conducting themselves maturely and responsibly in their choice of dress, use of language and general behaviour within the school.
- Expectations of good deportment apply fully to all school-related activities such as field trips, school dances, the co-operative education program and extra-curricular activities.
- Students who are unable to follow the code may expect certain consequences. The consequences will vary according to the specific situation. This may begin with a discussion concerning the problem and may be followed by discussion with parents, teachers, and police (in the event of an infraction of the law).

It has occurred that an appropriate consequence is suspension. While on suspension students are not permitted on school property and work will be provided and organized through the main office. Students on suspension for 6 days or more may access academic and counselling support through the Right Turn program. Access to this program may be arranged with the Vice Principal.

At school EVERY student represents his or her home. Once in the community, the students represent not only their homes but their school and of course themselves. We at North support your parents/guardians in their efforts to develop good manners and citizenship among the young people of our community. A friendly and helpful greeting to visitors in the school will do much to build and enhance a good reputation.

## **GUIDELINES FOR STUDENT CONDUCT**

1. Students are expected to attend all of their classes regularly and punctually and to contribute positively to the class program as directed by the teacher.
2. Students are to refrain from running and engaging in unruly conduct while in the school building.
3. Physical and/or verbal abuse including harassment and intimidation is unacceptable and will not be tolerated.
4. Students are to refrain from overt displays of affection. Such actions are inappropriate in the school setting.
5. Food and drinks are not to be consumed in any classroom without the express approval of the teacher. Bottled water is permitted.
6. Stop all activity, remain still and listen during the playing of Oh Canada. Students are not to be in the halls, cafeteria and stairways during the playing of our national anthem, or class time without the permission of a teacher.
7. Persistent opposition to authority, refusing to identify yourself to a supervising adult, willful destruction of property, the use of profane or improper language and conduct injurious to the moral tone of the school and the physical and mental well-being of others shall be dealt with by suspension.
8. Students are expected to be courteous and to speak in a manner showing respect for others.
9. If your behaviour is disrespectful or disruptive in class, your teacher will discipline you. If you are excluded from class, you are to go to the office and complete the Behaviour Discipline Report form. You are to remain quietly at the office until you receive further instruction.

10. Students are expected to follow safety directions as given by their teachers (i.e. wearing of safety goggles in technical classes or science classes).
11. Smoking or other forms of tobacco products are not allowed on the school property or in the buildings. We also ask you not to smoke on the sidewalk in front of the school on Grove Street.
12. Students visiting other schools are expected to act as fitting representatives of Barrie North Collegiate and to abide by the Code of Behaviour of the school they are visiting. Students are accountable for their actions and Barrie North Collegiate may impose sanctions for the actions of its students at other schools in accordance with the general disciplinary procedures outlined.

### ***Computer Use Guidelines***

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All SCDSB schools are able to offer Internet access to students to help them achieve learning outcomes and fulfill research requirements. Schools are pleased to provide students with opportunities to use educational resources in a safe and meaningful way. Teachers supervise student use of the Internet as they supervise student use of all other school resources. As well, the Board uses filtering software to limit access to material that is unacceptable. No software, however, is capable of blocking all unacceptable Internet sites. Students must abide by the SCDSB Acceptable Use Guidelines when they use computers. Misuse and/or abuse of Board and school facilities and resources is subject to consequences as defined and explained in the school's Code of Conduct. Acceptable Use Guideline forms will be sent home early in the school year. Our Acceptable Use guideline may also be viewed at school or at [www.scdsb.on.ca](http://www.scdsb.on.ca). Computers are available throughout the day in the library.

### ***Barrie North Library Learning Commons!***

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Welcome to the [BNC Library Learning Commons](#)! We promote information literacy and lifelong learning among our students. Students have access to current, reliable information for research via EBSCO databases and Britannica online encyclopedia, as well as many more resources on the BNC Library website. We have a diverse fiction collection that is updated throughout the school year. Student recommendations are always welcome.

Students use the library to complete work, access technology, work independently or in groups, participate in lessons lead by the Teacher Librarians, print assignments, or find a great book to read. The Library Learning Commons is a safe and welcoming space. Enjoy!

### ***School Organization***

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For information on school organization, including the school's terms, reporting periods, and timetable organization as well as policies, procedures and important dates, please visit the Barrie North Collegiate Institute website: <http://nor.scdsb.on.ca/>

# GRADE 9 COURSES

## The Grade 9 Program (8 credits)

All students must take the following **5 courses**:

**English** (Locally Developed or De-streamed)

**Mathematics** (Locally Developed or De-streamed)

**Science** (Locally Developed or De-streamed)

**Geography** (Modified Academic for Students with an IEP or Academic)

**French** (Open or Academic)

**PLUS - 3 elective courses of their choice** from grade 9 courses offered by various Departments.

## French Immersion students must take:

**French Immersion** (Academic)

**English** (Locally Developed or De-Streamed)

**Mathematics** (De-streamed)

**Science** (De-streamed)

**Geography** (Academic)

**Integrated Arts** (Open)

**Health and Physical Education** (Open/Co-Ed)

**PLUS - 1 elective course of their choice** from grade 9 courses offered by various Departments.

**\*Important Note** – Students should carefully choose course types (Locally Developed, Open, De-streamed) after consideration with their parents and grade 8 teacher.

## ARTS

### ***AVI101: Visual Arts Foundation, Open***

[BACK TO THE ARTS](#)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Experience in visual arts is not necessary to join this course.

### ***ADA101: Dramatic Arts, Open***

[BACK TO THE ARTS](#)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. Experience in drama is not necessary to join this course.



### ***ALC10U: Arts Visuels (Open - French Immersion)***

**FRENCH IMMERSION**

[BACK TO THE ARTS](#)

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges. The language of instruction will be 100% in French.

***This course is part of the grade 9 French Immersion Program. Students must choose this course in grade 9 if they are FI students.***

### ***AMI101: Instrumental Music, Open***

[BACK TO THE ARTS](#)



This course emphasizes the creation and performance of instrumental music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. Experience in music is not necessary to join this course.

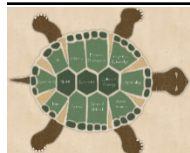
### ***AMV101: Vocal Music, Open***

[BACK TO THE ARTS](#)

This course emphasizes the creation and performance of vocal music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. Experience in music is not necessary to join this course.

### ***NAC101: Expressions of First Nations, Métis & Inuit Cultures, Open***

[BACK TO THE ARTS](#)

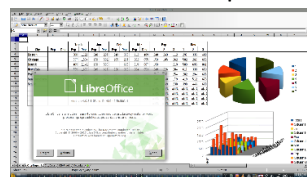


This course fulfills the requirement for an Arts credit for OSSD purposes. This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

## ***BUSINESS STUDIES***

### ***BTT101: Information and Communication Technology in Business – Open*** [BACK TO BUSINESS](#)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. Learn the computer applications to improve all grades. Plus, design your own website, and edit photos in this 100% computer based course.



## ***CANADIAN AND WORLD STUDIES***

### ***CGC1DB: Geography of Canada, Locally Developed***

[BACK TO CWS](#)

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



### **CGC1D1: Issues in Canadian Geography, Academic**

[BACK TO CWS](#)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

For the French Immersion Option, Enjeux Géographiques du Canada, choose CGC1DU

## **CLASSICAL STUDIES**

### **LVLBD1: Classical Languages, Level One (Latin)**

[BACK TO CLASSICAL LANGUAGES](#)

This course introduces students to the enduring achievements of the Classical world through the study of Latin. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted Classical texts. Although English is the language of instruction, students will develop language skills that will enable them to read and interpret the Classical language with fluency and confidence. Through a variety of enrichment activities, students will explore aspects of life in the ancient world including trade, commerce, education, entertainment, and social customs. In addition, students will enhance their literacy skills and improve their interpersonal skills through effective communication skills, and will make connections across the curriculum between the Classical world and the world around them.

## **ENGLISH**

### **ENG1LL & ENG1LA: English, Locally Developed**

[BACK TO ENGLISH](#)



This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. The program builds toward the Grade 10 essential English course and works toward preparing students to enter the Grade 11 course in English at the Workplace level, as well as to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practice the skills necessary for clear and accurate spoken and written language. Course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life. Note: ENG1LA – BNC will be

offering an ENG1LL course called "Canines in the Classroom" where COPE dogs in training will join students in the classroom. Students interested in this option should select the ENG1LA code to be considered for placement in this program.

### **ENL1W: English, De-streamed**

[BACK TO ENGLISH](#)

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

### **ESLAO1: English as a Second Language Level 1, Open**

[BACK TO ENGLISH](#)

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada. If a student wants to take English as a Second language in both semesters, the student should also add ESLBO1 (Level 2).

# FIRST NATIONS, MÉTIS AND INUIT STUDIES

## **NAC101: Expressions of First Nations, Métis & Inuit Cultures, Open**

[BACK TO THE ARTS](#)



This course fulfills the requirement for an Arts credit for OSSD purposes. This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.

## FRENCH

### **FSF101: Core French, Open**

[BACK TO FRENCH](#)

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.



**Prerequisite: None**

### **FSF1D1: Core French, Academic**

[BACK TO FRENCH](#)

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

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

### **FIF1DU: Immersion Francaise, Academic**

[BACK TO FRENCH](#)

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. **Prerequisite: Minimum of 3800 hours of French instruction, or equivalent**

## GUIDANCE AND CAREER EDUCATION

### **GLS101: Learning Strategies - Skills for Success in Secondary School, Open** [BACK TO GUIDANCE](#)

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

# HEALTH AND PHYSICAL EDUCATION

***PPL10F: (Female) Healthy Active Living Education, Open***

***PPL10M: (Male) Healthy Active Living Education, Open***

[BACK TO HEALTH](#)

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

*For French Immersion Option choose PPL10U (Co-Ed), Open*



***PAD101: (Co-ed) Healthy Active Living & Outdoor Activities, Open***

[BACK TO HEALTH](#)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course emphasizes regular participation in a variety of non-competitive and enjoyable outdoor activities that promote lifelong healthy active living. Activities include hiking, orienteering, and seasonal activities that enhance personal competence with fitness and health; examination of issues related to healthy sexuality, healthy eating (nutrition), substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

# MATHEMATICS

***MAT1LL: Mathematics, Locally Developed***

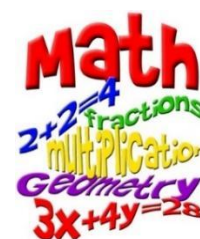
[BACK TO MATH](#)

This course provides students who have experienced significant difficulties in previous mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 workplace preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies. Note: This course is recommended for any student that has struggled with concepts and confidence up to and including grade eight.

***MTH1W1: Mathematics, De-streamed***

[BACK TO MATH](#)

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



# SCIENCE

## ***SNC1LL: Science, Locally Developed***

[BACK TO SCIENCE](#)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. This course is for the dependent learner who often struggles in Science, Mathematics and English. Emphasis is on understanding the basic scientific concepts with most activities being hands on, student-centered, and teacher-guided.

## ***SNC1W1: Science, De-streamed***

[BACK TO SCIENCE](#)

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



# SOCIAL SCIENCES AND HUMANITIES

## ***HIF1O1: Exploring Family Studies, Open***

[BACK TO SOCIAL SCIENCE](#)

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. This course is a great introduction, for all genders, to future Social Science courses. Opportunities for practical experience in both foods and clothing may be provided.

# TECHNOLOGICAL EDUCATION

## **COMMUNICATIONS**

### ***TGJ1O1: Exploring Communications Technology, Open***

[BACK TO TECH](#)



This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and animation. 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.

## **CONSTRUCTION**

### ***TCJ1O1: Exploring Construction Technology, Open***

[BACK TO TECH](#)

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



## **HAIRSTYLING AND AESTHETICS**

### ***TXJ101: Exploring Hairstyling and Aesthetics, Open***

[BACK TO TECH](#)

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

## **TRANSPORTATION**

### ***TTJ101: Exploring Transportation Technology, Open***

[BACK TO TECH](#)

This exploratory 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.





# GRADE 10 COURSES

## The Grade 10 Program (8 credits)

All Students must take the following 5 courses:

**English** (Locally Developed, Applied or Academic)

**Mathematics** (Locally Developed, Applied or Academic)

**Science** (Locally Developed, Applied or Academic)

**History** (Locally Developed, Applied or Academic)

**Civics & Career Studies** (Open)

**plus 3 elective courses of their choice** from the various grade 10 courses offered by Departments or, where appropriate, grade 11 courses.

**\*Important Notes** – Students who did not earn a compulsory grade 9 credit in a core subject must repeat the subject before taking the grade 10 course. Students should choose courses based on prerequisites needed for grade 11 & 12 courses that lead to their desired post-secondary destination (University, College, Apprenticeship or the Workplace).

## ARTS

### ART

#### ***AVI201: Visual Arts – Comprehensive, Open***

[BACK TO THE ARTS](#)

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. **Note: Completion of AVI101 is recommended prior to taking this course. Prerequisite: None**

#### ***ASM201: Media Arts, Open***

[BACK TO THE ARTS](#)

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. **Note: Completion of AVI101 is recommended prior to taking this course. Prerequisite: None**



#### ***AWU201: Urban Arts & Social Change, Open***

[BACK TO THE ARTS](#)

Students will examine the changing technological aspects of visual culture in a contemporary setting. They will study and create a variety of types of urban or street art and find ways to express their own view on a social justice theme. Designed to speak to the student's own interests, the course is constructed to marry things that appear hip and exciting with activities that are hands-on and tactile. Students will learn to expand their understandings of the purpose of making art by examining art produced by young artists throughout history, and find their own ways to create art with social responsibility. **Prerequisite: None**

### DRAMA

#### ***ADA201: Dramatic Arts, Open***

[BACK TO THE ARTS](#)

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. **Note: The completion of Grade 9 Drama is recommended prior to taking this course. Prerequisite: None**

## MUSIC

### **AMG201: Guitar Music, Open**

[BACK TO THE ARTS](#)



This course emphasizes performance of guitar music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. This course is designed for the beginning guitar student who will learn how to tune the guitar, read chord charts and melodic notation, be introduced to folk, rock, pop, blues, jazz and classical styles through performance, listening, music theory and the history of the guitar. **Note: The completion of Grade 9 Music is recommended prior to taking this course. Prerequisite: None**

### **AMI201: Instrumental Music, Open**

[BACK TO THE ARTS](#)

This course emphasizes performance of instrumental music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music including the elements, terminology and history. **Note: The completion of Grade 9 Music is strongly recommended prior to taking this course.**

**Prerequisite: None**

### **AMV201: Vocal Music, Open**

[BACK TO THE ARTS](#)

This course emphasizes performance of vocal music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. **Note: The completion of Grade 9 Vocal Music is recommended prior to taking this course. Prerequisite: None**



## BUSINESS STUDIES

### **BBI201: Introduction to Business, Open**

[BACK TO BUSINESS](#)



This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. This project based course includes business concepts, marketing, accounting, finance and discussions of current news and trends. **Prerequisite: None**

### **BTT201: Information and Communication Technology in Business, Open**

[BACK TO BUSINESS](#)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. **Note: Students may not take this course if they have already received a credit for BTT101. Prerequisite: None**

## CANADIAN AND WORLD STUDIES

### **CHC2LL: Canadian History in the Twentieth Century, Locally Developed**

[BACK TO CWS](#)

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and

making connections. Students practice reading, writing, visual, and oral literacy skills, and mathematical literacy skills to identify and communicate ideas in a variety of forms. **Prerequisite: None**

### ***CHC2P1: Canadian History since World War 1, Applied***

[BACK TO CWS](#)

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. **Prerequisite: None**

*For French Immersion Option, Histoire du Canada depuis la Première Guerre mondiale, choose CHC2PU (Applied)*

### ***CHC2D1: Canadian History since World War 1, Academic***

[BACK TO CWS](#)

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. **Prerequisite: None**

*For Gifted Option choose CHC2DG This course is part of the grade 10 Gifted Cluster Program. Students must have an IEP or permission from the Gifted Coordinator to choose this course.*

*For the French Immersion Option, Histoire du Canada depuis la Première Guerre mondiale, choose CHC2DU (Academic)*



### ***CIV2CA: Civics and Citizenship (Civics - CHV2O, Career Studies - GLC2O)***

[BACK TO CWS](#)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. **Prerequisite: None**

*For Gifted Option choose CIV2CG This course is part of the grade 10 Gifted Cluster Program. Students must have an IEP or permission from the Gifted Coordinator to choose this course.*

*For the French Immersion Option, Civisme et Citoyenneté/Études de Carrière, choose CIV2CU (Open)*

## **CLASSICAL STUDIES**

### ***LVLBD1: Classical Languages, Level One (Latin)***

[BACK TO CLASSICAL LANGUAGES](#)



Please refer to Classical Studies & International Languages in the Grade 9 Section for course description.

### ***LVLCU1: Classical Languages, Level Two University Prep (Latin)***

[BACK TO CLASSICAL LANGUAGES](#)

Please refer to Classical Studies & International Languages in the Grade 11 Section for course description.

# COMPUTER STUDIES



## ***Digital Technology and Innovations in the Changing World, Grade 10, Open (ICD20)***

[BACK TO COMS](#)

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

**Prerequisite: None**

# ENGLISH

## ***ENG2LL: English, Locally Developed***

[BACK TO ENGLISH](#)

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. The program builds on the Grade 9 essential English course and works toward preparing students to enter the Grade 11 course in English at the workplace level and to attempt the literacy test with success. Students explore a variety of narrative and expository forms, poetry, and drama and refine the skills necessary for clear and accurate spoken and written language. Course activities further the development of confidence and self-esteem and provide motivation to succeed in school and life. **Prerequisite: Grade 9 English**

## ***ENG2P1: English, Applied***

[BACK TO ENGLISH](#)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 College or Workplace Preparation course. **Prerequisite: Grade 9 English**

## ***ENG2D1 English, Academic***

[BACK TO ENGLISH](#)

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: Grade 9 English**

***For Gifted Option choose ENG2DG This course is part of the grade 10 Gifted Cluster Program. Students must have an IEP or permission from the Gifted Coordinator to choose this course.***

## ***ESLBO1: English as a Second Language Level 2, Open***

[BACK TO ENGLISH](#)

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

# FIRST NATIONS, MÉTIS, AND INUIT STUDIES

## **NAC201: First Nations, Métis and Inuit in Canada, Open** [BACK TO FIRST NATIONS, MÉTIS AND INUIT STUDIES](#)

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada. **Prerequisite: None**

## FRENCH

### **FSF2P1: Core French, Applied**

[BACK TO FRENCH](#)

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language-learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for life-long language learning. **Prerequisite: Grade 9 Core French, Academic**

### **FIF2PU: Immersion Français, Applied**

[BACK TO FRENCH](#)

This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite: French Immersion, Grade 9**

### **FSF2D1: Core French, Academic**

[BACK TO FRENCH](#)



This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for life-long language learning. **Note: The completion of grade 9 Academic French is highly recommended. Prerequisite: Core French, Grade 9 Academic**

### **FIF2DU: Immersion Française (Academic)**

[BACK TO FRENCH](#)

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite: French Immersion, Grade 9, Academic or Applied**



# GUIDANCE AND CAREER EDUCATION

## ***CIV2CA: Career Studies/Civics and Citizenship***

[BACK TO CWS](#)

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.**

**For Gifted Option choose CIV2CG** *This course is part of the grade 10 Gifted Cluster Program. Students must have an IEP or permission from the Gifted Coordinator to choose this course.*

**For French Immersion Option, choose CIV2CU (Open)**



# HEALTH AND PHYSICAL EDUCATION

## ***PAF2OF: Personal and Fitness Activities, Open (Female)***

[BACK TO HEALTH](#)

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 relating to healthy eating, substance use and abuse, and the use of informed decision-making, conflict resolution, and social skills in making personal choices. **Note: This section is for females only. Prerequisite: None**

## ***PPL2OM: Healthy Active Living Education, Open (Male)***

[BACK TO HEALTH](#)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide variety of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Note: This section is for males only. Students cannot receive credit for both PPL2O1 and PPL2OM. Prerequisite: None.**

## ***PPL2O1: Healthy Active Living Education LEADERSHIP Co-Curricular, Open (Co-Ed)***

[BACK TO HEALTH](#)



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

build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This co-ed course will have activity and health content similar to PAF2OF/PPL2OM. There will be an emphasis on **developing leadership skills**, and opportunities for minor officiating of both co-curricular and intramural sports as part of course assignments. 20 HOURS of volunteer/officiating is a requirement for this course (hours can also be used for the 40 hours of community service required for graduation)

**Note: Students cannot receive credit for both PPL2O1 and PPL2OM. Prerequisite: None.**



# MATHEMATICS

## ***MAT2LL: Mathematics, Locally Developed***

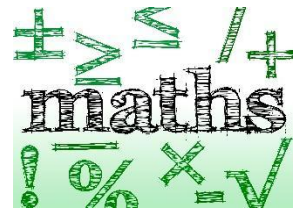
[BACK TO MATH](#)

This course enables students to deepen their knowledge and understanding of the basic concepts in patterns and relationships, measurement and geometry and proportionality through hands-on activities. Students will extend their problem-solving experiences in a variety of applications. The effective use of technology in learning and in problem solving will be emphasized as well as links to careers and preparation for the world of work. This course is recommended for any student that has struggled with concepts and confidence up to and including grade nine. **Prerequisite: Grade 9 Math, Locally Developed**

## ***MFM2P1: Foundations of Mathematics, Applied***

[BACK TO MATH](#)

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite: Grade 9 Mathematics**



## ***MPM2D1: Principles of Mathematics, Academic***

[BACK TO MATH](#)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite: Grade 9 Mathematics**

*For Gifted Option choose MPM2DG This course is part of the grade 10 Gifted Cluster Program. Students must have an IEP or permission from the Gifted Coordinator to choose this course.*

# SCIENCE

## ***SNC2LL: Science, Locally Developed***

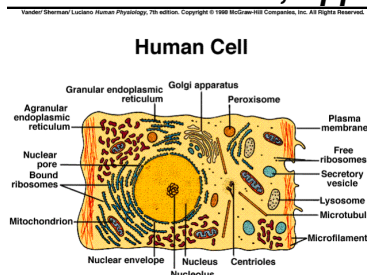
[BACK TO SCIENCE](#)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. This course is for the dependent learner who often struggles in Science, Mathematics and English. Emphasis is on understanding the basic scientific concepts with most activities being hands on, student-centered, and teacher guided.

**Prerequisite: None**

## ***SNC2P1: Science, Applied***

[BACK TO SCIENCE](#)



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. This course is for the guided learner with a good background in Science and Mathematics who is hoping to take senior college level science courses. Emphasis in the course is on

the practical understanding of scientific concepts with several independent and group projects as key components of the course. Homework can be expected on a regular basis. **Prerequisite: Science, Grade 9, Academic or Applied**

**SNC2D1: Science, Academic**[BACK TO SCIENCE](#)

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. This course is for the independent learner with a strong background in Science and Mathematics who is hoping to take senior university level science courses. Emphasis in the course is on theoretical knowledge of scientific concepts with numerous independent and group projects as key course components. Homework can be expected on a daily basis. **Prerequisite: Science, Grade 9, Academic or Applied**

*For Gifted Option choose SNC2DG This course is part of the grade 10 Gifted Cluster Program. Students must have an IEP or permission from the Gifted Coordinator to choose this course.*

## SOCIAL SCIENCES AND HUMANITIES

**HFN201: Food and Nutrition, Open**[BACK TO SOCIAL SCIENCE](#)

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

## TECHNOLOGICAL EDUCATION

### COMMUNICATIONS

**TGJ201: Communications Technology, Open**[BACK TO TECH](#)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. **Prerequisite: None**

### COMPUTER TECHNOLOGY

**TEJ201: Computer Technology, Open**[BACK TO TECH](#)

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. **Prerequisite: None**

## CONSTRUCTION

### ***TCJ201: Construction Technology, Open***

[BACK TO TECH](#)

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**



## HAIRSTYLING AND AESTHETICS

### ***TXJ201: Hairstyling and Aesthetics, Open***

[BACK TO TECH](#)

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, giving manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics. **Prerequisite: None**

## MANUFACTURING

### ***TMJ201: Manufacturing Technology, Open***

[BACK TO TECH](#)

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 molding. 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**



## TRANSPORTATION

### ***TTJ201: Transportation Technology, Open***

[BACK TO TECH](#)

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire-wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry. Students learn about transportation systems, vehicle systems and energy use. Units in this course include: wire frame car, auto body repair, small engines, welding and vehicle maintenance. **Prerequisite: None**

# GRADE 11 COURSES

## The Grade 11 Program (8 credits)

All students must take the following **2 courses**:

**English** (Workplace, College or University)

**Mathematics** (Workplace, College or University)

plus

**6 elective courses of their choice** from the various grade 11 courses offered by departments or, where appropriate, grade 10 or grade 12 courses.

**\*Important Notes:** Students who did not earn a compulsory grade 10 credit in a core subject must repeat the course. Students should be aware of the 18 compulsory credits required for their Diploma and ensure that they have earned a **Group 1, Group 2 or Group 3** credit by the end of grade 11. Please see the Educational Plan at the end of the course calendar for a detailed description of Groups 1, 2 and 3.

## ARTS

### ART

#### AVI301: Visual Arts – Comprehensive, Open

[BACK TO THE ARTS](#)

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. This course is designed for the student who loves art and wants to learn various techniques of design and composition. **Prerequisite: Visual Arts, Grade 9 or 10 Open.**

#### AWC301: Ceramics

[BACK TO THE ARTS](#)

**NEW!!** Do you want to get your hands messy and create something beautiful and functional in the process? This course focuses on studio activities in hand building techniques with clay and other sculptural materials. Students will use the creative process with a special focus on clay, to create both functional and decorative sculptures that reflect a wide range of subjects and will evaluate works using the critical analysis process. Studio work will include both hand-building and throwing on the wheel to create functional, decorative, and innovative works of art using clay. Through the study of ceramics, you will develop your ability to work through creative problems and apply design fundamentals in your work. You will also have the opportunity to learn about contemporary and historical ceramic artists and artisans globally, and apply the critical analysis process to understand and interpret their work. **Prerequisite: None**

#### AWQ301: Visual Arts-Photography and New Technologies, Open

[BACK TO THE ARTS](#)



This course focuses on studio activities in photography and/or new technologies in the visual arts. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. Digital and SLR photography is explored. **Note: The completion of Grade 9 or 10 Visual Arts or Grade 10 Media Arts is recommended prior to taking this course.**

### ***AVI3M1: Visual Arts, University/College Preparation***

[BACK TO THE ARTS](#)

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 collages, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design). **Prerequisite: Visual Arts, Grade 9 or 10 Open**



## **DRAMA**

### ***ADA3O1: Dramatic Arts, Open***

[BACK TO THE ARTS](#)

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works.

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

### ***ADA3M1: Dramatic Arts, University/College Preparation***

[BACK TO THE ARTS](#)

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: Grade 9 or 10 Dramatic Arts, Open**

## **MUSIC**

### ***AMM3O1: Music and Computers, Open***

[BACK TO THE ARTS](#)

This course develops students' musical literacy through performance and the preparation and presentation of music productions. It combines the art of music creation with the science of music recording using computer programs and current technology, to share with an audience through the production of CDs and online formats suitable for Internet promotion and distribution, and through public presentation in performances and events. Students will perform, compose, arrange, and record works particularly in contemporary popular styles. Independently and in groups, they will also plan, produce, market, and present their music productions, making use of appropriate and current technology and the creative and critical analysis processes. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. Prior music performance experience is an asset. **Prerequisite: Music, Grade 9 or 10, Open**



### ***AMV3O1: Music - Vocal, Open***

[BACK TO THE ARTS](#)

Students will continue to develop their vocal skills acquired in Grade 10. Performance, listening, theory, ear training and creative compositions with the voice and the piano using the elements of music will be the focus of this course. Vocal repertoire for large choral ensembles, chamber groups and some solo work will be explored. This course will include comprehensive theory, written, analytic and vocal assignments. **Prerequisite: Grade 9 or 10 Music.**

**NOTE: The completion of Grade 10 Vocal Music is strongly recommended.**

### ***AMG3O1: Music Intermediate Guitar, Open***

[BACK TO THE ARTS](#)

As an extension of the beginning level guitar course students will perform appropriate works in contemporary popular styles as well as explore more complex chord structures in blues, jazz, and classical music. Students will also take advantage of appropriate technology for recording and producing. **Prerequisite: Grade 10 Guitar, Open**



**BACK TO THE ARTS**

**BACK TO THE ARTS**

**BUSINESS STUDIES**

## BACK TO BUSINESS

## BACK TO BUSINESS

**Prerequisite: None**



### ***BAF3M1: Financial Accounting Fundamentals, University/College Preparation*** [BACK TO BUSINESS](#)

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. Learn how the purchasing of items affects the consumer and business. This is a computer based course where students primarily work in Excel and analyse money transactions for business. **Prerequisite: None.** **Note:** This course functions in an **online environment** with **regular access to your classroom teacher** as needed, required, or requested.

## **CANADIAN AND WORLD STUDIES**

### **GEOGRAPHY**

#### ***CGG3O1: Travel and Tourism: A Geographic Perspective, Open***

[BACK TO CWS](#)

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies to investigate the impact of the travel industry on natural environments and human communities. **Prerequisite:** Grade 9 Canadian Geographic Issues, Academic or Applied. **For French Immersion Option, Voyages et tourisme, choose CGG3OU.**

#### ***CGF3M1: Forces of Nature: Physical Processes and Disasters, University/College*** [BACK TO CWS](#)

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyze these processes, make predictions related to natural disasters, and assess ways of responding to them. If you are a student that is interested in the environment around them and how humans react to that environment, then this course is for you! We will look at the processes that shape the natural world around us to gain a better understanding of how it works, and how we depend on it. **Prerequisite:** Grade 9 Canadian Geographic Issues, Academic or Applied

### **HISTORY**

#### ***CHW3M1: World History to the End of the Fifteenth Century, University/College Preparation***

[BACK TO CWS](#)

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

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

#### ***CHA3U1: American History, University Preparation***

[BACK TO CWS](#)

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history. **Prerequisite:** Grade 10 Canadian History since World War I, Academic or Applied



### **CHT3O1: World History since 1900: Global and Regional Interactions, Open** [BACK TO CWS](#)

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world. **Prerequisite: Canadian History since World War 1, Grade 10, Academic or Applied.**

## **LAW**

### **CLU3M1: Understanding Canadian Law, University/College Preparation**

[BACK TO CWS](#)



This course explores Canadian law with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws. **Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied.**

## **CLASSICAL STUDIES & INTERNATIONAL LANGUAGES**

### **LVLCU1: Classical Languages, Level 2, University Preparation** [BACK TO CLASSICAL LANGUAGES](#)

This course provides students with opportunities to continue their exploration of the achievements of the Classical world through the study of Latin. Students will continue to expand their vocabulary and refine their grammatical knowledge by reading and translating more complex adapted selections in the Classical language. Although English is the language of instruction, students will further improve their ability to read and interpret the Classical language with fluency and confidence. Students will explore diverse aspects of Classical culture including science and technology, geography and the environment, religion, and social customs, while developing their ability to think critically, to communicate and interact effectively, and make connections across the curriculum between the Classical world and the world around them.

**Prerequisite: Classical Languages, Level 1, Academic**

## **COMPUTER STUDIES**

### **ICS3C1: Introduction to Computer Programming, College Preparation**

[BACK TO COMS](#)

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



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 computers, and global career trends in computer-related fields. Additional topics covered will include data storage and retrieval and game design theory. **Prerequisite: None**

## COOPERATIVE EDUCATION

**GWL302: Cooperative Education Linked to a Related Course (2 credits – Half Day)**

**GWL304: Cooperative Education Linked to a Related Course (4 credits – Full Day)**

[BACK TO COOP](#)

Cooperative Education is for **all grade 11 and 12 students!** This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. **Prerequisite: None.**

Below are a **few** of the **possible Co-op work placements**:

Pharmacy	Nursing	Physiotherapy	Veterinarian	Banking/Investing
Radiology	Journalism	Accountant	Courts	Architect
Desk Top Publishing	Communications Technology	Travel & Tourism	Parks & Recreation	Environmental Studies
Auto Body	Cosmetology	Construction	Manufacturing	Auto Mechanics
Secondary Schools	Elementary Schools	Long Term Care Facilities	Radio & Television	Government Offices
Special Needs	Interior Design	Photography	Music	Small Business
Tutoring	Computers	Legal Secretary	Animal Care	Outdoor Stores
Day Care	Policing	Security	Art Centre	Retail Sales
Plumbing	Electrical	Heavy Equipment	Military	Computer
<b>Almost any placement of your choice is available!</b>				

Two credit Co-op students generally work either in the mornings or afternoons. Four credit Co-op students work in the morning and afternoon. (*Four credit Co-op is highly recommended for students wishing a Co-op placement in the skilled trades.*) Co-op is designed to promote closer associations between students and working adults who are willing to share their knowledge.

# ENGLISH

## COMPULSORY COURSES

### ***NBE3E1: English: Understanding Contemporary First Nations, Métis & Inuit Voices, Workplace Preparation***

[BACK TO ENGLISH](#)

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course. **Prerequisite: Grade 10 English, Applied OR Grade 10 English, Locally Developed**

### ***NBE3C1: English, Understanding Contemporary First Nations, Métis & Inuit Voices, College Preparation***

[BACK TO ENGLISH](#)

This course fulfills the OSSD requirement for Grade 11 English. This course explores themes, forms, and styles of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis, and Inuit cultures in Canada. Students will study the use of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English College Preparation course. **Prerequisite: English, Grade 10, Academic or Applied**

### ***NBE3U1: English, Understanding Contemporary First Nations, Métis & Inuit Voices, University Preparation***

[BACK TO ENGLISH](#)

This course fulfills the OSSD requirement for Grade 11 English. This course explores themes, forms, and stylistic elements of a range of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Métis, and Inuit cultures in Canada. Students will analyze the changing use of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English University or College Preparation course. **Prerequisite: English, Grade 10, Academic**

***For Gifted Option choose NBE3UG This course is part of the grade 11 Gifted Cluster Program. Students must have an IEP or permission from the Gifted Coordinator to choose this course.***

## OPTIONAL COURSES

### ***EPS3O1: Presentation and Speaking Skills***

[BACK TO ENGLISH](#)

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations. **Prerequisite: English, Grade 10, Academic or Applied**

# FIRST NATIONS, MÉTIS AND INUIT STUDIES

## ***NDA3M1: Contemporary First Nations, Métis & Inuit Issues and Perspectives, University/College Preparation***

[BACK TO FIRST NATIONS, MÉTIS AND IN STUDIES](#)

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit peoples in Canada. Students will analyze diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem solving strategies to address an issue of their choice. **Prerequisite:** Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open or Grade 10 Canadian History since World War I, Academic or Applied.

## FRENCH

### ***FSF3U1: Core French, University Preparation***

[BACK TO FRENCH](#)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for life-long language learning. **Prerequisite:** Grade 10 Core French, Academic.

### ***FSF3UP: Core French, Advanced Placement***

[BACK TO FRENCH](#)

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. **Prerequisite:** Grade 10 Core French, Academic.

The Advanced Placement (AP) French course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.

### ***FIF3UU: French Immersion, University Preparation***

[BACK TO FRENCH](#)

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** French Immersion, Grade 10, Academic

### ***FIF3OU: French Immersion, Open***

[BACK TO FRENCH](#)

This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** French Immersion, Grade 10, Academic or Applied



# GUIDANCE AND CAREER EDUCATION

## ***GPP301: Leadership and Peer Support, Peer Tutoring Focus, Open***

[BACK TO GUIDANCE](#)

This course prepares students to act in **leadership** and **peer support** roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. Meetings over lunch hour will be required at the beginning of the semester and during regular intervals (i.e. bi-weekly). **Prerequisite: None**



# HEALTH AND PHYSICAL EDUCATION

## ***PAF301: Healthy Living and Personal and Fitness Activities, Open (Weight Training Focus)***

[BACK TO HEALTH](#)

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives. **Prerequisite: None**

## ***PAL301: Healthy Living and Large Group Activities, Open (Football Focus)***

[BACK TO HEALTH](#)

This course will introduce the sport of football through related skill and leadership development. Students will participate in a variety of football and health related activities designed to improve specific skill development, sport specific fitness training, decision making, goal setting and team building. In addition, students will assist in community development of football awareness and safety by conducting clinics throughout our family of schools. They may have the opportunity to earn their Level 1 coaching certification. **Prerequisite: None**

## ***PAI301: Healthy Living and Small Group Activities, Open (Yoga Focus)***

[BACK TO HEALTH](#)

This course will focus on improving personal wellness by emphasizing not only the physical component of wellness but also the emotional, spiritual, vocational, social, intellectual and environmental components. This course emphasizes regular participation in a variety of fitness activities aimed to improve cardiovascular fitness, reduce stress levels and improve flexibility and core strength. Activities may include yoga, aerobics, core strength training and mindfulness exercises. The aim will be for each participant to obtain and maintain an individual level of personal fitness for life-long healthy active living. A fitness journal will be used to track goal setting, fitness improvements and individual progress. The health component will include mental and physical wellness, health issues, fitness appraisal and nutrition.

**Prerequisite: None**



## ***PPL301: Healthy Active Living Education, Open***

[BACK TO HEALTH](#)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Prerequisite: None**



# INTERDISCIPLINARY STUDIES

## ***IDC3OA: Sports Management and Marketing, Interdisciplinary Studies, Open***

[BACK TO IDS](#)

Please look under *Business Studies* for the course description.

Choose under ***Interdisciplinary Studies*** electronically.

## ***IDC3OB: Personal Wellness: Health is Wealth! Interdisciplinary Studies, Open***

[BACK TO IDS](#)

Please look under *Social Sciences and Humanities* for the course description.

Choose under ***Interdisciplinary Studies*** electronically.

## ***IDC4U1: 2021: A Year in Review – Research and Public Speaking Seminar, Interdisciplinary Studies, University***

[BACK TO IDS](#)

This course focuses on looking back on the events of 2021 and investigating how those events have impacted Canadian society. With the focus on reviewing the significance of 2021, students will develop their research, inquiry, and public speaking skills, sharpening the ‘soft skills’ required for success in what has been dubbed the ‘Post-Truth Era’. Through an inquiry-based model, students will investigate an issue of personal interest through a course-long individually focused project. Through critical lenses such as Feminism, Sociology, and Marxism, students will delve into modern-day issues and ask how the repercussions of these events may shape our future. Students will demonstrate their learning through bi-weekly academic seminars and through a course-culminating presentation of their findings. Students will gain confidence in their public speaking skills, develop in-depth research skills including annotated bibliographies and advanced documenting procedures. **Prerequisite: Any Grade 11 University course.**

# MATHEMATICS

## ***MEL3E1: Mathematics for Work and Everyday Life, Workplace Preparation***

[BACK TO MATH](#)

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: Grade 9 MTH1W1 or Grade 10 MAT2LL**

## ***MBF3C1: Foundations for College Mathematics, College Preparation***

[BACK TO MATH](#)

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite: Grade 10 Mathematics, Applied or Academic**

## ***MCF3M1: Functions and Applications, University/College Preparation***

[BACK TO MATH](#)

This course introduces basic features of the function of extending students’ experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite: Grade 10 Mathematics, Applied or Academic**

**Note: This course is intended for those students who have been successful in grade 10 Academic Math but have not achieved the Provincial Standard of 70%.**

### ***MCR3U1: Functions, University Preparation***

[BACK TO MATH](#)

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; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** Principles of Mathematics, Grade 10, Academic. **Note:** Students are advised to take MCF3M1 instead of MCR3U1 if they have achieved below the Provincial Standard of 70% in grade 10 Academic Math.

## **SCIENCE**

### ***SVN3E1: Environmental Science, Grade 11, Workplace Preparation***

[BACK TO SCIENCE](#)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. This is an excellent course for senior students still interested in science who are not taking other grade 11 science courses.

**Prerequisite:** Grade 9 Science or Grade 10 Locally Developed Science

### ***SBI3C1: Biology, College Preparation***

[BACK TO SCIENCE](#)



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. In this course, students will be prepared for College level biology programs in the following areas: Nursing, Dental Assistant, Paramedic, Police Foundations, Firefighting, Veterinary technician,

Zookeepers, Medical technicians (ultrasound, MRI, cat scans, X-ray), Forestry and many others. **Prerequisite:** Science, Grade 10, Academic or Applied

### ***SBI3U1: Biology, University Preparation***

[BACK TO SCIENCE](#)

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. This course would be suitable for many first year college programs as well as being the prerequisite for SBI4U. Careers in cell biology, field biology, genetics and the health sciences would flow from this course. **Prerequisite:** Science, Grade 10, Academic. **Note:** Those students achieving below 70% in SNC2D1 are advised to take SBI3C1 in advance of taking SBI3U1.

### ***SCH3U1: Chemistry, University Preparation***

[BACK TO SCIENCE](#)

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. There is a large lab component to supplement the detailed theory explained in this course. The material covered in this course would be suitable for many first year College chemistry programs, and some first year University chemistry programs. Bonding, Mole concepts,

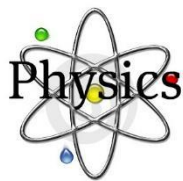


Stoichiometry, Solutions, Gas chemistry and introduction to organic chemistry are all integral units in many first year chemistry programs. **Prerequisite: Science, Grade 10, Academic**

**Note: Those students achieving below 70% in SNC2D1 are advised to take SCH4C1 in advance of taking SCH3U1.**

### ***SPH3U1: Physics, University Preparation***

[BACK TO SCIENCE](#)



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. Physics provides training in

how to solve problems. It develops one's numeracy skills and abstract thinking. As a result, physics students are very desirable employees in a wide variety of areas including research and development, engineering, and information technology. **Note: Those students achieving below 70% in SNC2D1 are advised to take SPH4C1 in advance of taking SPH3U1.**

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

### ***BIOVENTURES (BLOCK 4D)***

[BACK TO SCIENCE](#)

***SBI3U/3C, SNC4M, PAD30, ENG3U/3C***

This is an interdisciplinary 4-credit program that integrates the curriculum from SBI3U/3C, SNC4M, ENG3U/3C and PAD30. The focus of the course is on human and environmental health with an emphasis on contemporary social, environmental, and health related issues. Students will participate in a wide variety of experiential learning opportunities to further develop and apply their understanding of the theory studied in the classroom. The program will also incorporate multiple day field trip(s) related to the curriculum incorporating a variety of unique cross-curriculum evaluation opportunities. Due to the nature of the program, an activity fee will apply to all students who are accepted to the program. **To choose this 4-credit package on your Option Sheet, you must select BLOCK4D under 'Science'.**

**Prerequisite: Science, Grade 10 Academic and complete a supplementary application form available from a Science teacher.**

## ***SOCIAL SCIENCES AND HUMANITIES***

### ***HFC3E1: Food and Culture, Workplace***

[BACK TO SOCIAL SCIENCE](#)

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world. **Prerequisite: None**

### ***HFC3M1: Food and Culture, University/College Preparation***

[BACK TO SOCIAL SCIENCE](#)

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. **Prerequisite: None**

### ***HPW3C1: Working with Infants and Young Children, College Preparation***

[BACK TO SOCIAL SCIENCE](#)

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young



children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. Students will get practical experience working with the kindergarten class at Oakley Park Public School.

**Prerequisite: None**

### ***HSP3C1: Introduction to Anthropology, Psychology, and Sociology College Preparation***

[BACK TO SOCIAL SCIENCE](#)

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. **Prerequisite: None**

For French Immersion Option, choose HSP3CU.

### ***HSP3U1: Introduction to Anthropology, Psychology, and Sociology University Preparation***

[BACK TO SOCIAL SCIENCE](#)

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

**Prerequisite: For the Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)**

French Immersion Option, Introduction à la psychologie, sociologie et anthropologie, choose HSP3UU.

### ***IDC3OB: Personal Wellness: "Health is Wealth"- Open***

[BACK TO SOCIAL SCIENCE](#)

This is an interdisciplinary course designed for students interested in all areas of personal wellness. Through discussions, self-reflection, mindfulness, physical activity, research and investigation into community resources, it encourages students to adopt a healthy lifestyle. Topics covered will include stress management, healthy eating, sleep habits, self-care, active lifestyles, mindfulness and meditation. This course will offer opportunities for student-lead, inquiry based learning and will engage in experiential learning that promotes nurturing a positive relationship with your whole self. The course combines the expectations for Interdisciplinary Studies, Grade 11, Open with selected expectations from two or more other courses (Designing Your Future GWL30, Leadership and Peer Support GPP30, Dynamics of Human Relationships HHD30, Personal Life Management HIP40, and Healthy and Active Living PPL30). **Prerequisite: None**

**IMPORTANT NOTE: IF YOU TAKE THIS CREDIT YOU CANNOT ALSO BE GRANTED A CREDIT FOR THE "IDC3OA SPORTS MARKETING" COURSE – YOU SHOULD TAKE ONLY ONE OR THE OTHER.**

## **TECHNOLOGICAL EDUCATION**

### **COMMUNICATIONS**

#### ***TGJ301: Communications Technology: Broadcast & Print Production, Open***

[BACK TO TECH](#)

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

in this course will be expected to complete the following projects or units: create a music video, a commercial and/or a public service announcement, create and produce programming for Barrie North's television station (VTV), design and produce print media projects and work as a team to produce a variety of electronic and print media.

**Prerequisite: None**



### ***TGI3M1: Communications Technology: Animation, Virtual Reality and Video Game Focus***

#### ***University/College Preparation***

[BACK TO TECH](#)

This emphasis course requires students to complete a range of practical projects in the field of interactive media. Areas of study will include animation, Virtual Reality video work and game and app development. Practical projects may include creating VR commercials, game creation and app development. This course will incorporate integration of new media technologies and advancements. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various related communications technology fields. **Prerequisite: None**

### ***TGJ3M1: Communications Technology: TV Video & Movie Production, University/College Preparation***

[BACK TO TECH](#)

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. **Prerequisite: None**

### ***TGV3M1: The VTV Morning Broadcast Course, University/College Preparation***

[BACK TO TECH](#)

Students enrolled in this course will be expected to complete the following projects or units; create a music video, commercial and/or a public service announcement, create and produce programming for Barrie North's Television Station – VTV, design and produce media projects and work as a team to produce a 30 minute broadcast. This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. **Prerequisite: None**

## **COMPUTER TECHNOLOGY**

### ***TEJ3M1: Computer Engineering Technology, University / College Preparation***

[BACK TO TECH](#)

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

**Prerequisite: None**

## **CONSTRUCTION**

### ***TCJ3E1: Construction Technology, Workplace Preparation***

[BACK TO TECH](#)

In this course students will produce projects in the areas of plumbing, electrical wiring, drywall and household maintenance. This course may be taken for general interest or for future employment in the construction industry. This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field. **Prerequisite: None**



### ***TWJ3E1: Custom Woodworking, Workplace Preparation***

[BACK TO TECH](#)

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation. **Prerequisite: None**

## **HAIRSTYLING & AESTHETICS**

### ***TXJ3E1: Hairstyling and Aesthetics, Workplace Preparation***

[BACK TO TECH](#)

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

**Prerequisite: None** **NOTE: If you received a credit in TXJ3E1, then you cannot receive 2 credits for TXJ3E2.**



### ***TXJ3E2: Hairstyling and Aesthetics, Workplace Preparation (2 credits)***

[BACK TO TECH](#)

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct entry work positions. **Prerequisite: None**

**NOTE: If you received a credit in TXJ3E1, then you cannot receive 2 credits for TXJ3E2.**

## **MANUFACTURING**

### ***TMJ3E1: Manufacturing Technology, Workplace Preparation***

[BACK TO TECH](#)

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

**Prerequisite: None**

### ***TMJ3C1: Manufacturing Technology, College Preparation***

[BACK TO TECH](#)

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. **Prerequisite: None**



## **TECHNOLOGICAL DESIGN**

### ***TDA3M1: Architectural Drafting, University/College Preparation***

[BACK TO TECH](#)

Students will explore architectural drafting techniques, home planning and design. Students will prepare working drawings for real homes, using traditional techniques and computer drafting. This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and access solutions that meet specific human needs, using working drawings and other communications 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**

## **TRANSPORTATION**

### ***TTJ3O1: Transportation Technology: Vehicle Ownership, Open***

[BACK TO TECH](#)

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry. **Prerequisite: None.**



### ***TTA3C2: Transportation Technology: Automotive Emphasis, College Preparation (2 credits)***

[BACK TO TECH](#)

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**

### ***TTB3C2: Transportation Technology: Auto Body Emphasis, College Preparation (2 credits)***

[BACK TO TECH](#)



This course focuses on repair, restoration, and refinishing procedures in auto body using hands on projects to develop and refine skills. 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**

# Grade 12 COURSES

## The Grade 12 Program

All students must take **English** (Workplace, College or University)

plus

the total number of compulsory & optional credits needed to meet graduation requirements.

**\*Important Note:** It is the responsibility of the student to ensure they have completed the correct prerequisite courses for the Apprenticeship, College or University program of their choice.

## ARTS

### VISUAL ARTS

#### ***AVI4M1: Visual Arts, University/College Preparation***

[BACK TO THE ARTS](#)

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 or Open

#### ***AVI4E1: Visual Arts, Workplace Preparation***

[BACK TO THE ARTS](#)

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design. Prerequisite: Visual Arts, Grade 11, Open

#### ***AWM4M1: Visual Arts, Drawing & Painting, University/College Preparation***

[BACK TO THE ARTS](#)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works in various forms and approaches to drawing (e.g., charcoal, pencil, pastel, etc.), and painting (e.g., acrylics, watercolours, mixed pastels, etc.). 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 or Open



#### ***AWQ4M1: Visual Arts, Photography, University/College Preparation***

[BACK TO THE ARTS](#)

This course focuses on enabling students to refine their use of the creative process when creating and presenting art with a focus on photography. 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:** Grade 11 Visual Arts, University/College Preparation, or Grade 11 Photography and New Technologies, Open (Highly Recommended)

## DRAMA

### ***ADA4M1: Dramatic Arts, University/College Preparation***

[BACK TO THE ARTS](#)



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

**Prerequisite:** Grade 11 Dramatic Arts, University/College or Open

## MUSIC

### ***AMI4M1: Instrumental Music, University/College Preparation***

[BACK TO THE ARTS](#)

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of instrumental music. Students will perform traditional, commercial and artistic 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 analysis how to apply skills developed in music to their lives and careers. **Prerequisite:** Grade 11 Instrumental Music or Grade 11 Music Production, Open

### ***AMV4M1: Music Vocal, University/College Preparation***

[BACK TO THE ARTS](#)

This course emphasizes the appreciation, analysis, and performance of vocal music from the romantic period and twentieth century, including art music, jazz popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. **Prerequisite:** Grade 11 Vocal Music, Open or Grade 11 Music and Computers, Open

## BUSINESS STUDIES

### ***BAT4M1: Financial Accounting Principles, University/College Preparation***

[BACK TO BUSINESS](#)

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

**Prerequisite:** Financial Accounting Fundamentals (BAF3M1). **Note:** This course functions in an online learning environment with regular access to your classroom teacher as needed or required.



### ***BBB4M1: International Business Fundamentals***

[BACK TO BUSINESS](#)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

**Prerequisite:** None **Note:** This course functions in an online learning environment with regular access to your classroom teacher as needed or required.

## **BOH4M1: Business Leadership: Management Fundamentals, University/College Preparation** [BACK TO BUSINESS](#)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. Students will take a hands-on approach to learning the functions of management, using various pieces of software. **Prerequisite: None. Note:** This course functions in an **online learning environment with regular access to your classroom teacher as needed or required.**

## **IDC4OA: Sports Management and Marketing, Interdisciplinary Studies, Open** [BACK TO BUSINESS](#)



This course is designed to study marketing principles and concepts in the sports and entertainment industry. Instructional areas will include: An orientation to the sports and entertainment industry, economics, event execution, career opportunities, decision making, event marketing, advertising and promotion, and legal aspects/contracts. Classroom instruction will be reinforced through case studies, possible field trip experiences, computer simulations, projects, and discussions. **Prerequisite: None**

# **CANADIAN AND WORLD STUDIES**

## **GEOGRAPHY**

### **CGW4U1: World Issues: A Geographic Analysis, University Preparation**

[BACK TO CWS](#)

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



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

### **CGW4C1: World Issues: A Geographic Analysis, College Preparation**

[BACK TO CWS](#)

This course explores the global challenge of meeting the basic needs of all people while sustaining the natural environment. Students will examine global inequities, including those related to food, water, energy, and development, and will explore global issues through environmental, social, economic, and political lenses. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of current geographic issues facing Canada and the world. **Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied**

## **POLITICS**

### **CPW4U1: Canadian and International Politics, University Preparation**

[BACK TO CWS](#)

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them. **Prerequisite: Any University or University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.**



## LAW

### ***CLN4C1: Legal Studies, College Preparation***

[BACK TO CWS](#)

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.

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

### ***CLN4U1: Canadian and International Law, University Preparation***

[BACK TO CWS](#)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

## FIRST NATIONS, MÉTIS AND INUIT STUDIES

### ***NDW4M1: Contemporary Indigenous Issues and Perspectives in a Global Context, University/College Preparation***

[BACK TO FIRST NATIONS, MÉTIS AND IN STUDIES](#)

This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights and abuses, spirituality, resistance, and advocacy for change.

**Prerequisite:** Any Grade 11 First Nations, Métis and Inuit Studies or any Grade 11 University, University/College, or College preparation course in Canadian and World Studies or Social Science / Humanities



## CLASSICAL STUDIES & INTERNATIONAL LANGUAGES

### ***LVLDU1: Latin, Level 3, University Preparation***

[BACK TO CLASSICAL LANGUAGES](#)

This course provides students with opportunities to further develop their knowledge of the achievements and rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will increase their vocabulary and refine their use of grammatical concepts by reading and translating a broad selection of adapted and original classical texts, including prose and poetry. English is the language of instruction, and students will further refine their ability to use oral communication, reading, and writing skills in both English and the classical language. Students will apply research and critical thinking skills to investigate diverse aspects of classical culture, and make increasingly insightful connections between the classical world and other societies. **Prerequisite:** Classical Languages, Level 2, University Preparation

### ***LVV4U1: Classical Civilization, University Preparation***

[BACK TO CLASSICAL LANGUAGES](#)

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies. **Prerequisite:** English, Grade 10, Academic, or Classical Languages, Level 2,



# COMPUTER STUDIES

## **ICS4C1: Computer Programming, College Preparation**

[BACK TO COMS](#)

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers. **Prerequisite: ICS3C1**

## **ICS4U1: Computer Science, University Preparation**

[BACK TO COMS](#)

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. This course introduces object oriented programming and other high level programming concepts. Students will learn the Java programming language and develop a large role playing style game for their final project. **Prerequisite: ICS3U1**

# COOPERATIVE EDUCATION

## **GWL302: Cooperative Education Linked to a related course – 2 credits (Half Day)**

## **GWL304: Cooperative Education Linked to a related course– 4 credits (Full Day)** [BACK TO COOP](#)

Cooperative Education is for **all grade 11 and 12 students!** This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills,



knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety,



and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. **Prerequisite: None.**

Below are a **few** of the **possible work placements:**

Pharmacy	Nursing	Physiotherapy	Veterinarian	Banking/Investing
Radiology	Journalism	Accountant	Courts	Architect
Desk Top Publishing	Communications Technology	Travel & Tourism	Parks & Recreation	Environmental Studies
Auto Body	Cosmetology	Construction	Manufacturing	Auto Mechanics
Secondary Schools	Elementary Schools	Long Term Care Facilities	Radio & Television	Government Offices
Special Needs	Interior Design	Photography	Music	Small Business
Tutoring	Computers	Legal Secretary	Animal Care	Outdoor Stores
Day Care	Policing	Security	Art Centre	Retail Sales
Plumbing	Electrical	Heavy Equipment	Military	Computer
<b>Almost any placement of your choice is available!</b>				

Two credit Co-op students generally work either in the mornings or afternoons. Four credit Co-op students work in the morning and afternoon. (*Four credit Co-op is highly recommended for students wishing a Co-op placement in the skilled trades.*) Co-op is designed to promote closer associations between students and working adults who are willing to share their knowledge.

## ENGLISH

### COMPULSORY COURSES

#### ***ENG4E1: English, Workplace Preparation***

[BACK TO ENGLISH](#)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. **Prerequisite: Grade 11 English, Workplace**

#### ***ENG4C1: English, College Preparation***

[BACK TO ENGLISH](#)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, 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: Grade 11 English, College or University**



#### ***ENG4U1: English, University Preparation***

[BACK TO ENGLISH](#)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. ENG4U is a required course for University entrance. **Prerequisite: Grade 11 English, University**

***For Gifted Option choose ENG4UG This course is part of the grade 12 Gifted Cluster Program. Students must have an IEP or permission from the Gifted Coordinator to choose this course.***

### OPTIONAL COURSES

#### ***OLC4O1: Ontario Secondary School Literacy Course, Open***

[BACK TO ENGLISH](#)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. **Eligibility requirement: Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) and have been unsuccessful are eligible to take this course to achieve both a Grade 12 credit and their literacy requirement for graduation.**

### ***EWC4C1: The Writer's Craft, College Preparation***

[BACK TO ENGLISH](#)

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. Write your own short story or children's book, create your very own magazine, or write a screenplay for your own film. **Prerequisite: Grade 11 English, College**

### ***EWC4U1: The Writer's Craft, University Preparation***

[BACK TO ENGLISH](#)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers. **Prerequisite: Grade 11 English, University**

## ***FRENCH***

### ***FSF4U1: Core French, University Preparation***

[BACK TO FRENCH](#)



This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language-learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for life-long language learning. **Prerequisite: Grade 11 Core French, University.**

### ***FSF4UP: Core French, Advanced Placement***

[BACK TO FRENCH](#)

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentation skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. **Prerequisite: Grade 11 Core French, Academic.**

**\*The Advanced Placement (AP) French course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school.**

## ***GUIDANCE AND CAREER EDUCATION***

### ***GLS4O1: Advanced Learning Strategies: Skills for Success After Secondary School, Open***

[BACK TO GUIDANCE](#)

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

**Prerequisite: None**

# HEALTH AND PHYSICAL EDUCATION

## ***PAF401: Healthy Living and Personal & Fitness Activities, Open (Weightlifting Focus)***

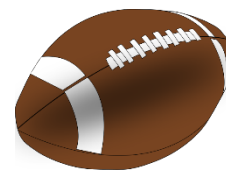
[BACK TO HEALTH](#)

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

## ***PAI401: Healthy Living and Individual and Small Group Activities, Open/Co-ed (RUGBY Focus) NEW!!!***

[BACK TO HEALTH](#)

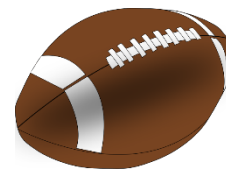
This co-ed course extends the development of leadership and skills related to the sport of Rugby. Students will participate in a variety of challenging Rugby and health related activities designed to refine skills, enhance personal fitness and develop analytical skills critical for goal setting and decision making. In addition, students will assist in community development of Rugby awareness and safety by organizing and officiating tournaments for our family of schools. They may have the opportunity to earn Level 1 officiating certification through participation in this course. Advanced theory and skill development in the sport of rugby are emphasized in this course. **Prerequisite: None**



## ***PAL401: Healthy Living and Large Group Activities, Open (Football Focus)***

[BACK TO HEALTH](#)

This course extends the development of leadership and skills related to the sport of football. Students will participate in a variety of challenging football and health related activities designed to refine skills enhance personal fitness and develop analytical skills critical for goal setting and decision making. In addition, students will assist in community development of football awareness and safety by organizing and officiating tournaments for our family of schools. They may have the opportunity to earn Level 1 officiating certification through participation in this course. Advanced theory and skill development in the sport of football are emphasized in this course. **Note: PAL301 class is strongly recommended before taking this course.**



## ***PPL401: Healthy Active Living Education, Open***

[BACK TO HEALTH](#)

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Prerequisite: None**

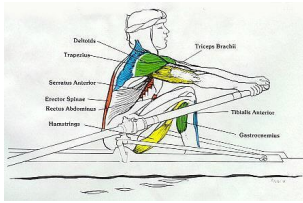
## ***PLF4M1: Recreation and Healthy Active Living Leadership, University/College Preparation***

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

[BACK TO HEALTH](#)

## **PSK4U1: Introductory Kinesiology, University Preparation**

[BACK TO HEALTH](#)



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

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

## **INTERDISCIPLINARY STUDIES**

### **IDC40A: Interdisciplinary Studies, Sports Marketing**

[BACK TO IDS](#)

Please look under *Business Studies* for the course description.

Choose under **Interdisciplinary Studies** or **Business** electronically.

### **IDC4U1: Interdisciplinary Studies, 2021, A Year in Review: Research and Public Speaking Seminar**

[BACK TO IDS](#)

This course focuses on looking back on the events of 2021 and investigating how those events have impacted Canadian society. With the focus on reviewing the significance of 2021, students will develop their research, inquiry, and public speaking skills, sharpening the 'soft skills' required for success in what has been dubbed the 'Post-Truth Era'. Through an inquiry-based model, students will investigate an issue of personal interest through a course-long individually focused project. Through critical lenses such as Feminism, Sociology, and Marxism, students will delve into modern-day issues and ask how the repercussions of these events may shape our future. Students will demonstrate their learning through bi-weekly academic seminars and through a course-culminating presentation of their findings. Students will gain confidence in their public speaking skills, develop in-depth research skills including annotated bibliographies and advanced documenting procedures.

**Prerequisite:** Any Grade 11 university or university / college preparation course.

## **MATHEMATICS**

### **MEL4E1: Mathematics for Everyday Life, Workplace Preparation**

[BACK TO MATH](#)

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:** MEL3E1

### **MAP4C1: Foundations for College Math, College Preparation**

[BACK TO MATH](#)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. **Prerequisite:** MBF3C1 or MCF3M1



### ***MHF4U1: Advanced Functions, University Preparation***

[BACK TO MATH](#)

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: MCR3U1 or MCT4C1. Note: Students are advised to carefully check the mathematics requirement for their University program.**

### ***MDM4U1: Mathematics of Data Management, University Preparation***

[BACK TO MATH](#)

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: MCR3U1 or MCF3M1.**



**Note: Students are advised to check carefully the mathematics requirement for their University program.**

### ***MCV4U1: Calculus and Vectors, University Preparation***

[BACK TO MATH](#)

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 modeling 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: MHF4U1. Note: Students are advised to take MHF4U1 before MCV4U1. Under exceptional circumstances, it is possible to take them at the same time. Students are advised to check carefully the mathematics requirement for their University program.**

### ***MHF4UP / MCV4UP (BLOCK2A) Advanced Functions Enriched AND Calculus and Vectors, Advanced Placement***

[BACK TO MATH](#)

This course builds on students' previous experience with functions and their developing understanding of rates of change.

This course will run from September to June. Students will complete and receive credit for both Advanced Functions as well as Advanced Placement Calculus and Vectors. This course will begin by investigating the properties of rational, polynomial, logarithmic and trigonometric functions and rates of change. The course will then move into the study of Calculus and the topics of limits, derivatives, integrals and the Fundamental Theorem of Calculus. The course will end with an introduction to vectors and their applications. This course is intended for students who are choosing to pursue careers in fields such as science, engineering and mathematics, including those students who will be required to take a university-level calculus, linear algebra, or physics course. **The Advanced Placement (AP) Calculus and Vectors course is an accelerated and advanced level program designed to meet the rigorous requirements of the American College Board examination in May, allowing students to experience university level programming while still in high school. If a student chooses to write the Advanced Placement Test and performs very well, some universities will consider this as a credit for certain programs. This is a 2-credit package course that will run all year. To select this option, choose BLOCK2A under Mathematics.**

# SCIENCE

## **SNC4E1: Science, Workplace Preparation**

[BACK TO SCIENCE](#)



This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy. This course offers a variety of topics but may be particularly useful for students interested in horticulture, gardening and greenhouse operation. A portion of this course involves doing work on the school grounds. There is also an emphasis on human genetics, medical advances and medical technology. **Prerequisite: Science, Grade 10, Applied or Locally Developed**

## **SCH4C1: Chemistry, College Preparation**

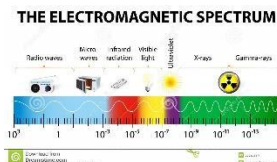
[BACK TO SCIENCE](#)

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. In this course, students will be prepared for College level chemistry programs in the following areas: Nursing, Dental Assistant or Hygienist, Paramedic, Police Foundations, Firefighting, Veterinary Technician (focus on bonding, solutions, and organic chemistry), Environmental chemistry (focus on solutions, cation/anion testing, acids/bases, gas chemistry, and electrochemistry), Automotive (focus on electrochemistry). **Prerequisite: Science, Grade 10, Academic or Applied**

## **SPH4C1: Physics, College Preparation**

[BACK TO SCIENCE](#)

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. Further studies at the college level can lead to careers in applied optics and laser technology and construction technology. Opportunities in medical technology include x-ray technologist, ultrasound technologist, magnetic resonance imaging technologist and nuclear medicine technologist. Numerous apprenticeship programs also require a background in physics. These include: refrigeration and air-conditioning mechanic, machinist, electrician, tool and die maker, automotive service technician, and hot tub technician. **Prerequisite: Science, Grade 10, Academic or Applied**



## **SNC4M1: Science, University/College Preparation (Health Sciences)**

[BACK TO SCIENCE](#)

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. This course is designed for those students considering a career in college or university programs in the following areas: Nursing, Medicine, Pharmacy, Nutrition, Dietician, Biotechnology, Public Health, Microbiology, or Medical Physics. **Prerequisites: Science, Grade 10, Academic, or any Grade 11 University, University/College, or College preparation course in science.**

## **SES4U1: Earth and Space Science, University Preparation**

[BACK TO SCIENCE](#)



This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. Studies in Earth & Space Science can lead to a career as a meteorologist (studying the atmosphere & atmospheric phenomena including weather), a paleontologist (studying fossils and reconstructing past environments), a seismologist (studying earthquakes), a volcanologist (studying volcanoes), and an astronomer (studying heavenly bodies).

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

## **SBI4U1: Biology, University Preparation**

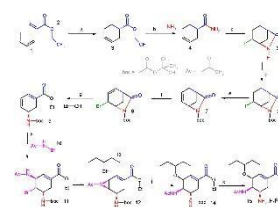
[BACK TO SCIENCE](#)

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. This course is designed for students who plan to enter university science courses that focus on or require biology. Many career paths require or would be enhanced by taking this course including some of the following: Doctor, Nurse, Pharmacist, Dentist, Environmental Studies, Ecologist, Field Biology, Marine Biology, Bioengineer, Veterinary Medicine, Biotechnology, Forensic Scientist, Dietician, Teacher, Food Inspector, Physiotherapist, Psychologist, or Sports medicine and many others. **Prerequisite:** Biology, Grade 11, University Preparation. **Recommended:** SCH3U1 or SCH4U1

## **SCH4U1: Chemistry, University Preparation**

[BACK TO SCIENCE](#)

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. This course is designed for students who plan to enter university science programs that focus on or require chemistry. It builds on the Grade 11 course, and the 2 courses combined provide insight into the introductory concepts of chemistry studies. Examples of career paths that this course would facilitate include some of the following: Surgeon, Doctor, Pharmacist, Nurse, Dentist, Paramedic, Engineer, Analytical Chemist, Environmental Chemist, Food Sciences, Dietician, Chemistry Teacher, General Science Teacher, Geologist, Forensic Scientist, Microbiologist, Pathologist, Zoologist, Veterinarian Food Inspector, Kinesiology, Psychiatrist, Sports Medicine, and others. Most physical and biological sciences require at least 1 university chemistry course for their program requirements.



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

## **SPH4U1: Physics, University Preparation**

[BACK TO SCIENCE](#)

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. Physics provides training in how to solve problems. It develops one's numeracy skills and abstract thinking. As a result, physics students are very desirable employees in a wide variety of areas including research and development, engineering, and information technology

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

# SOCIAL SCIENCES AND HUMANITIES

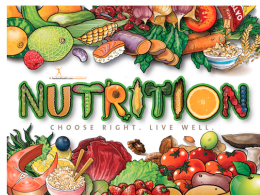
## ***HIP4O1: Personal Life Management, Open***

[BACK TO SOCIAL SCIENCE](#)

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences. **Prerequisite: None**

## ***HFA4C1: Nutrition and Health, College Preparation***

[BACK TO SOCIAL SCIENCE](#)



This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

## ***HFA4U1: Nutrition and Health, University Preparation***

[BACK TO SOCIAL SCIENCE](#)

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

## ***HHS4C1: Families in Canada, College Preparation***

[BACK TO SOCIAL SCIENCE](#)

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada. **Prerequisite: Any University, University/College, or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies**

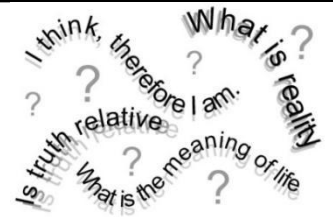
## ***HHS4U1: Families in Canada, University Preparation***

[BACK TO SOCIAL SCIENCE](#)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. **Prerequisite: Any University, University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.**

## ***HZT4U1: Philosophy: Questions and Theories, University Preparation*** [BACK TO SOCIAL SCIENCE](#)

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical-thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical question and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. **Prerequisite: Any University or University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies**



## **TECHNOLOGICAL EDUCATION**

### **COMMUNICATIONS**

#### ***TGJ4O1: Digital Imagery and Web Design, Open***

[BACK TO TECH](#)

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modeling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities. **Prerequisite: None**

#### ***TGJ4M1: Communications Technology: TV, Video and Movie Production, University/College Preparation***

[BACK TO TECH](#)

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. **Prerequisite: Communications Technology, Grade 11, University/College Preparation**

#### ***TGV4M1: Viking TV Morning Broadcast Course, University/College Preparation*** [BACK TO TECH](#)



This course enables students to continue with their education in the field of Broadcasting by further developing media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities

and challenges in a rapidly changing technological environment. **Prerequisite: Communications Technology, Grade 11, University/College preparation.**

### **COMPUTER ENGINEERING TECHNOLOGY**

#### ***TEJ4M1: Computer Engineering Technology, University / College Preparation*** [BACK TO TECH](#)

**NEW!!** This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology. There will be a focus on prototyping and soldering more advanced electronic circuits as well as wiring external devices and programming with microcontrollers. The Robotics portion of the course will focus on mechanical design, sensor use, and programming for more difficult robot building challenges.

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



## CONSTRUCTION

### ***TCJ4E1: Construction Technology (Household Maintenance), Workplace Preparation***

[BACK TO TECH](#)

Students in this course will learn advanced techniques in plumbing, electrical wiring and household maintenance. This course may be taken for general interest, preparation for apprenticeship, or future employment in the construction industry. This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. **Prerequisite: Construction Technology, Grade 11, Workplace Preparation**



### ***TWJ4E1: Custom Woodworking, Workplace Preparation***

[BACK TO TECH](#)

This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation. **Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation**

## HAIRSTYLING & AESTHETICS - COSMETOLOGY

### ***TXJ4E1: Hairstyling and Aesthetics, Workplace Preparation***

[BACK TO TECH](#)

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry. **Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation.**

**NOTE: If you received a credit in TXJ4E1, then you cannot receive 2 credits for TXJ4E2.**

### ***TXJ4E2: Hairstyling and Aesthetics, Workplace Preparation (2 Credits)***

[BACK TO TECH](#)

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry. **Prerequisite: Hairstyling and Aesthetics, Grade 11, Workplace Preparation.**

**NOTE: If you received a credit in TXJ4E1, then you cannot receive 2 credits for TXJ4E2.**



## MANUFACTURING

### ***TMJ4C1: Manufacturing Technology, College Preparation***

[BACK TO TECH](#)

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**

### ***TDA4M1: Architectural Drafting, University/College Preparation***

[BACK TO TECH](#)

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

**Prerequisite:** Architectural Drafting, Grade 11, University/College Preparation.

## **TRANSPORTATION**

### ***TTJ4E1: Transportation Technology: Vehicle Maintenance, Workplace Preparation***

[BACK TO TECH](#)

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them. **Prerequisite:** None

### ***TTA4C2: Transportation Technology: Automotive Emphasis, College Preparation (2 Credits)***

[BACK TO TECH](#)

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:** Any Grade 11 Transportation course, College Preparation

### ***TTB4C2: Transportation Technology: Auto Body Emphasis, College Preparation (2 Credits)***

[BACK TO TECH](#)

This course focuses on repair, restoration, and refinishing procedures in auto body using hands on projects to develop and refine skills. 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:** Any Grade 11 Transportation course, College Preparation

## Gifted Programming at Barrie North Collegiate

Students may enroll in the GCCP program if they are formally identified as Gifted or are recommended by the Principal or Principal's designate (Teacher, SERT).

Students are clustered with other Gifted and Enriched students in courses within the Academic pathway.

The GCCP is a learning environment rich with academic challenge and collaboration. Students work with a staff team that has experience in teaching Gifted and Enriched students, in a learning environment that fosters creativity, innovation and critical thinking and problem-solving skills. Students will be encouraged to reflect on and develop character traits and strategies for personal and academic success.

### Extracurricular and Leadership Opportunities

Students can experience guest speakers, post-secondary transition events, participation in field trips, songwriting workshops, science and math competitions, and other opportunities that change each year.

Gifted and Enriched students at Barrie North have, historically, been very involved in leadership and learning opportunities. Our GCCP and Enriched students have participated in: The Ontario Science Centre School, Shad Valley, The Government of Ontario's Summer Company, Model UN, OELC, DECA, HOSA. various provincial and Mathematics competitions, Queen's University's E=MC<sup>2</sup> Residence program, Minister of Education's Student Advisory Council, the City of Barrie's Global Ambassador program, the SCDSB Student Trustee program, and many more.

### 2023-2024 Proposed GCCP Programming Offerings

Grade 10	Grade 11
CHC2DG (Gifted-Enriched History) CIVCA (Gifted-Enriched Civics and Careers) ENG2DG (Gifted-Enriched English) LVLCU1 (Latin – Level 2) MPM2DG (Gifted-Enriched Math) SNC2DG (Gifted-Enriched Science)	BAF3M1 (Financial Accounting Fundamentals delivered through an on-line environment) ENG3UG (Gifted-Enriched English) FSF3UP (Pre-AP French) LVLDU1 (Latin – Level 3) TEJ3M1 (Computer Engineering Technology) GWL3O2 (Cooperative Education – 2 credits)
Grade 12	
BOH4M1 (Business Leadership: Management Fundamentals delivered through an on-line environment) ENG4UG (Gifted-Enriched English) FSF4UP (Advanced Placement French) TEJ4M1 (Computer Engineering Technology) MHF4UP (Advanced Functions – AP Prep) MCV4UP (Advanced Placement Calculus)	

# **GRADE 11 AND 12 SPECIALIZED PROGRAMS**

## **DUAL CREDIT PROGRAM**

Simcoe County District School Board offers a number of Dual Credit programs in partnership with Georgian College. Students enrolled in these programs take courses in both college and secondary school programs and earn both high school and college credits. The college credit earned will be recognized at any college in Ontario, and the high school credit earned will count towards the OSSD. For more information on Dual Credit programs contact our guidance office.

## **BIOVENTURES**

This is an interdisciplinary 4-credit program that integrates the curriculum from **SBI3U/3C**, **ENG3U/3C**, **SNC4M**, and **PAD3O**. The focus of the course is on human and environmental health with an emphasis on contemporary social, environmental, and health related issues. Students will participate in a wide variety of experiential learning opportunities to further develop and apply their understanding of the theory studied in the classroom. The program will also incorporate multiple day field trip(s) related to the curriculum incorporating a variety of unique cross-curriculum evaluation opportunities. Due to the nature of the program, an activity fee will apply to all students who are accepted to the program. To choose this 4-credit package on your Option Sheet, you must select **BLOCK4D** under 'Science'.

**Prerequisite:** Science, Grade 10 Academic or Applied and complete a supplementary application form.

[BACK TO SCIENCE](#)

## **MILITARY COOPERATIVE EDUCATION**

This program, offered jointly with the Department of National defense allows students to enroll in a basic Military Qualification program. Students earn credits in cooperative education. **To apply for our Military Cooperative Education program, see Co-op Leader, Justin Van Diepen at [jvandiepen@scdsb.on.ca](mailto:jvandiepen@scdsb.on.ca)**

## **SPECIALIST HIGH SKILLS MAJORS (SHSM)**

A Specialist High Skills Major (SHSM) is a specialized program approved by the Ministry of Education that provides students with courses and activities that focus on a specific work related sector. A Specialist High Skills Major enables students to customize their high school experience to suit their interests and talents and prepare for a successful postsecondary transition to apprenticeship training, college, university or employment while meeting the requirements of the Ontario Secondary School Diploma (OSSD). The major enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. Each Specialist High Skills Major (SHSM) includes major courses, elective courses, specialized training, and reach-ahead and experiential activities. This makes the learning environment more engaging for students, focuses them on graduation and prepares them to pursue their career goals. A student may exit the SHSM before completion without jeopardizing progress towards the OSSD, retaining credits and certifications earned up to that point. For information on other SHSM programs in Simcoe County, please visit [www.scdsb.on.ca](http://www.scdsb.on.ca). BNC offers 5 unique SHSM opportunities for students. The following is a short description of each program, please contact the Guidance department for more information.

## ARTS and CULTURE

## BROADCASTING: TV, Film and Journalism – High Skills Major

In a world heavily focused on the presentation of digital content, whether that be creative photos for advertising, audio clips for marketing, or strong video content to promote companies and events, the skills developed in this Specialist High Skills Major Program open numerous doors for the students who choose to become involved. The main focus of this program is on broadcasting, as students work to develop excellent communication skills while creating content and producing Barrie North's own daily news program, Viking Television. As part of the broadcast team, students work with state of the art camera and audio equipment, along with industry standard editing software to create stories and promotions to share great news about Barrie North. The broadcast team then works in a professional television studio to deliver the news. The success rate of students entering post-secondary studies in fields related to communications technology after completing the SHSM program at North is very high. Students have gone on to further education and careers in areas including broadcasting, film-making, event production and the music industry. Even those taking a different educational path after high school will benefit from their participation in the program. They will graduate with a red seal on their diploma, demonstrating to future schools and employees that they took the extra step to succeed in high school. As part of the program, they will receive certifications in first aid and CPR, along with ladder and lift training – all of which furthers a student's resume. Students will also have the opportunity to work as professionals in the industry to create documentaries and sound for film and TV when they attend workshops at the Toronto International Film Festival. For those interested in a career in the music industry, a trip to the Metalworks Studio in Mississauga will show them what a future in this field holds for them. There is no cost to students to participate in this program, and the benefits are numerous.

<b>Certification / Training:</b>	<b>Career Exploration and Field Trips</b>
<ul style="list-style-type: none"> <li>* CPR/ Standard First Aid/ WHMIS</li> <li>* Advanced Training in a Technique (photography/ graphic design)</li> <li>* Working at Heights</li> <li>* Ladder Training</li> <li>* Lift Training</li> <li>* Recording Equipment</li> </ul>	<ul style="list-style-type: none"> <li>* Metalworks Recording Studio Experiential Learning</li> <li>* TIFF Documentary In A Day</li> <li>* TIFF Sound for Film</li> <li>* TIFF Film in a Day</li> <li>* Barrie Short Film Festival</li> </ul>

	Grade 11			Grade 12			
Major Credits ● 4 Required ● At least 1 from each Grade level	TGJ3O1 TGI3M1 AWS3M1 AWQ3O1	TGJ3M1 ADA3O1 AMU3O1	TGV3M1 ADA3M1 AMV3O1	TGJ4M1 TGV4M1 TGJ4O1 TGI4M1 ADA4M1 AWQ4M1 AMV4M1 AWS4M1 EWC4C1 EWC4U1 Dual Credit: Count as Grade 12 Major and Reach Ahead experience			
English ● 1 required from Grade 11 and 1 from Grade 12	ENG3E1 NBE3C1 OLC3O1	ENG3C1 NBE3U1	ENG3U1 NBE3E1	ENG4E1	ENG4C1	ENG4U1	
Other – Business or Canadian and World Studies ● 1 required in either Grade 11 or 12	BAF3M1 BMI3CV IDC3O1 MEL3E1 CHT3O1	BDI3C1 BMX3E1 NDA3M1 CLU3M1	BTA3O1 CHA3U1 EMS3O1 CHW3M1	BAT4M1 BOH4M1 CLN4C1 CGW4C1 CHY4C1 GLE4O1	CIA4U1 BBB4M1 CPW4U1 CGR4M1 IDC4O1 NDA4M1	BOG4E1 CLN4U1 CGW4U1 CHY4U1 GLS4O1 MEL4E1	OLC4O1
Co-op- placement related to SHSM focus ● 2 Credits Required	GWL3O2			GWL3O2			



## **ARTS and CULTURE**

### ***Hairstyling and Aesthetics***

Are you interested in working anywhere in the hair and aesthetics industry? If you are interested in an apprenticeship or a career in the skilled trades related to hair and aesthetics, this Specialist High Skills Major is for you! You will gain valuable skills and knowledge in areas such as formal styles, hair colouring, cutting/barbering, manicuring, pedicuring, day, evening and special effects make-up, facials. As well as knowledge in making and producing bath bombs, lip balms and body scrubs using aromatherapy. Students will also learn about spa health and wellness and so much more. This program offers an opportunity to add a unique qualification to your high school diploma as well as a base of experience and special set of industry-specific skills and knowledge. Barrie North has a full-size salon with 24 stations, four salon sinks and facial beds, as well as 12 manicure tables. Students have the opportunity to work on classmates as well as bring in their own clients to develop their skills in a real-world experience that are required in an Apprenticeship, College, University or Workplace post-secondary pathway in the Arts and Culture sector.

Certification / Training:	Career Exploration and Field Trips
<ul style="list-style-type: none"> <li>• PreEmpt Safety</li> <li>• Service Excellence</li> <li>• Eyelash Part 1</li> <li>• Barbering Part 1</li> <li>• Haircolouring Part 1-3</li> <li>• Pedicuring</li> <li>• Nail Enhancements</li> <li>• Salon Software</li> <li>• Make-up and Face Painting</li> <li>• Special Effects Make-up</li> <li>• Aromatherapy Part 1</li> </ul>	<hr/> <ul style="list-style-type: none"> <li>• Georgian College</li> <li>• Rinaldi College</li> <li>• Modern College</li> <li>• Aesthetics and Hair School of Canada</li> <li>• ABA Hair Show-Toronto</li> <li>• Skills Ontario Competition</li> <li>• College of Makeup Art and Design</li> <li>• Women's Show</li> <li>• Aesthetics and Spa Show</li> <li>• Makeup Show</li> </ul>

	Grade 11			Grade 12		
Major Credits <ul style="list-style-type: none"> <li>• 4 Required</li> <li>• At least 1 from each Grade level</li> </ul>	TXJ3E1	TXJ3E2		TXJ4E1	TXJ4E2	
English <ul style="list-style-type: none"> <li>• 1 required from Grade 11 and 1 from Grade 12</li> </ul>	ENG3E1 NBE3C1 OLC3O1	ENG3C1 NBE3U1	ENG3U1 NBE3E1	ENG4E1 OLC4O1	ENG4C1	ENG4U1
Other – Business or Canadian and World Studies <ul style="list-style-type: none"> <li>• 1 required in either Grade 11 or 12</li> </ul>	BAF3M1 BMX3E1 CHA3U1 EMS3O1 NDA3M1	BDI3C1 BTA3O1 CHW3M1 IDC3O1	BMI3C1 CLU3M1 CHT3O1 MEL3E1	BOG4E1 CIA4U1 CGW4U1 CPW4U1 GLS4O1 NDW4M1	BOH4M1 CLN4U1 CGW4C1 CHY4U1 GLE4O1 OLC4O1	BBB4M1 CLN4C1 CGR4M1 CHY4C1 MEL4E1 IDC4O1
Co-op- placement related to SHSM focus <ul style="list-style-type: none"> <li>• 2 Credits Required</li> </ul>		GWL3O2			GWL3O2	

## **BUSINESS**

### **Sports Marketing and Management – High Skills Major**

If you are considering business, as a general focus, or more specifically in the Sports Marketing field, in your post-secondary life, this SHSM is for you. Learn about building your own business, developing financial security, and the process of managing people in our Ministry certified courses. Then, extend your learning beyond the classroom through our experiential and reach-ahead learning activities through DECA. Gain industry standard certifications in CPR, WHIMIS, Management and Leadership, and more. Go visit and develop relationships within local businesses and try and develop your own business through Summer Company and develop life long-friendships.

Certification/Training	Career Exploration and Field Trips
<ul style="list-style-type: none"> <li>• CPR/First-Aid</li> <li>• WHIMIS</li> <li>• Management and Leadership</li> <li>• Counterfeit Detection</li> <li>• Customer Service</li> <li>• Human Resources</li> <li>• Training Development</li> </ul>	<ul style="list-style-type: none"> <li>• MLSE Career Forum</li> <li>• Summer Company</li> <li>• DECA Regionals</li> <li>• DECA Provincials</li> <li>• DECA Nationals</li> <li>• Visit local post-secondary institutions</li> <li>• Hear from industry experts</li> </ul>

	Grade 11	Grade 12
<b>Major Credits*</b> <ul style="list-style-type: none"> <li>• 4 Required</li> <li>• At least 1 from each Grade level</li> </ul>	<b>IDC3OA – Strongly recommended</b>  BAF3M1 BDI3C1 BMI3C1 BMX3E1 BTA3O1 CLU3M1 ICS3C1 ICS3U1 TGJ3O1 TGV3M1 TGI3M1	<b>IDC4OA – Strongly recommended</b>  BOG4E1 BAT4M1 BOH4M1 BTX4C1 BTX4E1 BBB4MV CLN4C1 CLN4U1 CIA4U1 ICS4C1 ICS4U1 TGJ4O1 TGJ4M1 TGV4M1  Dual Credit: Count as a Grade 12 Major and Reach Ahead Experience
English	ENG3E1 ENG3C1 ENG3U1 NBE3C1 NBE3U1 NBE3E1 OLC3O1	ENG4E1 ENG4C1 ENG4U1 OLC4O1
Mathematics	1 credit Grade 11	1 credit Grade 12
Co-op <ul style="list-style-type: none"> <li>• 2 Credits Required</li> </ul>	<a href="#">GWL3O2</a> (2 credit)	<a href="#">GWL3O2</a> (2 credit)

## **CONSTRUCTION**

### **CONSTRUCTION – High Skills Major**

If you are interested in working anywhere in the construction industry as a framing or finishing carpenter, residential or commercial electrician, general contractor, designer, this program offers an opportunity to add a unique qualification to your high school graduation diploma as well as a base of experience and special set of industry-specific skills and knowledge. Barrie North has a unique full-sized shop outfitted with tools and machines for both construction and cabinetry as well as industry standard software for Computer Aided Design. Students have the opportunity to work on projects that are real-world and will develop the skills needed to enter and succeed in the construction industry.

<b>Certifications and Training</b>	<b>Career Exploration and Field Trips</b>
<ul style="list-style-type: none"> <li>• <b>WHMIS</b></li> <li>• <b>First Aid and CPR</b></li> <li>• <b>Working at Heights</b></li> <li>• <b>Elevated platforms</b></li> <li>• <b>Fork Lift</b></li> <li>• <b>Chain Saw</b></li> <li>• <b>Scaffold Safety</b></li> <li>• <b>Ladder Safety</b></li> </ul>	<ul style="list-style-type: none"> <li>• College Tours – Conestoga, Georgian, George Brown</li> <li>• Ontario Construction Career Alliance</li> <li>• Local 183</li> <li>• United Truss</li> <li>• Robert Ritchie Forest Products</li> <li>• Collingwood Library</li> <li>• Tremont Hotel</li> <li>• Wasaga Beach Architecture walking tour</li> </ul>

	<b>Grade 11</b>	<b>Grade 12</b>
<b>Major Credits*</b> <ul style="list-style-type: none"> <li>• <b>4 Required</b></li> <li>• <b>At least 1 from each Grade level</b></li> </ul>	TCJ3E1    TWJ3E1 TDA3M1    TDJ3M1    TDM3M1 TMJ3C1    TMJ3E1	TCJ4E1    TWJ4E1    TDA4M1 TDJ4M1    TMJ4C1    TMM4M1  Dual Credit: Count as a Major Grade 12 and a Reach Ahead experience
<b>Other – Business/Science</b> <ul style="list-style-type: none"> <li>• <b>1 Required in either Gr. 11 or 12.</b></li> </ul>	BMX3E1    BTA3O    BDI3C1 BAF3M1    BMI3C1    IDC3OA SVN3E1    SBI3C1    SVN3M1 SBI3U1    SCH3U1    SPH3U1 MEL3E1	BOG4E1    BOH4M1    BBB4M1 IDC4OA    SNC4E1    SCH4C1 SPH4C1    SPH4U1    MEL4E1 GLS4O1    GLE4O1    OLC4O1, SCH4U1
<b>English</b> <ul style="list-style-type: none"> <li>• <b>2 Required (one must be in grade 12)</b></li> </ul>	ENG3E1    ENG3C1    ENG3U1 NBE3C1    NBE3U1    NBE3E1 OLC3O1	ENG4E1    ENG4C1    ENG4U1 OLC4O1
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• <b>1</b></li> </ul>	1 credit Grade 11	1 credit Grade 12
<b>Co-op</b> <ul style="list-style-type: none"> <li>• <b>2 Credits Required</b></li> </ul>	<a href="#">GWL3O2</a> (2 credit)	<a href="#">GWL3O2</a> (2 credit)

## TRANSPORTATION

### Auto Mechanics & Auto Body – High Skills Major

Barrie North's program offers a great opportunity for students interested in Auto Body Repair and Refinishing, or Auto Mechanics. Working on cars, trucks and recreational vehicles, students learn the skills needed to enter apprenticeships, either through OYAP or at the completion of the program. This SHSM is open to students from other schools who wish to be part of this unique program and facility. Traditionally Barrie North has a high number of students enrolled in transportation OYAP and/or regular apprenticeship programs after graduation. This Specialist High Skills Major (SHSM) allows those students to enter this sector with increased skills and knowledge in the transportation industry. Barrie North is the only school in the county with both an auto body and automotive focus. We have two well-equipped facilities that include shops, classrooms, a paint booth, a frame straightener, hoists, and industry-standard diagnostic equipment. The class is structured so that students work on vehicles in a manner similar to a professional automotive facility. Field trips and special speakers enhance learning and broaden perspectives on the automotive trade. A double credit is available and this allows students more in-depth opportunities for hands on learning. Our staff of automotive technicians bring a great wealth of knowledge to the program. As there is a shortage of workers in this service sector, trained individuals will more easily gain employment after completing a SHSM at North. This SHSM benefits the community by providing better trained individuals who can fill vacant positions in this market.

Certifications and Training	Career Exploration and Field Trips
<ul style="list-style-type: none"> <li>Vehicle Lift</li> <li>First Aid</li> <li>Environmental Spills</li> <li>Boat Smart</li> </ul>	<ul style="list-style-type: none"> <li>Honda Assembly Plant</li> <li>Zenetec Auto Body</li> <li>Mega Speed Auto Show</li> </ul>

	Grade 11	Grade 12
<b>Major Credits*</b> <ul style="list-style-type: none"> <li>4 Required</li> <li>At least 1 from each Grade level</li> </ul>	TTA3C2 TTB3C2    TTJ3O1	TTA4C2 TTB4C2    TTJ4E1
<b>Other – Business/Science</b> <ul style="list-style-type: none"> <li>1 Required in either Gr. 11 or 12.</li> </ul>	BMX3E1    BDI3C1    BAF3M1 BTA3O1    BMI3C1    SVN3E1 SVN3M1    SBI3C1    SBI3U1 SCH3U1    SPH3U1    MEL3E1	BOG4E1    BOH4M1    BBB4M1 BAT4M1    SNC4E1    SCH4C1 SCH4U1    SPH4C1    SPH4U1 MEL4E1    GLS4O1    GLE4O1 OLC4O1
<b>English</b> <ul style="list-style-type: none"> <li>1</li> </ul>	ENG3E1    ENG3C1    ENG3U1 NBE3C1    NBE3U1    NBE3E1 OLC3OA	ENG4E1    ENG4C1    ENG4U1 OLC4OA
<b>Mathematics</b> <ul style="list-style-type: none"> <li>1</li> </ul>	1 credit Grade 11	1 credit Grade 12
<b>Co-op</b> <ul style="list-style-type: none"> <li>2 Credits Required</li> </ul>	<a href="#">GWL3O2</a> (2 credit)	<a href="#">GWL3O2</a> (2 credit)

# EDUCATIONAL PLAN

“Begin with the end in mind”

<b>Grade 9 Year 1 8 credits</b>	<b>Grade 10 Year 2 8 credits</b>	<b>Grade 11 Year 3 8 credits</b>	<b>Grade 12 Year 4 6 credits</b>	<b>Year 5</b>
Choose Locally Developed, Academic or Open Courses	Choose Locally Developed, Applied, Academic or Open Courses	Choose Workplace, College, University/College, University or Open Courses	Choose Workplace, College, University/College, University or Open Courses	If needed, complete required courses for graduation.
1. English	1. English	1. English	1. English	
2. Math	2. Math	2. Math	2.	
3. Science	3. Science	3. Group 1 (any grade)	3.	
4. Geography	4. History	4. Group 2 (any grade)	4.	
5. French	5. Civics & Careers	5. Group 3 (any grade)	5.	
6. Optional Course	6. Arts (in grade 9 or 10)	6.	6.	
7. Optional Course	8. Health & Physical Education (in grade 9 or 10)	7.		
9. Optional Course	8.	8.		30 credits needed for an OSS Diploma

The 18 compulsory course requirements are in the grey shaded areas.

The 12 optional credit requirements are in white.

Within these choices, students must have one more credit from each of the following 3 groups:

✓ Group 1– 1 additional credit in English, or French as a second language or a Native language or a Classical or an International language or Social Sciences and Humanities or Canadian and World Studies or Guidance and Career Education or Cooperative Education.

✓ Group 2– 1 additional credit in Health and Physical Education or the Arts, or Business Studies or French as a second language, or Cooperative Education.

✓ Group 3– 1 additional credit in Science (grade 11 or 12), or Technological Education, French as a second language, or Computer Studies or Cooperative Education

\*A maximum of 2 of the 3 additional compulsory credit requirements for groups 1, 2 and 3 may be met with credits earned through Cooperative Education.