Thames Valley
District School Board

2026 - 2027

HIGH SCHOOL COURSE SELECTION GUIDE

Each student's unique potential is strengthened.

GEARED 2 Graduate

Thames Valley District School Board

www.tvdsb.ca/HighSchool

Available for students **Grades 7-12**

myBlueprint

Login: **myblueprint.ca/tvdsb**

Know yourself. Know your options.

Pathway Guide

Making Sense of Course Codes

MTH 1W1

Every subject is identified by a common course code designated by the Ministry of Education.
The code consists of 5 mandated characters and a 6th character for school use.

e.g. **MTH 1W1** is
Grade 9 De-streamed Math

The first three characters identify the subject. The first letter identifies the department:

- **A:** Arts
- **B:** Business
- **C:** Canadian & World Studies
- **E:** English
- **F:** French
- **G:** Guidance
- **H:** Social Studies and Humanities
- **I:** Computer Studies
- **I:** Interdisciplinary Studies
- **L:** Native Languages
- **L:** Classical and International Languages
- **M:** Mathematics
- **N:** First Nations, Métis, and Inuit Studies
- **P:** Physical Education
- **S:** Science
- **T:** Technology

The fourth character identifies:

- **1:** Grade 9
- **2:** Grade 10
- **3:** Grade 11
- **4:** Grade 12

The fifth character identifies types of courses:

- **C:** College
- **D:** Academic
- **E:** Workplace
- **L:** Locally Developed
- **M:** University/ College
- **O:** Open
- **U:** University
- **W:** De-streamed

The sixth character is school-specific.

Used to distinguish course characteristics and specialized programs. e.g.

- **1:** Regular Course/1 Credit
- **X:** French Immersion
- **O:** In-school Online Learning

TYPES OF COURSES

You may choose a variety of course types, based on your interests, strengths and goals.

Grades 9 and 10

Courses equip students with the knowledge and skills needed to meet both the university and college pathways in Grades 11 and 12

GRADE 9 AND 10 DE-STREAMED (W) AND ACADEMIC (D)	• Develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and incorporating theoretical applications
Grade 10 **APPLIED (P)**	• Develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and incorporating theoretical applications. • Through consultation with classroom teachers, guidance and Administration, applied courses may be available through an opt in process.
Grade 9 and 10 **LOCALLY DEVELOPED COMPULSORY CREDIT COURSES (L)** Focus on building skills	• Use relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem-solving, decision-making and communication skills • Prepare students for future studies in Grade 11 and 12 workplace courses, and Grade 9 and 10 de-streamed & academic courses
Grade 9 to 12 **OPEN (O)** Offered in all subjects other than those listed as academic, de-streamed, applied or locally developed.	• Are designed to equip students with the knowledge and skills needed for various post-secondary pathways (e.g. Apprenticeship, Workplace, etc.) • Emphasize theoretical aspects of the course content, but also include concrete applications

Grades 11 and 12

In Grades 11 and 12, courses offered to prepare students for post-secondary destinations include:

UNIVERSITY PREPARATION (U)	• Are designed to equip students with the knowledge and skills needed to meet entrance requirements for university programs • Emphasize theoretical aspects of the course content, but also include concrete applications
UNIVERSITY/COLLEGE PREPARATION (M)	• Are designed to equip students with the knowledge and skills needed to meet the entrance requirements for specific university and college programs • Emphasize both theoretical aspects and related concrete applications of the course content
COLLEGE PREPARATION (C)	• Are designed to equip students with the knowledge and skills needed to meet entrance requirements for college and apprenticeship programs • Emphasize concrete applications of the theoretical material covered in the course
WORKPLACE PREPARATION (E)	• Are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community • Allow students to prepare for a variety of jobs, and training programs

Ontario Secondary School Diploma (OSSD)

OSSD Requirements

Your high school journey is an exciting time full of change, growth, and possibility!

30 CREDITS IN TOTAL

COMPLETION OF THE LITERACY REQUIREMENT (OSSLT OR OSSLC)

40 HOURS of COMMUNITY INVOLVEMENT

2 ONLINE COURSES[f]

Entering Grade 9 in 2023 or Earlier

18 Compulsory Credits

- **4** credits in English (1 per grade)[a]
- **3** credits in Mathematics (1 Senior)
- **2** credits in Science
- **1** credit in Canadian Geography
- **1** credit in Canadian History
- **1** credit in the Arts[b]
- **1** credit in Health and Physical Education
- **1** credit in French as a Second Language[g]
- **0.5** credit in Career Studies
- **0.5** credit in Civics and Citizenship
- **3** credits from each of Group 1, 2, and 3
- **12** optional credits[e]

Group 1: Additional English, French as a Second Language[c], a Native, Classical, or International Language, Social Science, FNMI Studies, Humanities, Canadian and World Studies, Guidance And Career Education, Cooperative Education[d]

Group 2: Health and Physical Education, Art, Business, French as a Second Languagec, Cooperative Educationd

Group 3: Science, Technological Education, Computer Studies, French as a Second Language, Cooperative Education[d]

Entering Grade 9 in 2024 or Later

17 Compulsory Credits

- **4** credits in English (1 per grade)[a]
- **3** credits in Mathematics (grade 9, grade 10, 1 credit in either grade 11 or 12)
- **2** credits in Science
- **1** credit in Canadian Geography
- **1** credit in Canadian History
- **1** credit in the Arts[b]
- **1** credit in Health and Physical Education
- **1** credit in French as a Second Language[g]
- **1** credit in Technological Education (grade 9 or 10)
- **0.5** credit in Career Studies
- **0.5** credit in Civics and Citizenship
- **1** credit from the STEM-related course group
- **13** optional credits[e]

STEM-related Course Group

- Business Studies
- Mathematics
- Science
- Computer Studies
- Cooperative Education
- Technological Education

Certificate of Accomplishment

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

Ontario Secondary School Certificate (OSSC)

On request, students will be granted the OSSC when they leave school before earning the OSSD, provided that they have earned a minimum of 14 credits.

7 Compulsory Credits:
2 English, 1 Canadian Geography or Canadian History, 1 Mathematics, 1 Health and Physical Education, 1 Science, 1 Arts, Computer Studies or Technological Education

7 Elective Credits:
Selected by the student from available courses

[a] A maximum of 3 credits in ESL/ELD can count towards the 4 compulsory English; the fourth must be a grade 12 compulsory English course
[a] Grade 11 English: Understanding Contemporary FNMI Voices can meet the grade 11 English requirement.
[b] Grade 9 Expressions of FNMI Cultures course can meet the credit requirement in the arts.
[c] A maximum of 2 FSL credits can count towards compulsory groups
[d] A maximum of 2 coop credits can count towards compulsory credits
[e] May include up to 4 Dual Credit Courses
[f] Parents/guardians can request to opt out of this requirement through the Parent Portal
[g] Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course as the compulsory credit for French as a second language

Experiential Learning

Experiential learning is hands on learning that provides opportunities for students to:

- **Participate** in rich experiences connected to the world outside the school;
- **Reflect** on the experiences to derive meaning; and
- **Apply** the learning to their decisions and actions.

There are many Experiential Learning opportunities for students in TVDSB. Check out the following information to see just a few!

OYAP
ONTARIO YOUTH APPRENTICESHIP PROGRAM

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program that opens doors for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program.

OYAP-FAST: Focused Apprenticeship Skills Training (FAST) is an accelerated stream within OYAP. OYAP-FAST will allow students in Grades 11 and 12 to participate in more apprenticeship learning through additional co-operative education credits while completing their OSSD.

To find out more: www.tvdsb.ca/**OYAP**

SPECIALIST HIGH SKILLS MAJOR
SHSM
Ontario.ca/SHSM

SPECIALIST HIGH SKILLS MAJOR (SHSM)

The Specialist High Skills Major (SHSM) is a specialized high school program that allows students to earn their Ontario Secondary School Diploma (OSSD) and focus their learning on a specific economic sector at the same time.

Students develop skills for their future careers, graduate high school with industry certifications and training and earn an SHSM seal on their secondary school diploma.

To find out more: www.tvdsb.ca/**SHSM**

COOPERATIVE EDUCATION (CO-OP)

Cooperative Education is a planned learning experience through which students can earn credits and work experience. Placement experiences assist students in developing knowledge, skills and attitudes that areessential in today's society.

To find out more: www.tvdsb.ca/**CO-OP**

OTHER FORMS OF Experiential Learning

Job Shadowing — a one-on-one observation of a worker at a place of employment for up to three days

Job Twinning — a one-on-one observation of a cooperative education student at a place of employment for up to three days

Work Experience — a planned learning opportunity within a course which allows students a relatively short-term work experience, usually of one or two weeks at a time, for a total of up to four weeks

Don't forget

You are responsible!
Choose your courses with your aspirations in mind.

Planned learning experiences in the community provide opportunities for students to see the relevance of their classroom learning and its connection to the broader world.

Welcome to Strathroy District Collegiate Institute!

Serving Western Middlesex County, Strathroy District Collegiate Institute is a secondary school with a long and proud history of meeting the diverse needs of our community. SDCI offers an extensive range of programs and options to supplement traditional academic courses and to prepare students for the ever-changing world in which they will live.

Our current programming options include French Immersion programming to allow students to obtain their Immersion or Extended French Certificates, and for our senior students an option of 4 different Specialist High Skills Majors (Arts & Culture, Manufacturing, Justice, and Environment) which allow students to obtain job related certifications and qualifications while focusing on a subject area of interest. These programs are complemented by a robust co-operative education program. We continue to offer a variety of Indigenous Studies courses which now includes our mandatory grade 11 English course – Understanding Contemporary First Nations – in which the works studied are from Indigenous authors.

As a school of 1200 students, SDCI can offer many choices in electives including Art, Music, Drama, Business, Family Studies and Social Science, Physical and Health Education, French as Second Language and senior electives in History, Geography, Science and Math. As Middlesex County's Emphasis Technology school, we feature programs in Hospitality, Communications, Broadcasting, Green Industries, and Personal Services (aesthetics and hairstyling), in addition to traditional tech offerings in Transportation, Manufacturing, Construction/Woodworking, Electrical and Design. Our manufacturing shop area has been newly upgraded to include top of the line equipment as part of our partnership with Technical Training Group trade school which we be operating on evenings and weekends at SDCI starting in September 2025.

SDCI’s staff and students are proud of our reputation for excellence. We provide the finest possible educational experiences and expect that our students will strive to be successful and endeavour to reach their full potential. We complement our course options with special education and student success support to help students discover how they learn best and maximize their success.

Beyond the classroom walls, SDCI is fortunate to have outstanding athletics and arts facilities available for students to enjoy on our 60-acre site. Working with a school staff of over 100 teachers and E.A.'s, our students participate in a wide range of teams, clubs, and special events. We are proud of the wonderful accomplishments of our students and look forward to more success stories this upcoming school year.

Course Offerings

A complete listing of the courses offered at the school is contained in this course calendar. The calendar indicates the content of the course, any prerequisite/anti-requisite courses designated by the Ministry of Education and Training, recommended background (if any), the grade and the academic stream. The courses offered at Strathroy District Collegiate Institute have been developed according to the requirements of the Ontario Ministry of Education and Training. The information in the calendar is as accurate as it can be at the time of publication, but courses ultimately run based on adequate demand for the course as determined by the registration and by the availability of staff, physical space, school day schedule and financial resources. Some courses may be offered on an alternate-year, multi-grade or multi-level basis.

Principal: Mr. K. Wild
Vice Principal: Mr. G. Harris (Surnames A-L)
Vice Principal: Ms. S. McCalden (Surnames M-Z)

Strathroy District Collegiate Institute
361 Second Street, Strathroy ON N7G 4J8

Telephone: (519) 245-2680
Website: www.strathroy.tvdsb.ca

E-mail: Strathroy@tvdsb.ca

Course Offerings 2026-2027

Courses with an * are offered this year but likely not next year.

DEPARTMENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ARTS				
Drama		ADA 2O1	ADC 3M1	ADA 4M1
Music – Instrumental	AMI 1O1	AMI 2O1	AMI 3M1	AMI 4M1
Music – Guitar		AMG 2O1	AMG 3O1	
Music – Vocal		AMV 2O1*		
Visual Arts – Open	AVI 1O1	AVI 2O1 AWD 2O1	AVI 3O1	
Visual Arts – University/College			AVI 3M1	AVI 4M1
Visual Arts – Media Arts			ASM 3O1	
Visual Arts – Workplace				AVI 4E1*
Expressions of First Nations, Metis and Inuit Cultures	NAC 1O1			
BUSINESS – BUSINESS STUDIES				
Accounting			BAF 3M1	BAT 4M1*
Business Leadership				BOH 4M1 (offered next in 2027/28)
Entrepreneurship: Running a Business			BDI 3C1	
Launching and Leading a Business		BEP 2O1		
Building an Entrepreneurial Mindset	BEM 1O1			
International Business				BBB 4M1
Retail Marketing – Workplace			BMX 3E1*	
Sports and Entertainment Marketing			BMI 3C1	
World Of Finance				IDC 4U1
BUSINESS – COMPUTER STUDIES				
Computer Science – Open/Collete/University		ICD 2O1	ICS 3C1 ICS 3U1	ICS 4C1 ICS 4U1
CANADIAN AND WORLD STUDIES – GEOGRAPHY				
Geography	CGC 1W1			
Environmental – Workplace				CGR 4E1*
OEE – Outdoor Experiential Education				CGR 4MK CGO 4MK
Physical Geography			CGF 3M1	
Travel And Tourism			CGG 3O1	
World Issues				CGW 4C1* CGW 4U1*
CANADIAN AND WORLD STUDIES – HISTORY				
Canadian History – Academic Canadian History – Applied		CHC 2D1 CHC 2P1		
Canadian & International Politics				CPW 4U1
Deconstructing Anti-Black Racism				CHI 4U1
Civics (1/2 Credit)		CHV 2O5		
World Religions			HRT 3M1	
World History since 1900			CHT 3O1	
World History to the 15th Century			CHW 3M1	
World History since the 15th Century				CHY 4C1 CHY 4U1

Indigenous Studies		NAC 2O1	NBV 3E1 NBV 3C1 NDA 3M1	NDW 4M1
HISTORY- LAW			CLU 3M CLU 3E (offered in 2027/28)	CLN 4U
COOPERATIVE EDUCATION				
Semester 1			GLN 4OZ (full day)	GLN 4OD (half day)
Semester 2			GWL 3OZ (full day)	GWL 3OD (half day)
English – Compulsory				
English	ENL 1W1	ENG 2D1 ENG 2P1	NBE 3C1 NBE 3U1	ENG 4C1 ENG 4U1
English – Workplace (consultation with administration required for ENG1LZ)	ENG 1LZ	ENG 2LZ	NBE 3E1	ENG 4E1
ENGLISH –OPTIONAL				
Ontario Secondary School Literacy				OLC 4O1
Writer's Craft				EWC 4C1 EWC 4U1
FRENCH IMMERSION				
Francais	FIF 1D1	FIF 2D1	FIF 3U1	FIF 4U1
Géographie du Canada	CGC 1WX*			
Histoire du Canada au Xx E Siècle		CHC 2DX (next offered in 2027/28)		
Mathematiques	MTH 1WX	MPM 2DX		
Sciences	SNC 1WX	SNC 2DX		
Éducation à la Citoyenneté		CHV 2OX* (next offered in 2027/28)		
Exploration des Choix De Carrière		GLC 2OX* (next offered in 2027/28)		
Introduction à la Psychologie, à la Sociologie et à l' Anthropologie			HSP 3UX (next offered in 2027/28)	
Droit Canadienne et Internationale				CLN 4UX*
GUIDANCE				
Careers Education (1/2 Credit)		GLC 2O5		
HEALTH AND PHYSICAL EDUCATION				
Healthy Active Living – Female	PPL 1OF	PPL 2OF	PPL 3OF	PPL 4OF
Healthy Active Living – Male	PPL 1OM	PPL 2OM	PPL 3OM	PPL 4OM
HEALTH AND PHYSICAL EDUCATION continued				
Health For Life			PPZ 3C1	
Live Fit – Female			PAF 3OF	PAF 4OF
Fitness 101 – Male				PAF 4OM
Introduction to Kinesiology				PSK 4U1
Recreation & Fitness Leadership				PLF 4M1
Saints Hockey Academy		PAL 2O1	PAL 3O1	
INDIGENOUS STUDIES				
Contemporary Indigenous Issues and Perspectives in a Global Context				NDW 4M1
Contemporary First Nations, Metis, and Inuit Issues and Perspectives			NDA 3M1	

Expressions Of First Nations, Metis and Inuit Cultures in Canada	NAC 1O1			
First Nations, Metis and Inuit in Canada		NAC 2O1		
Understanding Contemporary First Nations, Metis and Inuit Voices (Compulsory Grade 11 English)			NBE 3U1 NBE 3C1 NBE 3E1	
World Views and Aspirations of First Nations, Metis and Inuit in Canada			NBV 3C1 NBV 3E1	
LANGUAGES				
French – Academic	FSF 1D1	FSF 2D1		
French – University			FSF 3U1	FSF 4U1
French- Locally Developed	FSF 14W			
MATHEMATICS				
Academic/Applied	MTH 1W1	MPM 2D1 MFM 2P1		
Workplace – Locally Developed (Consultation with administration for MAT1LZ)	MAT 1LZ	MAT 2LZ	MEL 3E1	MEL 4E1
Functions			MCR 3U1	
Functions and Applications			MCF 3M1	
Foundations For College			MBF 3C1	MAP 4C1
College Technology				MCT 4C1
Advanced Functions				MHF 4U1
Calculus				MCV 4U1
Data Management				MDM 4U1
SCIENCE				
Academic/Applied	SNC 1W1	SNC 2D1 SNC 2P1		
Workplace, Locally Developed		SNC 2LZ	SVN 3E1	
Biology – College			SBI 3C1	
Biology – University			SBI 3U1	SBI 4U1
Chemistry – College				SCH 4C1
Chemistry – University			SCH 3U1	SCH 4U1
Physics – College				SPH 4C1
Physics – University			SPH 3U1	SPH 4U1
SOCIAL SCIENCES				
Challenge And Change				HSB 4U1 (offered in 2027/28)
Exploring Family Studies	HIF 1O1			
Food And Nutrition		HFN 2O1		HFA 4U1* HFA 4C1*
Food And Culture			HFC 3M1	
Gender Studies			HSG 3M1 (offered in 2027/28)	
Human Development Through the Lifespan				HHG 4M1 (offered in 2027/28)
Introduction To Sociology, Anthropology & Psychology			HSP 3C1 HSP 3U1	
Philosophy				HZT4U1*
Managing Personal Resources				HIP 4O1
Raising Healthy Children			HPC 3O1	
Working With School Aged Children				HPD 4C1

World Religions			HRT 3M1*	
TECHNOLOGY				
Communications Open		TGJ 2O1	TGJ 3O1	
Communications Univ/College (M)			TGJ 3M1	TGJ 4M1
Saints TV			TGV 3M1	TGV 4M1
Construction Open All Female Construction		TCJ 2O1 TCJ 2OF		
Construction College			TCJ 3C1	TCJ 4C1
Electrical			TCE 3E1	TCE 4E1
Industrial Automation and Control System Design			TDR 3M1	
Woodworking			TWJ 3E1	TWJ 4E1
Hair And Aesthetics		TXJ 2O1	TXJ 3E1	TXJ 4E1
Horticulture		THJ 2O1	THJ 3E1	THJ 4E1
Hospitality-Foods		TFJ 2O1	TFJ 3E1	TFJ 4E1
Technical Design – Open		TDJ 2O1	TDJ 3O1	TDJ 4O1
Technical Design – Univ/Coll			TDJ 3M1	TDJ 4M1
Transportation – Open & Workplace		TTJ 2O1	TTJ 3O1	
Transportation College			TTJ 3C1	TTJ 4C1
Technology & The Skilled Trades	TAS 1O1			
Manufacturing		TMJ 2O1		
Manufacturing Machining– College			TMJ 3C1	TMJ 4C1
Manufacturing Welding- Essential			TMW 3E1	TMW 4E1
Robotics and Computer Engineering Technology			TER 3M1	TER 4M1

THE ARTS

DRAMATIC ARTS

ADA 2O DRAMATIC ARTS (Open)

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

ADC 3M DRAMA IN THE COMMUNITY (University/College) **Prerequisite: ADA 1O or ADA 2O**

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. Students explore the potential of drama to build connections within the ensemble and with the wider community beyond the classroom.

ADA 4M DRAMATIC ARTS (University/College) **Prerequisite: ADC 3M**

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

MUSIC

AMI 1O INSTRUMENTAL MUSIC-BAND (Open)

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

AMI 2O INSTRUMENTAL MUSIC-BAND (Open) **Recommended: AMI 1O**

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

AMG 2O GUITAR (Open)

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

AMV 2O MUSIC - VOCAL/CHORAL (Open)

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

AMI 3M INSTRUMENTAL MUSIC-BAND (University/College) **Prerequisite: AMI 1O or AMI 2O**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. 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.

AMG3O (Open) **Prerequisite: AMG 2O**

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

AMI 4M INSTRUMENTAL MUSIC-BAND (University/College) **Prerequisite: AMI 3M**

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

VISUAL ARTS

AVI 1O VISUAL ARTS (Open)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context

Note: This is a course where the student gets to do a lot of hands-on learning. Students are given the time required to develop their skills in the arts and many are surprised at the quality of work they can create in the course.

NAC 1O EXPRESSIONS OF FIRST NATIONS, MÉTIS, AND INUIT CULTURES (Open)

This course examines Indigenous cultures in Canada through an exploration of art forms-painting, sculpture, storytelling, dance and music- created by Aboriginal artists. Students will learn how to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships and sovereignty.

AVI 2O VISUAL ARTS (Open) **Recommended: AVI 1O**

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: This is a course where the student gets to do a lot of hands-on learning. Students begin to make connections between the skills being taught in the course and how they can be transferred into other areas of their life.

AWD 2O VISUAL ARTS – Applied Design (Open)

This course emphasizes learning through practice: building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g. drawing, painting). This course emphasizes hands-on studio experience in a variety of media and is ideally suited to a novice student seeking an art experience.

AVI 3O VISUAL ARTS (Open)

This course focuses on studio activities in one or more of the visual arts including 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.

AVI 3M VISUAL ARTS (University/College) **Prerequisite: AVI 1O or AVI 2O**

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

Note: This course offers the student the opportunity to refine their studio skills. We also work on building a portfolio for post-secondary.

ASM 3O MEDIA ARTS (Open) **Recommended: AVI1O or AVI 2O**

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.

Note: This course will focus on photography, animation, graphic design/layout and collaborative experimental works of art.

AVI 4M VISUAL ARTS (University/College) **Prerequisite: AVI 3M or AVI3O**

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.

AVI 4E VISUAL ARTS (Workplace)

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.

BUSINESS STUDIES

BUSINESS

BEM 1O BUILDING AN ENTREPRENEURIAL MINDSET (Open)

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

BEP 2O LAUNCHING AND LEADING A BUSINESS (Open)
This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing information and communication technology, financial management, human resources and production.

BAF 3M FINANCIAL ACCOUNTING FUNDAMENTALS (University/College)
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.

BDI 3C ENTREPRENEURSHIP: THE VENTURE (College)
This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a student-run school-based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. Students will be given opportunities to create and run a real-life business.

BMI 3C MARKETING: GOODS, SERVICES, EVENTS (College)
This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.
NOTE: This course will focus on the growing *Sports and Entertainment Marketing industry.*

BMX 3E MARKETING: RETAIL & SERVICE (Workplace)
This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.
Note: *Students in this course will receive Service Excellence training.*

BAT 4M FINANCIAL ACCOUNTING PRINCIPLES (University/College) **Prerequisite: BAF 3M**
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

BBB 4M INTERNATIONAL BUSINESS FUNDAMENTALS (University)
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, management, politics, peace studies and global development.

BOH 4M BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS (University /College)
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. Students will be given the opportunity to explore real life leadership outside the classroom.
(Next offered in 2027/28)

IDC 4U WORLD OF FINANCE: DOLLARS AND SENSE (University) **Prerequisite: Any Gr. 11 or 12 U or M level course**
This course will help students develop and consolidate the skills required for an knowledge of different subjects and disciplines to make decisions and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research and investigate real-life situations through interdisciplinary endeavors. Personal finance topics include savings and investments; budgeting, rent and mortgages; insurance; and retirement planning. Students will also explore career opportunities and learn how their career choices will impact their financial abilities throughout their lives. Students will learn about financial concepts that will impact them from high school through to retirement and look to explore ways to be financially and personally successful in their lives.

COMPUTER STUDIES

ICD 2O INTRODUCTION TO COMPUTER STUDIES (Open)
This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

ICS 3C INTRODUCTION TO COMPUTER PROGRAMMING (College)
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.

ICS 3U INTRODUCTION TO COMPUTER SCIENCE (University)
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

ICS 4C COMPUTER PROGRAMMING (College) **Prerequisite: ICS 3C**
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.

ICS 4U COMPUTER SCIENCE (University) **Prerequisite: ICS 3U**
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.

CANADIAN & WORLD STUDIES
GEOGRAPHY

CGC 1W EXPLORING CANADIAN GEOGRAPHY (Destreamed)
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations**.**

CGF 3M PHYSICAL GEOGRAPHY:PATTERNS, PROCESS & INTERACTIONS (College/Univ.)
Prerequisite: CGC 1W
This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the Earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings. Investigating natural disasters such as volcanoes, earthquakes, tornadoes, hurricanes, flooding and avalanches will offer students concrete examples of physical processes at work.

CGG 3O TRAVEL AND TOURISM: A REGIONAL GEOGRAPHIC PERSPECTIVE (Open)
Prerequisite: CGC 1W
This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies, inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world. Select world regions will be studied including, but not limited to Australia, Africa, Europe, Caribbean and Japan.

CGR 4E LIVING IN A SUSTAINABLE WORLD (Workplace) **Prerequisite: CGC 1W**
This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community

CGW 4C CANADIAN AND WORLD ISSUES (College) **Prerequisite: Gr 11, 12 Can & World Studies, English, Soc. Sc or Humanities**
This course explores many difficult challenges facing Canada and the world today –challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

CGW 4U CANADIAN and WORLD ISSUES: A GEOGRAPHIC ANALYSIS (University)
Prerequisite: Gr 11, 12 Can & World Studies, English, Soc. Sc or Humanities
This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing they will investigate a number of current world issues that are changing their lives.

OEE OUTDOOR EXPERIENTIAL EDUCATION **(University/College)**
This 2-credit package of senior level courses involves the outdoors and experiential learning. The courses include:
CGR 4M -The Environment and Resource Management and CGO 4M- Spatial Technologies.
This course bundle will include hands-on, exploratory education in the outdoors. There will be many opportunities to work on real-life projects involving habitat restoration, with ties to conservation groups and other organizations involved in the environmental field. Certifications will include, but are not limited to: Basic ABC Canoe, Wilderness First Aid and CPR, Greencheck GPS, Species Identification, and Map and Compass certification. Students will need to commit to the half day program as some of these experiences will take the full half day to complete. This program is targeted towards senior level students who are interested in pursuing an outdoor or environmental related career. Please note a course fee <u>may</u> apply to cover some of the field trip costs.

HISTORY & CONTEMPORARY STUDIES

CHC 2D CANADIAN HISTORY SINCE WORLD WAR 1 **(Academic)**
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. (CHC2DX is available for students in French Immersion)

CHC 2P CANADIAN HISTORY SINCE WORLD WAR 1 **(Applied)**
This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

CHV 2O CIVICS **(Open) (.5 credit)**
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. (CHV2OX is available for students in French Immersion)

NAC 2O FIRST NATIONS, MÉTIS, AND INUIT IN CANADA **(Open)**
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.

CHT 3O WORLD HISTORY SINCE 1900: GLOBAL & REGIONAL PERSPECTIVES **(Open)** **Prerequisite: CHC 2D or CHC2P**
This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges facing people in various parts of the world.

CHW 3M WORLD HISTORY to the 15TH CENTURY (University/College) Prerequisite: CHC 2D/2P

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

NBV 3E WORLD VIEWS & ASPIRATIONS OF FIRST NATIONS, MÉTIS & INUIT COMMUNITIES IN CANADA (Workplace)
Prerequisite: NAC 2O1 or CHC 2P/2D/2L

This course explores diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine issues of identity facing First Nations, Métis, and Inuit individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own and others' world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary beliefs and values influence the aspirations and practices of First Nations, Métis, and Inuit communities. Students are given the opportunity to develop further understanding about the impacts of colonization and how reconciling diverse knowledge, world views, and aspirations contributes to a call for societal understanding

NBV 3C WORLD VIEWS AND ASPIRATIONS OF FIRST NATIONS, MÉTIS AND INUIT COMMUNITIES IN CANADA (College)
Prerequisite: NAC 2O or CHC 2P/2D

This course explores the diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine the historical and contemporary context of those beliefs, values, aspirations, and actions, including the impact of colonization and decolonization. Students will explore the factors that shape world views to develop an understanding of how acknowledging diverse cultures, values, and ways of knowing contributes to truth, reconciliation, and renewed nation-to-nation relationships. Students are also given the opportunity to develop their own problem-solving strategies to build mutual understanding related to First Nations, Métis, and Inuit world views and aspirations.

NDA 3M CONTEMPORARY FIRST NATIONS, MÉTIS, AND INUIT ISSUES (University/College)
Prerequisite: NAC 2O, CHC 2P/ 2D

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse 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.

CHI 4U DECONSTRUCTING ANTI-BLACK RASCISM (University)
Prerequisite: Gr 11,12 U/M course in Can & World Studies, English, Soc. Sc or Humanities

This course will examine and deconstruct the complex nature of anti-Black Racism in Canada, and within the broader North American context, through the study of historical oppression, as well as the political and social theories around Blackness. Students will develop their ability to identify, name, and effectively address anti-Black racism and discrimination in its various forms. Furthermore, the course will examine the concept of allyship in partnering in the fight for racial equality. Ultimately, this course will enable students to understand the intergenerational trauma that has been inflicted upon Black people and to develop their critical consciousness in understanding issues of equity in a broader context. Students will be equipped with the tools necessary to create and carry out social action initiatives designed to enhance and empower the local community.

CHY 4C WORLD HISTORY SINCE THE FIFTEENTH CENTURY (College)
Prerequisite: Gr 11, 12 Can & World Studies, English, Soc. Sc or Humanities

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. 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 key turning points in world history and historical forces that have shaped our world.

CHY 4U WORLD HISTORY SINCE THE FIFTEENTH CENTURY (University)

Prerequisite: Gr 11, 12 Can & World Studies, English, Soc. Sc or Humanities

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

CPW 4U CANADIAN AND INTERNATIONAL POLITICS (University)

Prerequisite: Gr 11,12 U/M course in Can & World Studies, English, Soc. Sc or Humanities

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.

NDW 4M CONTEMPORARY INDIGENOUS ISSUES AND PERSPECTIVES IN A GLOBAL CONTEXT (University/College)

Prerequisite: Any Grade 11 university, university/college, or college preparation course in FMNI studies, Canadian and world studies, or social sciences and humanities

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, spirituality, resilience, and advocacy for change.

LAW

CLU 3M UNDERSTANDING CANADIAN LAW (University/College) Prerequisite: CHC 2D

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

CLU 3E UNDERSTANDING LAW IN EVERYDAY LIFE (Workplace) Prerequisite: CHC 2D or CHC 2P

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today. Students will experience mock trials, mock parliaments, and first minister’s meeting simulations with legal professional mentors from the community.

(Next offered in 2027/28)

CLN 4U CANADIAN AND INTERNATIONAL LAW (University)

Prerequisite: Gr 11, 12 Can & World Studies, English, Soc. Sc or Humanities

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways. Students will experience mock trials, mock parliaments, and first minister’s meeting simulations with legal professional mentors from the community.

CO-OP EDUCATION

Co-operative Education (Co-op) is a program designed to bridge the gap between classroom learning and real-world work experience. Available as a 2-credit or 4-credit course, Co-op allows students to apply their knowledge from school subjects directly in the workplace, providing an opportunity to explore potential career paths. This hands-on approach helps students make informed decisions about their future, whether in post-secondary education, apprenticeships, or entering the workforce.

- OSSD Credits: Students can count up to 2 Co-op credits toward the 18 compulsory credits required for an Ontario Secondary School Diploma (OSSD). There is no cap on the number of elective Co-op credits they can earn.
- For students pursuing skilled trades, a 4-credit or full-day Co-op is highly recommended to gain comprehensive workplace experience and strengthen their pathway to apprenticeships and trade certifications.

Requirements for Co-operative Education

1. Access to Transportation: Transportation is not provided by the school. Most students in co-op have a Driver's License (G2) and vehicle access on a daily basis. If that is not possible, families will need to provide transportation to/from the work placement.
2. Application Process: Complete an online application
3. Mandatory Pre-Employment Training at school prior to placement.
4. Weekly Log Sheets and Project Submission.
5. Eligibility for Third-Year Students: Select third-year students may be accepted, contingent on program availability.

SHSM and Co-operative Education

Co-operative Education is a key component of the Specialist High Skills Major (SHSM) program, offering students workplace experiences to apply and extend skills from their SHSM credits. Students on college or university pathways with scheduling conflicts are encouraged to complete summer school co-op to meet requirements. A minimum of two co-op credits in the SHSM sector is required, with up to six credits allowed. Additional credits can count toward the four major credits or substitute an Other Required Credit, as per sector guidelines. All placements must align with the student's SHSM pathway for meaningful career preparation.

OYAP

The Ontario Youth Apprenticeship Program (OYAP) is a School-to-Work initiative that allows high school students to gain hands-on experience in skilled trades while working toward their Ontario Secondary School Diploma (OSSD). Through OYAP, students can become registered apprentices and start their journey to becoming certified journeypersons.

Key Features:

● Apprenticeship Training: Students work in real-world trade settings and earn credits toward their diploma.
● School-to-Work Transition: Provides a direct path from high school to apprenticeship training or employment.
● Skilled Trades Shortage Solution: Encourages youth to join the trades, addressing workforce shortages.

Accelerated OYAP LEVEL 1 option combines a co-op placement with 8 weeks of Level 1 trade training at a college or union training center, allowing students to become registered apprentices. Interested students should select 4 credits of co-op Semester 2

Military and Naval Co-op Program – Specialized Co-op
The Military and Naval Co-operative Education Program provides students with valuable work experience and financial benefits while serving in the Primary Reserves. This program fosters discipline, leadership, and work skills while preparing students for military service and future careers.
Program Highlights • Earnings: Up to $4,000 during the placement. • Travel: Mileage expenses reimbursed.

• Training: Completion of Basic Military Qualifications (BMQ)
Locations: ● Navy: HMCS Prevost in London. ● Army: London or St. Thomas.
Admission Requirements: ● Complete an application, references, screening, physical exam, and testing. ● Parental consent is required for students under 18.
Program Detail ● Available in Semester 2 as a 2-credit or 4-credit option. ● Limited spots across TVDSB; early application in Semester 1 is necessary

ENGLISH

ENL 1W ENGLISH (Destreamed)
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.

ENG 1L ENGLISH (Essential)
This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. This course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts; develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. Selection of this course requires approval from administration.

ENG 2D ENGLISH (Academic) **Prerequisite: ENL 1W**
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.

ENG 2L ENGLISH (Essential) **Prerequisite: ENG 1L or ENL 1W**
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts, build on their strategies and engage in the processes involved in speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

ENG 2P ENGLISH (Applied) **Prerequisite: ENL 1W**
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.

NBE 3C ENGLISH: UNDERSTANDING CONTEMPORARY FNMI VOICES (College) **Prerequisite: ENG 2D or 2P**
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

NBE 3E ENGLISH: UNDERSTANDING CONTEMPORARY FNMI VOICES (Workplace) **Prerequisite: ENG 2P or 2L**
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.

NBE 3U ENGLISH: UNDERSTANDING CONTEMPORARY FNMI VOICES (University) **Prerequisite: ENG 2D**
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures;, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms.. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

ENG 4C ENGLISH (College) **Prerequisite: NBE 3C**
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.

ENG 4E ENGLISH (Workplace) **Prerequisite NBE 3E**
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.

ENG 4U ENGLISH (University) **Prerequisite: NBE 3U or ENG 3U**
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.

<u>OPTIONAL ENGLISH COURSES (Note: These courses do not count as compulsory English credits)</u>**

EWC 4C THE WRITER'S CRAFT (College) **Prerequisite: ENG 3Cor NBE 3C**
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.

EWC4U THE WRITER'S CRAFT (University) **Prerequisite: ENG 3Uor NBE 3U**
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.

OLC 4O ONTARIO SECONDARY SCHOOL LITERACY COURSE (Open)
This course is designed to help students acquire and demonstrate 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.

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

FRENCH IMMERSION

Certificates	**Immersion Certificate** requires a minimum of 10 credits, four of which must be Français. **Extended Certificate** requires a minimum of 7 credits, four of which must be Français.
Course Selection to Achieve Certificates:	
Grade 9	Students entering grade nine must choose FIF 1D, MTH 1WX, SNC 1WX and depending on the year, CGC 1WX, CHC 2DX and CHV 2OX, GLC 2OX.
Grade 10	Students entering grade 10 choose FIF 2D, MPM 2DX, CCG 1DX, & SNC 2DX. Depending on the year, students may also choose CHC 2DX & CHV/GLC 2OX
Grade 11	Students entering grade 11 must choose FIF 3U and may choose HSP 3UX or CLN 4UX depending on the year
Grade 12	Students entering grade 12 must choose FIF 4U and may choose HSP 3UX or CLN 4UX depending on the year

FIF 1D FRANÇAIS (Academic)
This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

CGC 1WX ENJEUX GÉOGRAPHIQUES DU CANADA DECLOISONNE
Designed for French Immersion students, 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 in which to live.

MTH 1WX -MATHEMATIQUES DECLOISONNE
Designed for French Immersion students, 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.

SNC 1WX SCIENCES DECLOISONNE
Designed for French Immersion students, this course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop skills in the processes of scientific inquiry; and to relate science to technology, society, and the environment. Students will learn scientific theories and conduct investigations related to cell division and reproduction; atomic and molecular structures and the properties of elements and compounds; the universe and space exploration; and the principles of electricity.

FIF 2D FRANÇAIS (Academic) **Prerequisite: FIF 1D**
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language-learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary and historically well-known French European literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

CHC 2DX HISTOIRE DU CANADA DEPUIS LA PREMIERE GUERRE MONDIALE (Academic)
Designed for French Immersion students, 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.
(Next offered in 2027/28)

CHV 2OX CIVISME ET CITOYENNETÉ (Open) **.5 credit**
Designed for French Immersion students, this course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civic questions, and learn how to think and act critically and creatively about public issues.
(Next offered in 2027/28)

GLC 2OX EXPLORATION DE CARRIÈRE (Open) **.5 credit**
Designed for French Immersion students, this course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Students' learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals.
(Next offered in 2027/28)

MPM2DX MATHEMATIQUES (Academic) **Prerequisite: MPM1DX**
Designed for French Immersion students, this course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi step problems .

SNC 2DX SCIENCES (Academic) **Prerequisite: SNC 1WX**
Designed for French Immersion students, this course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. Students will conduct investigations

and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-based reactions; factors that influence weather systems; and motion.

FIF 3U FRANÇAIS (University) **Prerequisite: FIF 2D**

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

HSP 3UX INTRODUCTION À LA PSYCHOLOGIE, À LA SOCIOLOGIE ET L'ANTHROPOLOGIE (University)
Prerequisite: ENG 2D or CHC 2D

Designed for French Immersion students, 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 research, and to become familiar with current thinking on a range of issues within the three disciplines.

CLN 4UX DROIT CANADIEN ET INTERNATIONAL (LAW) (University)
Prerequisite: Gr 11, 12 Can & World Studies, English, Soc. Sc. or Humanities

Designed for French Immersion students, this course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.
(Next offered in 2027/28)

FIF 4U FRANÇAIS (University) **Prerequisite: FIF 3U**

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

GUIDANCE & CAREER EDUCATION

GLC 2O5 CAREER STUDIES (Open) .5 credit

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

HEALTH & PHYSICAL EDUCATION

PPL 1OF (female)/ PPL 1OM (male) HEALTHY ACTIVE LIVING EDUCATION (Open)

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

PPL 2OF (female) / PPL 2OM (male) HEALTHY ACTIVE LIVING EDUCATION (Open)

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

PPL 3OF (female)/PPL3OM (male) HEALTHY ACTIVE LIVING EDUCATION (Open)
(Students may only take 1 Healthy Active Living course from the PPL 3O)

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

PAL 2O & PAL 3O- Co-ed SAINTS HOCKEY ACADEMY (Open)

SHA is open to students of all levels of ability. Students will spend approximately 45 hours on the ice at the Gemini Arena where the primary aim is to develop individual hockey skills and tactics and apply them in a team setting. Students will also be involved in a variety of other activities that have the potential to engage students' interest throughout their lives. These include fitness and weight training, other sports and recreational games, nutritional planning, decision making and goal setting. There may be an activity fee associated with this course.

Note: This course should not replace the grade nine PPL 1O course.

PPZ 3C Health for Life (College)

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being –physical, cognitive, emotional, spiritual, and social and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will design initiatives that encourage others to lead healthy active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

PAF 3OF (female) LIVE FIT (Open)

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the 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.

PAF 4OF (female) LIVE FIT (Open)

This course will introduce the female student to the concept of personal responsibility for one's own health and fitness through a variety of physical activities. Live Fit will maximize opportunities for personalized fitness improvement and will include the following activities: weight training, ice skating/hockey, HIIT and circuit training, dance, outdoor fitness and activities, rock climbing, aquatics and much more! Feature events will include, Body Breaks, Snack Days, Rec Days and various guest speakers that will discuss topics on diet, and nutrition, stress management and women's health issues. An activity fee may be required.

PAF 4OM (male) FITNESS 101 (Open)

This personal fitness course focuses on the development of a personalized approach to healthy active living through participation in a variety of fitness related activities. The emphasis of this course will be focused on improving the major components of fitness; muscular strength and endurance, aerobic/anaerobic capacity, flexibility and body composition. Students will be encouraged to develop personal fitness plans and take actions to meet their defined goals. In addition, students will be given opportunities to refine their decisions, and interpersonal skills with a view to enhancing their mental health and relationships with others.

PPL 4OF (female) /PPL 4OM (male) HEALTHY ACTIVE LIVING EDUCATION (Open)
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. An activity fee may be required.

PLF 4M RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP (Univ\Coll) Prerequisite: any Phys Ed course
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.

PSK 4U INTRODUCTRY KINESIOLOGY (University) Prerequisite: any gr 11 college or university Science or gr. 11 or 12 Phys Ed
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

INDIGENOUS STUDIES

NAC 1O EXPRESSIONS OF FIRST NATIONS, MÉTIS, AND INUIT CULTURES (Open)
This course examines Indigenous cultures in Canada through an exploration of art forms-painting, sculpture, storytelling, dance and music- created by Aboriginal artists. Students will learn how to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships and sovereignty.

NAC 2O FIRST NATIONS, MÉTIS, AND INUIT IN CANADA (Open)
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.

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

NBE 3C ENGLISH: UNDERSTANDING CONTEMPORARY FNMI VOICES (College) Prerequisite: ENG 2D or 2P
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

NBE 3E ENGLISH: UNDERSTANDING CONTEMPORARY FNMI VOICES (Workplace) **Prerequisite: ENG 2P or 2L**

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. 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.

NBE 3U ENGLISH: UNDERSTANDING CONTEMPORARY FNMI VOICES (University) **Prerequisite: ENG 2D**

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

NDA 3M CONTEMPORARY FIRST NATIONS, MÉTIS, AND INUIT ISSUES (University/College)
Prerequisite: NAC 2O, CHC 2D

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit 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.

NBV 3C WORLD VIEWS AND ASPIRATIONS OF FIRST NATIONS, MÉTIS AND INUIT COMMUNITIES IN CANADA (College)
Prerequisite: NAC 2O or CHC 2P/2D

This course explores the diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine the historical and contemporary context of those beliefs, values, aspirations, and actions, including the impact of colonization and decolonization. Students will explore the factors that shape world views to develop an understanding of how acknowledging diverse cultures, values, and ways of knowing contributes to truth, reconciliation, and renewed nation-to-nation relationships. Students are also given the opportunity to develop their own problem-solving strategies to build mutual understanding related to First Nations, Métis, and Inuit world views and aspirations.

NBV 3E WORLD VIEWS AND ASPIRATIONS OF FIRST NATIONS, MÉTIS AND INUIT COMMUNITIES IN CANADA
(Workplace) **Prerequisite: NAC 2O or CHC 2P/2D**

This course explores diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine issues of identity facing First Nations, Métis, and Inuit individuals and communities with respect to changing relationships with the land, nature, one another, and Canada. Students will explore their own and others' world views, and the factors that shape world views over time, to develop an understanding of how traditional and contemporary beliefs and values influence the aspirations and practices of First Nations, Métis, and Inuit communities. Students are given the opportunity to develop further understanding about the impacts of colonization and how reconciling diverse knowledge, world views, and aspirations contributes to a call for societal understanding

NDW 4M CONTEMPORARY INDIGENOUS ISSUES AND PERSPECTIVES IN A GLOBAL CONTEXT (University/College)
Prerequisite: Any Grade 11 university, university/college, or college preparation course in FMNI studies, Canadian and world studies, or social sciences and humanities

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, spirituality, resilience, and advocacy for change.

LANGUAGES

FRENCH

FSF 1D CORE FRENCH (Academic)

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

FSF 2D CORE FRENCH (Academic) **Prerequisite: FSF 1D or FSF 1P**

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

FSF 3U CORE FRENCH (University) **Prerequisite: FSF 2D**

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

FSF 4U CORE FRENCH (University) **Prerequisite: FSF 3U**

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

OJIBWE

LNO AO OJIBWE (Open)

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

MATHEMATICS

MTH 1W PRINCIPLES OF MATHEMATICS (Destreamed)

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. (MTH1WX is available for French Immersion students)

MAT 1L LOCALLY DEVELOPED MATHEMATICS (Essential)

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Successful completion of this course prepares students for MAT 2L. Selection of this course requires approval from administration.

MPM 2D PRINCIPLES OF MATH (Academic) Prerequisite: MTH 1W

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

MAT 2L LOCALLY DEVELOPED MATHEMATICS (Essential) Prerequisite: MAT 1L or MTH 1W

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

MFM 2P FOUNDATIONS OF MATH (Applied) Prerequisite: MTH 1W

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

MBF 3C FOUNDATIONS FOR COLLEGE MATHEMATICS (College) Prerequisite: MFM 2P

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

MCF 3M FUNCTIONS AND APPLICATIONS (University/College) Prerequisite: MPM 2D or MFM 2P

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

MCR 3U FUNCTIONS (University) Prerequisite: MPM 2D

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

MEL 3E MATHEMATICS for WORK and EVERYDAY LIFE (Workplace) **Prerequisite: MTH1W or MAT 2L**
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.

MAP 4C COLLEGE AND APPRENTICESHIP MATHEMATICS (College) **Prerequisite: MBF 3C or MCF 3M or MCR 3U**
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; 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.

MCT 4C MATH FOR COLLEGE TECHNOLOGY (University/College) **Prerequisite: MCF 3M OR MCR 3U**
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continues to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs. **NOTE: This course serves as a prerequisite for MHF 4U.**

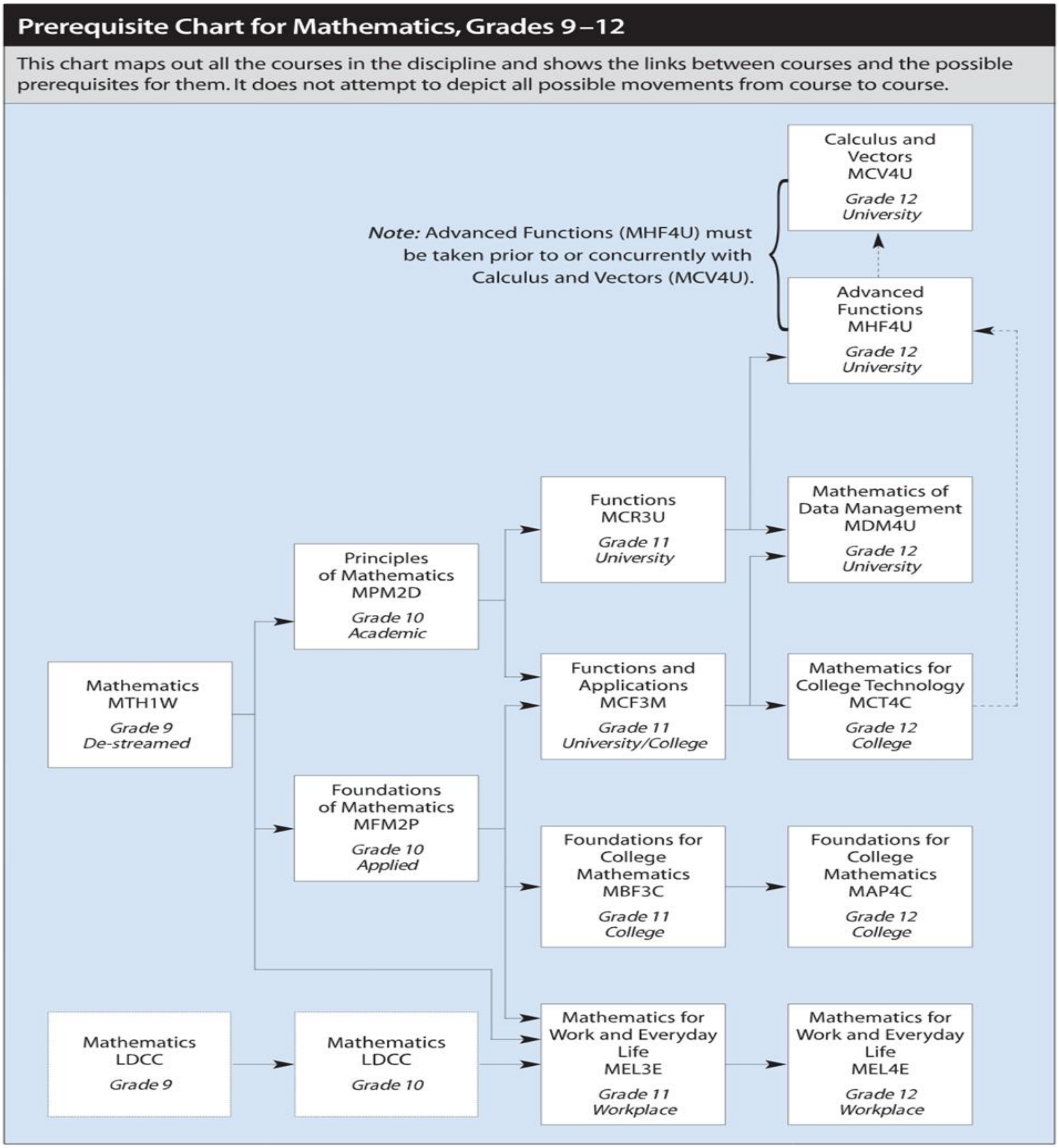
MCV4U - CALCULUS AND VECTORS (University) **Prerequisite: MCR 3U Corequisite: MHF4U**
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. . This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

MDM 4U MATHEMATICS OF DATA MANAGEMENT (University) **Prerequisite: MCF 3M or MCR 3U**
This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, and the humanities will find this course of particular interest.

MEL 4E MATHEMATICS FOR EVERYDAY LIFE (Workplace) **Prerequisite: MEL 3E**
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 in 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.

MHF4U - ADVANCED FUNCTIONS (University) **Prerequisite: MCR3U or MCT4C**
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.



Note: LDCC – locally developed compulsory credit course (LDCC courses are not outlined in this curriculum.)

SCIENCE

SNC 1W SCIENCE (Destreamed)

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. (SNC1WX is available for French Immersion Students)

SNC 2D SCIENCE (Academic) **Prerequisite: SNC 1W**

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. (SNC2DX is available for French Immersion Students)

SNC 2L LOCALLY DEVELOPED SCIENCE (Essential) **Recommended: SNC 1W or SNC1L**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. 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.

SNC 2P SCIENCE (Applied) **Prerequisite: SNC 1W**

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.

SBI 3C BIOLOGY (College) **Prerequisite: SNC 2D or SNC 2P**

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.

SBI3U BIOLOGY University) **Prerequisite: SNC 2D**

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.

SCH 3U CHEMISTRY (University) **Prerequisite: SNC 2D**

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.

Recommendation: Grade 10 Academic Math MPM 2D1.

SPH 3U PHYSICS (University) **Prerequisite: SNC 2D**

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.
Recommendation: Grade 10 Academic Math MPM 2D1.

SVN 3E ENVIRONMENTAL SCIENCE (Workplace) **Prerequisite: SNC 2P or SNC 1L**

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.

SBI 4U BIOLOGY (University) **Prerequisite: SBI 3U**

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. **Recommendation: Students should have completed SCH 3U.**

SCH 4C CHEMISTRY (College) **Prerequisite: SNC 2D or SNC 2P**

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.

SCH 4U CHEMISTRY (University) **Prerequisite: SCH 3U**

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.

SPH 4C PHYSICS (College) **Prerequisite: SNC 2D or SNC 2P**

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.

SPH 4U PHYSICS (University) **Prerequisite: SPH 3U**

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.
Recommendation: Students should have completed MCR 3U.

SOCIAL SCIENCES

HIF 1O EXPLORING FAMILY STUDIES (Open)
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.

HFN 2O FOOD AND NUTRITION (Open)
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 food and nutrition.

HFC 3M FOOD AND CULTURE (University/College) Prerequisite: none
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

HSG 3M1 GENDER STUDIES Prerequisite: none
This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

HPC 3O RAISING HEALTHY CHILDREN (Open) Prerequisite: none
This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

HRT 3M-WORLD RELIGIONS: BELIEFS, ISSUES and RELIGIOUS TRADITIONS (University/College) Prerequisite: none
This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

HSP 3C INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY (College) Prerequisite: none
This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

HSP 3U INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY (University)

Prerequisite: ENG 2D or CHC 2D

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 research, and to become familiar with current thinking on a range of issues within the three disciplines.

HHG 4M HUMAN DEVELOPMENT THROUGH THE LIFESPAN (College/University)

Prerequisite: any gr. 11 or 12 university, mixed or college level social sciences & humanities, English, or Canadian & World Studies

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

(Offered next in 2027/28)

HIP 4O MANAGING PERSONAL RESOURCES (Open)

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.

HFA 4C NUTRITION AND HEALTH (College) Prequisite: Gr 11, 12 Can & World Studies, English, Soc. Sc. or Humanities

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.

HFA 4U NUTRITION AND HEALTH (University) Prerequisite: Gr 11, 12 Can & World Studies, English, Soc. Sc. or Humanities

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.

(Offered next in 2026/2027)

HPD 4C WORKING WITH SCHOOL-AGED CHILDREN AND ADOLESCENCE (College)

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development

HSB 4U CHALLENGE AND CHANGE IN SOCIETY (University) Prerequisite:Gr 11, 12 Can & World Studies, English, Soc. Sc or Humanities

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change

HZT 4U PHILOSOPHY: QUESTIONS AND THEORIES (University)

Prerequisite: Gr 11, 12 Can & world studies, English, Soc. Sc or Humanities

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 questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

TECHNOLOGICAL STUDIES

TAS 1O TECHNOLOGY & THE SKILLED TRADES (Open)

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

Communications Technology

TGJ 2O COMMUNICATIONS TECHNOLOGY (Open)

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.

TGJ 3O COMMUNICATIONS TECHNOLOGY: BROADCAST AND PRINT PRODUCTION (Open)

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.

TGJ 3M COMMUNICATIONS TECHNOLOGY (University/College) **Recommended: TGJ 2O**

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.

TGV 3M COMMUNICATIONS TECHNOLOGY (TV, Video and Movie Production) (College/University)

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. **This STV (Saints TV) course will give students an opportunity to use the school television studio to edit and produce live programs for morning announcements, commercials and live radio programs.**

TGJ 4M COMMUNICATIONS TECHNOLOGY (University/College) **Prerequisite: TGJ 3M**

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.

TGV 4M COMMUNICATIONS TECHNOLOGY(TV, Video and Movie Production) (College/University)

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. **This STV (Saints TV) course will give students an opportunity to use the school television studio to edit and produce live programs for morning announcements, commercials and live radio programs.**

CONSTRUCTION TECHNOLOGY

TCJ 2O CONSTRUCTION TECHNOLOGY (Open)
TCJ 2OF (Female Only)

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.

TCJ 3C CONSTRUCTION ENGINEERING TECHNOLOGY (College) **Recommended: TCJ 2O**

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

TWJ 3E CUSTOM WOODWORKING (Workplace)

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.

TCE 3E CONSTRUCTION TECHNOLOGY: ELECTRICAL (Workplace)

This course provides students with a comprehensive introduction to the theory, circuitry, and wiring of electrical systems. Focused on residential wiring, students will learn how to design, install, and troubleshoot electrical systems within a residential setting. Key topics include electrical theory, installation practices, reading electrical prints, adherence to electrical codes, and an overview of power generation methods. Through hands-on projects and practical exercises, students will develop the skills necessary to install and maintain residential electrical systems, preparing them for careers in electrical technology and construction.

TCE4E – Construction Technology: Electrical (Workplace)
This course expands students' knowledge of electrical theory, circuitry, and wiring, with a focus on both residential and commercial wiring systems. In addition to refining residential wiring skills, students will be introduced to the complexities of commercial wiring, including installations, power distribution, and commercial building codes. Topics also include the study of electrical theory, reading advanced electrical prints, ensuring code compliance, and exploring various power generation methods. Through hands-on projects and real-world scenarios, students will gain the skills needed to design, install, and maintain both residential and commercial electrical systems, preparing them for careers in the electrical and construction industries.

TDR3M - Technological Design: Industrial Automation and Control System Design (University/College)
This course provides students with the opportunity to explore the design, integration, and troubleshooting of industrial automation systems. Geared toward students interested in pursuing careers in the manufacturing sector, particularly as technicians, electricians, or millwrights, the course covers both electrical and mechanical components used in automation. Students will gain hands-on experience with a variety of technologies, including 3D modeling, electrical circuitry, and programming for automation. Through practical projects and problem-solving exercises, students will develop the skills required to design, implement, and maintain automated systems.

TCJ 4C CONSTRUCTION ENGINEERING TECHNOLOGY (College) Prerequisite:TCJ 3C
This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.

TWJ 4E CUSTOM WOODWORKING (Workplace) Prerequisite (TWJ 3E)
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.

GREEN INDUSTRIES

THJ 2O GREEN INDUSTRIES (Open)
This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

THJ 3E GREEN INDUSTRIES (Workplace) Recommended: THJ 2O
This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.

THJ 4E GREEN INDUSTRIES (Workplace) **Prerequisite: THJ 3E**
This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.

HAIRSTYING AND AESTHETICS

TXJ 2O HAIR STYLING AND AESTHETICS (Open)
This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Through a variety of school and community-based activities, students learn fundamental skills in hairstyling, giving manicures and facials and providing hair/scalp analyses, and treatments. Students also consider related environmental and societal issues and explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

TXJ 3E HAIRSTYLING AND AESTHETICS (Workplace) **Recommended: TXJ 2O**
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.

TXJ 4E HAIRSTYLING AND AESTHETICS (Workplace) **Prerequisite: TXJ 3E**
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.

HOSPITALITY AND TOURISM

TFJ 2O HOSPITALITY AND TOURISM (Open)
This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

TFJ 3E HOSPITALITY AND TOURISM (Workplace) **Recommended: TFJ 2O**
This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

TFJ 4E Hospitality and Tourism (Workplace) **Prerequisite: TFJ3E**
This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

MANUFACTURING AND TECHNOLOGY

TMJ 2O MANUFACTURING TECHNOLOGY (Open)

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moldings. 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

TMJ 3C MANUFACTURING -MACHINING (College) Recommended: TMJ 2O

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.

TMW 3E MANUFACTURING -WELDING (Workplace) Recommended: TMJ 2O

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.

TMJ 4C MANUFACTURING-MACHINING (College) Prerequisite: TMJ 3C

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.

TMW 4E MANUFACTURING- WELDING (Workplace) Prerequisite: TMJ 3E

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

ROBOTICS AND COMPUTER ENGINEERING TECHNOLOGY

TER 3M ROBOTICS & COMPUTER ENGINEERING TECHNOLOGY (University/College)

This course explores computer systems with a strong focus on robotics and automation. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. They will develop knowledge and skills in robotics, electronics, programming, and networking, with an emphasis on building robotic systems that use computer programs and interfaces to control or respond to external devices. Through hands-on projects, students will gain experience in designing and programming robots for practical applications. Additionally, they will explore environmental and societal issues related to robotics and computer systems and learn about College and University programs leading to careers in computers, engineering, mechatronics, automation, and robotics.

TER 4M ROBOTICS & COMPUTER ENGINEERING TECHNOLOGY (University/College) **Prerequisite: TEJ 3M/TER3M**
This course deepens students' understanding of computer systems with a strong emphasis on robotics, automation including interfacing with external devices. Students will assemble advanced computer systems by installing and configuring appropriate hardware and software, and will enhance their knowledge of robotics, electronics, programming, and networks. They will engage in designing and programming robotic systems to interact with and respond to various environments and devices. Students will also examine environmental and societal impacts of robotics and computer technologies and explore post-secondary pathways leading to careers in computers, robotics, engineering, mechatronics, automation, and related fields.

Technological Design

TDJ 2O TECHNOLOGICAL DESIGN (Open)
This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

TDJ 3M TECHNOLOGICAL DESIGN (University/College) **Recommended: TDJ 2O**
This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

TDJ 3O TECHNOLOGICAL DESIGN AND THE ENVIRONMENT (Open) **Recommended: TDJ 2O**
This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

TDJ 4M TECHNOLOGICAL DESIGN (University/College) **Prerequisite: TDJ 3M**
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

TDJ 4O TECHNOLOGICAL DESIGN IN THE TWENTY-FIRST CENTURY (Open) **Prerequisite: TDJ 3O**
This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

TDR 3M INDUSTRIAL AUTOMATION AND CONTROL SYSTEM DESIGN (University/College)
This course introduces students to the principles of robotics and automated control systems, emphasizing practical applications in the manufacturing sector. Students will design, build, and program automated systems, gaining skills in coding, electrical systems, and mechanical design that drive modern automation. This experience provides a foundation in STEM, particularly valuable for those pursuing careers in trades or engineering technology fields, such as manufacturing automation. Through hands-on projects, students will develop problem-solving, critical thinking, and troubleshooting skills vital to the industry.

TRANSPORTATION TECHNOLOGY

TTJ 2O TRANSPORTATION TECHNOLOGY (Open)

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.

TTJ 3C TRANSPORTATION TECHNOLOGY (College) Recommended: TTJ 2O

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.

TTJ 3O TRANSPORTATION TECHNOLOGY: VEHICLE OWNERSHIP (College) Recommended: TTJ 2O

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.

TTJ 4C TRANSPORTATION TECHNOLOGY (College) Prerequisite: TTJ 3C

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

SHSM - SPECIALIST HIGH SKILLS MAJOR

A SHSM is a Ministry of Education approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). Students earning a SHSM will receive an OSSD with a red seal. A SHSM will assist in the transition from secondary school to Apprenticeship training, College, Employment or University.

Strathroy District Collegiate Institute is offering 4 different Specialist High Skills Major in the following areas:

- Arts and Culture
- Manufacturing
- Environment
- Justice, Community and Emergency Services.

SHSMs start in grade 11 so junior students are encouraged to research options early and plan their grade 11 and 12 courses accordingly.

A SHSM includes:

- 8 – 10 “bundled courses”
- experiential learning (Co-op, Job shadowing...)
- sector-recognized certifications and safety awareness training (First Aid, Safe Food Certificate, CPR...)
- use of the Ontario Skills Passport (focuses on essential skills and work habits needed in the industry)
- “reach ahead” experiences (Skills Canada, Fanshawe, Lambton and UWO (Dual Credit, guest chef visits, mini courses...)

NOTE: SEE APPENDICES 1- 4 FOR ADDITIONAL INFORMATION on each of our four SHSM programs.

Appendix 1

ARTS AND CULTURE

SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAM

Focus on Arts Management, Digital & Media Arts, Performance Arts, Technical Production and Visual Arts

Requirements		
4 Major Credits from any of these	ADC 3M Drama AMG 3O Guitar AVI 3M Visual Art ASM 3O Media Art AWP 3O or AVI3O Visual Art AMI 3M Instrumental AMV 3M Vocal EMS 3O Media Studies FIF 3U French Immersion French FSF 3U Core French HSP 3C/3U Anthro, Psych, and Soc. ICS 3C/3U Computer Science TGJ 3O/3M Communications TGV Saints TV TCJ 3C/TWJ 3E Construction/Woodworking TDJ 3O/3M Technical Design TMJ 3E/3C Manufacturing Technology TXJ 3E Hairstyling and Aesthetics	ADA 4M Drama AMI 4M Instrumental AVI 4M Visual Arts FIF 4U French HIP 4O Managing Personal Resources HSB 4U Challenge and Change in Society HZT 4U Philosophy: Questions and Theories ICS 4C/4U Computer Science TCJ 4C/TWJ 4E Construction/Woodworking TDJ 4O/4M Technical Design TGJ 4M Communications TGV 4M Saints TV TMJ 4E/4C Manufacturing Technology TXJ 4E Hairstyling and Aesthetics
1 English Credit	NBE 3E/3C/3U or ENG 4E/4C/4U or OLC 4O	
1 Business **or** Canadian World Studies Credit	BAF 3M/BDI 3C/BMX 3E/BMI 3C **or** BAT 4M/BOH 4M/BBB 4M **or** HRT 3M/CHW 3M/CHT 3O/NBV 3E/NDA 3M CGG 3O **or** CHY 4C/4U/NDW 4M/CGR 4M/4E/ CGW 4C/4U	
2 Co-op Credits	Placement in Arts and Culture Setting	
3 Required Certifications & Training	Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) Standard First Aid WHMIS (Safety in the Workplace)	
3 Elective Certifications & Training	Makeup/Cosmetology, Infection Control, Project Management, Framing and Matting, Customer Service, or Sector Specific Software	
Elective Experiential Learning & Career Exploration	Through Co-op Placement and SHSM Major Courses	
Read Ahead Experiences	Students can participate in field trips or Dual Credit programs. SDCI has partnered with local arts & culture community members, Lambton College, and Fanshawe College, to provide reach-ahead experiences.	
Essential Skills and Work Habits	Through Co-op Placement	

For more details about the Arts and Culture SHSM, please contact our SHSM Lead Jenny Needham j.needham@tvdsb.ca

Appendix 2

JUSTICE, COMMUNITY SAFETY & EMERGENCY SERVICES

SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAM

***Focus on** legal services, policing and private security services, the armed forces, or correctional services.*

Requirements		
4 Major Credits from any of these	CGF 3M Physical Geography CLU 3E Law CLU 3M Law HPC 3O Parenting HRT 3M World Religions HSG 3M Gender Studies HSP 3C/U Intro to Psych.,Soc, & Anthro. NBV 3E/C NDA 3M PAF 3O Body Fit PPL 3O Healthy Active Living PPZ 3C Health for Life SBI 3C/U Biology SVN 3E Environmental Science TEJ 3M Computer Engineering	CGO 4M Spatial Technologies CGR 4E/M Resource Management CGW 4C/U World Issues CHI 4U Deconstructing Anti-Black Racism CLN 4U Law CPW 4U Politics HHG 4M Human Development HHS 4U Families in Canada HPD 4C- Working with School Aged Children HSB 4U Challenge and Change in Society HSE 4M Social Equity HZT 4U Philosophy: Questions and Theories IDC 4U World of Finance NDW 4M Contemporary Indigenous Issues PAF 4O Body Fit PLF 4M Fitness Leadership PPL 4O Healthy Active Living PSK 4U Kinesiology SBI 4U Biology SCH 4C/U Chemistry SPH 4C/U Physics TEJ 4M Computer Engineering
1 English Credit	NBE 3E/3C/3U or ENG 4E/4C/4U or OLC 4O	
1 Math Credit	MEL3E, MBF3C, MCF3M, MCR3U or MEL 4E, MAP4C, MCT4C, MDM4U, MHF4U, MCV 4U	
2 Co-op Credits	Placement in a justice organization, community service or emergency service.	
4 Required Certifications & Training	Cardiopulmonary Resuscitation (CPR)-Level C & Automated External Defibrillation (AED) Standard First Aid WHMIS (Safety in the Workplace) Conflict Resolution	
3 Elective Certifications & Training	Fire Extinguisher Training, Safe Weapons Handling, Mental Health Awareness, and Sector Specific Training and Technology, ICE (Innovation, Creativity and Entrepreneurship)	
Elective Experiential Learning & Career Exploration	Through Co-op Placement and SHSM Major Courses	
Read Ahead Experiences	Students can participate in field trips or Dual Credit programs. SDCI has partnered with local community members and organizations, such as Middlesex County Court and SCPS, Lambton and Fanshawe Colleges and Western University, to provide reach-ahead experiences.	
Essential Skills and Work Habits	Through Co-op Placement	

For more details about the Justice, Community Safety and Emergency Services SHSM, please contact our SHSM Lead Jason Hatch j.hatch@tvdsb.ca

Appendix 3

ENVIRONMENTAL

SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAM

***Focus on** environmental science and environmental studies.*

Requirements		
4 Major Credits from any of these	BAF 3M Accounting CGF 3M Physical Geography CGG 3O Travel and Tourism CHW 3M World History CLU 3E/3M Law HRT 3M World Religions ICS 3C/U Computer Science NBV 3C/3E World Views and Aspirations NDA 3M Contemporary First Nations Issues PAF 3O Body Fit PPL 3O Healthy Active Living PPZ 3C Health for Life SBI 3C/U Biology SCH 3U Chemistry SPH 3U Physics SVN 3E Environmental TCE 3E Electrical TCJ 3E/C Construction TDJ 3O/3M Technical Design TGJ 3O/M Communications THJ 3E Horticulture TMJ 3E/C Manufacturing TTJ 3O/3C Transportation TWJ 3E Woodworking	BAT 4M Accounting BBB 4M International Business BOH 4M Business Leadership CGO 4M Spatial Technologies CGR 4E/4M Resource Management CGW 4C/U World Issues HFA 4U Nutrition and Health HSB 4U Challenge and Change HSE 4M Social Equity HZT 4U Philosophy ICS 4U Computer Science IDC 4U World of Finance NDW 4M Contemp. Indigenous Perspectives PAF 4O Personal Fitness PPL 4O Healthy Active Living PLF 4M Fitness Leadership PSK 4U Kinesiology SBI 4U Biology SCH 4C/4U Chemistry SPH 4C/4U Physics TCJ 4E/C Construction TDJ 4O/M Design Technology TCE 4E Electrical TFJ 4C Hospitality TGJ 4M Communications THJ 4E Horticulture TMJ 4E Manufacturing TTJ 4C Transportation
2 English Credits	NBE 3E/3C/3U or ENG 4E/4C/4U or OLC 4O	
1 Math Credit	MEL 3E, MBF 3C, MCF 3M, MCR 3U or MAP 4C, MCT 4C, MHF 4U, MCV 4U	
2 Co-op Credits	Placement in an Environmental organization	
4 Required Certifications & Training	Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillation (AED) Standard First Aid WHMIS (Safety in the Workplace) Compass/Map Global Positioning Systems (GPS)	
3 Elective Certifications & Training	ICE, Wilderness First Aid	
Elective Experiential Learning & Career Exploration	Through Co-op Placement and SHSM Major Courses	
Read Ahead Experiences	Students can participate in field trips or Dual Credit programs. SDCI has partnered with local environmental organizations, Lambton College, and Fanshawe College, to provide reach-ahead experiences.	
Essential Skills and Work Habits	Through Co-op Placement	

For more details about the Environmental SHSM, please contact our SHSM Leads Danny Kajan d.kajan@tvdsb.ca and Diana MacKenzie d.mackenzie@tvdsb.ca

Appendix 4

MANUFACTURING

SPECIALIST HIGH SKILLS MAJOR (SHSM) PROGRAM

Focus on areas such as programming, operation, service, and repair, robotics and advanced manufacturing

Requirements		
4 Major Credits from any of these	ICS 3C/3UComputer Science SCH 3U/4U Chemistry SPH 3U/4U Physics TCJ 3C Construction TDJ 3O/3M Technical Design TDR 3M Industrial Automation and Control System Design TER 3M Robotics & Comp. Engineering TGJ 3O/3M Communications TMJ 3E/3C Manufacturing Technology TTJ 3O/3C Transportation TWJ 3E/4E Woodworking	ICS 4C/4U Computer Science IDC 4U World of Finance MCV 4U Calculus MHF 4U Functions TCJ 4C Construction TDJ 4O/4M Technical Design TER 4M Robotics & Comp. Engineering TGJ 4M Communications TMJ 4E/4C Manufacturing Technology TTJ 4C Transportation TWJ 4E Woodworking
1 English Credit	NBE 3E/3C/3U or ENG 4E/4C/4U or OLC 4O	
1 Math Credit	MEL 3E/MBF 3C/MCF 3M/MCR 3U/MEL4E/MAP 4C/MHF 4U/MCV 4U/MDM4U	
1 Science Credit **or** *gr. 12 Eng for Workplace pathway	SBI 3C/3U/4U, SVN 3E, SCH 3U/4C, SPH 3U/4C/4U	
2 Co-op Credits	Placement in Manufacturing	
3 Required Certifications & Training	Cardiopulmonary Resuscitation (CPR) Standard First Aid WHMIS (Safety in the Workplace)	
3 Elective Certifications & Training	Lockout/Tagout, Forklift, CAD/CAM, Propane safety, Working at Heights	
Elective Experiential Learning & Career Exploration	Through Co-op Placement and SHSM Major Courses	
Read Ahead Experiences	Students can participate in field trips or Dual Credit programs. SDCI has partnered with local arts & culture community members, Lambton College, and Fanshawe College, to provide reach-ahead experiences.	
Essential Skills and Work Habits	Through Co-op Placement	

For more details about the Manufacturing SHSM, please contact our SHSM Lead Derek Freer
d. freer@tvdsb.ca

... notes

SCHOOL WITHIN A COLLEGE (SWAC)

The **School Within A College** program allows students to complete high school by attending school on campus at college. These students also enroll in college dual credits. Each successfully completed college credit also results in the awarding of a high school credit which can be used toward completion of the OSSD. Currently, TVDSB has a SWAC program at Fanshawe College in London, St. Thomas, and Woodstock.

*First Nations, Métis, Inuit SWAC programs also available.

To find out more:
Visit *www.ontario.ca/morestudentsuccess* and click on Dual Credit Program or talk to your school's guidance counsellor.

SCHOOL WITHIN A UNIVERSITY (SWAU)

The **School Within A University** program allows students experiencing changes and challenges in life to complete secondary school by attending school on campus at Huron and Western Universities in London, Ontario. These students also enroll tuition free in one first year university course.

DUAL CREDITS

Area colleges are pleased to offer senior students the opportunity to enroll in college-level courses during the Fall and Winter semesters under the School to College to Work Initiative (SCWI) project. This unique arrangement allows post-secondary bound students the chance to experience life and learning at the college level.

To find out more: www.tvdsb.ca/**DualCredit**

Reaching Every Student

Each student has their own unique interests, goals and strengths. Every student should have the same opportunity to succeed and graduate from secondary school. TVDSB schools are working with you to improve the learning experience for all students.

We share a common goal to help all students build a promising future for themselves. We are responding by focusing on:

- Quality course options and programs inside and outside of the classroom, leading to all destinations (apprenticeship, college, community, employment, and university)
- Literacy and numeracy skills in all subject areas
- One-on-one support when students need extra help
- Building community, diversity, culture, safety, and caring in all schools

There is a **Student Success Team** in every secondary school. Members of this team include the Principal, the Head of Guidance, Learning Support Teacher, the Head of Special Education, the Student Success Teacher, and other staff members as appropriate to the school (e.g. Cooperative Education Teacher, Social Worker, etc.).

Student Success Teams continue to monitor the progress of students throughout their time at secondary school, setting and revisiting career life goals with students and providing support as needed to maximize student opportunities and achievement.

Enhanced PARENT PORTAL

BENEFITS:

A single landing page allows you to easily navigate all your children's information.

Update consent for Release of Student Personal Information online.

Submit community involvement hours.

Mobile, friendly! You can use the Parent Portal from anywhere, on any device!

View student, attendance, marks, timetables, course requests, and much more!

www.tvdsb.ca/ParentPortal

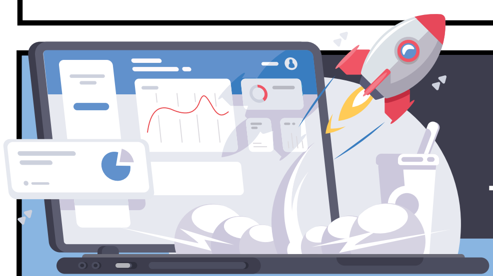
Attendance Reporting

www.tvdsb.ca/attendance

Students who attend school regularly tend to be more engaged in their learning, feel more connected to the school and have better academic outcomes than students who miss a lot of school.

If your child is going to be absent, notify the school by:

- www.tvdsb.ca/schoolmessenger
- Call the toll free number: 1-844-305-3756
- Report the absence through our smartphone mobile application:
  App Store: SchoolMessenger and/or Google Play: SchoolMessenger



ONLINE Learning Options

TVDVA Online Learning Options: www.tvdsb.ca/OnlineLearning

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.

Eligible Credit Requirements

Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school.

- Credits earned through online summer school virtual learning (asynchronous)
- Credits earned asynchronously through TVDVA (Thames Valley District Virtual Academy) e-Learning

Credits that are NOT Eligible

Credits that DO NOT count towards the online learning graduation requirement include:

- Credits earned through a blended model, in which digital resources are used in an in-person environment or students are taught part of the time in person and part of the time online.
- Credits earned during full remote learning in 2021-2022 and 2022-2023.

Opt Out Process

Parents, caregivers, or students over the age of 18 have the option to opt their child out of this online learning graduation requirement through the parent portal or in hard copy. Hard copies are available from the school or the TVDSB website.

In the Know

Ontario Student Record (OSR)

Each student's record (OSR) is kept at the student's home school and follows the student when that student changes schools. The OSR contains the Ontario Student Transcript (OST) and other notes, assessment, evaluations and records made while the student attends elementary and secondary school. The OSR is available for adult students, parent/guardian of minor students, teaching staff and administration.

Course Outline

Course outlines are provided to students during the first week of classes. Copies of course outlines are available through the main office at each school.

Prerequisite/Corequisite

A prerequisite is a course that students must complete prior to attempting a course of the next year level. A corequisite is a course that must be taken at the same time as another course.

Substitution of Compulsory Credits

In unique circumstances, the principal of a school may replace up to three of the compulsory credit requirements in order to meet an individual student's need.

Full Disclosure

If a student withdraws from a Grade 11 or 12 course after 5 instructional days following the issue of the first provincial report card (mid-term), the withdrawal and percentage grade must be recorded on the Ontario Student Transcript (OST).

Credit Recovery

Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade. Please contact your school's student success team for more information.

Stay Informed

Information about Programs and Policies

- Graduation Requirements
- Curriculum Policy Documents
- eLearning
- The French Program
- English as a Second Language (ESL) and English Literacy Development (ELD)
- Special Education
- Specialized Programs
- Summer Programs and Camps
- General High School Pathway Planning

Create a digital plan using myBlueprint
Login: myblueprint.ca/tvdsb

Tips for planning Post-secondary **PATHWAYS**

1. **Start Early.** It is never too soon to start talking to children about their goals for secondary school and beyond.
   - Use the TVDSB pathway planning resources together
   - Start planning for high school and post-secondary at **www.myblueprint.ca/tvdsb**
2. **Help Your Teens Know Their Goals and Interests.** Encourage them to understand who they are and connect their interests and abilities to careers.
   - Choose courses wisely and explore a variety of courses and experiences
   - Do the self-assessments at **www.myblueprint.ca/tvdsb**
3. **Understand the New Realities of Work.** Remember your child will likely have 6-10 occupations and some of those jobs do not exist yet.
   - Transferable skills are the key to success
4. **Encourage Your Teen to Explore All Pathways.** Talk equally about all possibilities.
5. **Investigate the Specifics of Career Choices.** Attend information sessions about all five destinations available in your school.
   - Encourage experiential learning such as Coop, Dual Credits, SHSM and Volunteer Opportunities
6. **Community Involvement (40 hours).** It is important to start early, and you can begin in the summer before grade 9.
7. **Research Financial Responsibilities.**
   - Plan ahead.
   - Investigate support options available such as loans, scholarships and bursaries
   - Check out the Financial Planner at **www.myblueprint.ca**

Continue your effort to communicate with your child, the school and the community.

Visit: **www.tvdsb.ca/HighSchool**

ALL ABOUT ME

Who am I?

- How would I describe myself right now (strengths, interests, values)?
- How can I connect who I am to the choices I make?

What are my opportunities?

- What opportunities should I try while I'm in school?

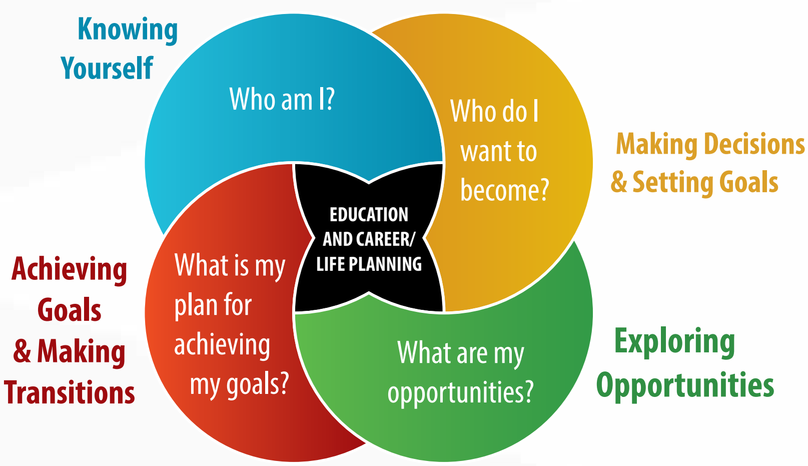
Who do I want to become?

- What are my goals now and for the near future?
- Where can I find information about my initial post-secondary destination?

What is my plan for achieving my goals?

- How do I develop and review my plan?
- Who can support me in achieving my goals?

Adapted from Halton District School Board: www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf



Is apprenticeship for you?

Check out the websites below to learn more about the apprenticeship pathway.

www.oyap.com
www.careersintrades.ca
www.skilledtradesontario.ca
www.trades.ontariocolleges.ca

Is college for you?

Check out the websites below to learn more about the college pathway.

www.ontariocolleges.ca
www.gotocollege.ca
www.edu.gov.on.ca

Is community training for you?

Check out the websites below to learn more about the community training pathway.

www.tvdsb.ca
> Programs
> Special Education

Is on-the-job training for you?

Check out the websites below to learn more about the on-the-job training and employment pathway.

www.servicecanada.gc.ca
www.jobfutures.ca
www.edu.gov.on.ca

Is university for you?

Check out the websites below to learn more about the university pathway.

www.ouac.ca
www.ontariouniversitiesinfo.ca
www.edu.gov.on.ca