

# **Ursuline College Chatham Catholic Secondary School**

## **Pathways To Success**



## **Course Calendar 2017-2018**

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

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**LIGHTING THE WAY - REJOICING IN OUR JOURNEY**  
**Our Plan for Excellence in our Catholic Schools**



**OUR MISSION**

**Walking together in Christ’s light with parish and family, we are called to build a safe and inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:**

- **Living our faith;**
- **Promoting educational achievement and innovation;**
- **Fostering stewardship, leadership, and social justice.**

STRATEGIC PRIORITIES	GOALS AND STRATEGIC ACTIONS	DESIRED RESULTS
<b>LIVING OUR FAITH</b>	We will live our faith when: <ul style="list-style-type: none"> <li>• We work in all ways to be living examples of our Mission as a Catholic school board.</li> <li>• Our Catholic elementary and secondary schools are first choice for all Catholic families in our region.</li> <li>• Our Catholic faith is present in all aspects of our curriculum and visible in our school environments.</li> <li>• We provide adult faith formation for our staff.</li> <li>• Information about our quality Catholic school system is readily available in our community.</li> </ul>	<ul style="list-style-type: none"> <li>• Our faith will be recognized as the foundation of who we are as a Catholic school system.</li> <li>• Our employees will model and teach our Catholic faith by word and examples.</li> <li>• Our Catholic faith, sacramental life and commitment to social justice will be taught, learned and lived in partnership with parishes and homes.</li> <li>• The community will be well-informed about the Catholic programs, services and choices that we offer.</li> </ul>
<b>PROMOTING EDUCATIONAL ACHIEVEMENT AND INNOVATION</b>	We will promote educational achievement for all when: <ul style="list-style-type: none"> <li>• Our students’ learning experiences are 21st-Century: reflective of the global and digital age in which we live, rich in critical thinking, creativity and citizenship and enhanced by technology.</li> <li>• Our students achieve their highest levels of appropriate educational and personal development.</li> <li>• We prepare our students for academic and practical success through innovative career-based opportunities involving Colleges, Co-operative Education and Apprenticeships.</li> <li>• We commit to high levels of achievement and well-being for all students through professional learning that is collaborative, job embedded and responsive to their needs within a caring Catholic culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Our educators will be skilled at providing 21st-Century learning and our learning environment will be equipped to do so.</li> <li>• Our students will achieve:                             <ol style="list-style-type: none"> <li>1. Developmentally appropriate literacy and math benchmarks in the primary and junior divisions;</li> <li>2. Level 3 in literacy and numeracy in the intermediate and senior divisions;</li> <li>3. 16 credits by the completion of Grade 10;</li> <li>4. Increased graduation rates.</li> </ol> </li> <li>• Our partnerships and programs will create valuable opportunities for student development both within and beyond the classroom, that prepare them well for the future.</li> <li>• Our principals and teaching staff will continually learn and collaboratively develop best practice teaching and learning strategies.</li> </ul>
<b>FOSTERING STEWARDSHIP, LEADERSHIP AND SOCIAL JUSTICE</b>	We will foster stewardship, leadership and social justice when: <ul style="list-style-type: none"> <li>• We model behaviour that is ethical, courageous and deeply rooted in our faith.</li> <li>• We are responsive, transparent and accountable in our actions and decisions.</li> <li>• We make wise decisions on the use of human and public resources and facilities in our care.</li> <li>• We are an active participant in the communities in which we work.</li> <li>• We all care for God’s creation by managing and reducing our carbon footprint in measurable ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Optimum use will be made of all our resources, schools and related facilities.</li> <li>• Communication, inclusion and fiscal responsibility will underpin all our resource management decisions.</li> <li>• We will take significant steps to show leadership in environmental responsibility, energy use and ecological practice.</li> <li>• We will be recognized as valuable partners in community initiatives where we can make a positive difference.</li> </ul>

### UCC History

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

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

### UCC Philosophy

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

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

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

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

### Pathways to Success

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

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

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

### Message to Parents and Students

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

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

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

**Individual Pathways Plan Grade 7 to 12**

**Gain Awareness Grade 7**

Students by the end of Grade 7 will document:

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

Other Activities:

- Attend a High School Event
- Attend Muskoka Woods

**Identify Strengths Grade 8**

Students by the end of Grade 8 will document:

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

Other Activities:

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

**Self Discovery Grade 9**

Students by the end of Grade 9 will document:

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

Other Activities:

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

**Explore Opportunities Grade 10**

Students by the end of Grade 10 will document:

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

Other Activities:

- 1 Reflection
- Guidance Visit
- Co-Op Career Fair
- Update Resume
- Play the "My Personal GPS" game in Careers Class.

**Gain Experience Grade 11**

Students by the end of Grade 11 will document:

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

Other Activities:

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

**Refine Your Plan Grade 12**

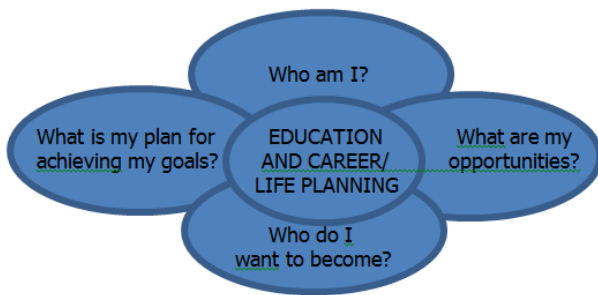
Students by the end of Grade 12 will document:

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

Other Activities:

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

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



## How To Choose My Courses

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

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

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

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

Do research to find out the Grade 12 required courses needed for your destination.  
Use the Education Planner (page 5), Pathways Charts (pages 6-11) and Course Selection Charts (pages 12-15) to help you.

<p style="text-align: center;"><b>Apprenticeship</b></p> <ul style="list-style-type: none"> <li>www.apprenticesearch.com</li> <li>Click About Trades (at the top)</li> <li>Click a Sector</li> <li>Research different occupations to find required courses</li> </ul>	<p style="text-align: center;"><b>College</b></p> <ul style="list-style-type: none"> <li>www.ontariocolleges.ca</li> <li>Click Find a Program</li> <li>Search for desired program</li> <li>Click Visit in desired program to find required courses</li> </ul>	<p style="text-align: center;"><b>University</b></p> <ul style="list-style-type: none"> <li>www.electronicinfo.ca</li> <li>Click Find a Program</li> <li>Search for desired program</li> <li>Compare to find required courses</li> </ul>	<p style="text-align: center;"><b>Workplace</b></p> <ul style="list-style-type: none"> <li>Refer to the Career Pathways Chart on pages 6-7</li> <li>Refer to the Sample Pathways on pages 10-11</li> </ul>
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### Step 3

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

#### Grade 12 Courses

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

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

#### Grade 11 Courses

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

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

#### Grade 10 Courses

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

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

#### Grade 9 Courses

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

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

**Graduation Checklist  
18 Compulsory Credits:**

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

**One credit from each of the following groups:**

**Group 1** Additional credit in English, or French as a Second Language, or a Native Language, or a Classical Language or an International Language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, **or Co-operative Education.\***

**Group 2** Additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language **or Co-operative Education.\***

**Group 3** Additional credit in Science (Grade 11 or 12), or Technological Education, or Computer Studies, or French as a Second Language, **or Co-operative Education.\***

**12 Optional Credits\*\***

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

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

\* A maximum of two credits in Co-operative Education can count as compulsory credits.

\*\* Will include four Religious Studies credits.

## Career Pathways and Suggested Course Electives

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



## Career Pathways and Suggested Course Electives

Grade 9 Suggested Electives	Grade 10 Suggested Electives	Grade 11 Suggested Electives	Grade 12 Suggested Electives
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Core French</li> <li>Dance</li> <li>Discovering the Workplace</li> <li>Dramatic Arts</li> <li>Fashion Arts</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Instrumental Music</li> <li>Introduction to Computer Studies</li> <li>Learning Strategies</li> <li>Spanish</li> <li>Visual Arts, Crafts</li> <li>Vocal Music</li> </ul>	<ul style="list-style-type: none"> <li>Communications</li> <li>Co-operative Ed.</li> <li>Core French</li> <li>Dance</li> <li>Dramatic Arts</li> <li>Film Studies</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Hospitality</li> <li>Information &amp; Communication Technology</li> <li>Instrumental Music</li> <li>Languages for Travel</li> <li>Leadership and Peer Support</li> <li>Media Studies</li> <li>Parenting</li> <li>Personal and Fitness Activities</li> <li>Resistance Training</li> <li>Spanish</li> <li>Tech. Design</li> <li>Travel and Tourism</li> <li>Visual Arts, Crafts</li> <li>Vocal Music</li> </ul>	<ul style="list-style-type: none"> <li>Canadian and World Issues</li> <li>Communications</li> <li>Co-operative Ed.</li> <li>Core French</li> <li>Dance</li> <li>Dramatic Arts</li> <li>Exercise Science</li> <li>The Fashion Industry</li> <li>Film Studies</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Information &amp; Communication Technology</li> <li>Instrumental Music</li> <li>Mathematics</li> <li>Spanish</li> <li>Studies in Literature</li> <li>Tech. Design</li> <li>Visual Arts</li> <li>Vocal Music</li> <li>World History</li> <li>Writer's Craft</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Introduction to Business</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Core French</li> <li>Discovering the Workplace</li> <li>Fashion Arts</li> <li>French Immersion</li> <li>Hairstyling and Aesthetics</li> <li>Information and Communication Technology</li> <li>Introduction to Business</li> <li>Introduction to Computer Studies</li> <li>Learning Strategies</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Communications</li> <li>Co-operative Ed.</li> <li>Core French</li> <li>Financial Accounting Fundamentals</li> <li>French Immersion</li> <li>Hairstyling and Aesthetics</li> <li>Hospitality</li> <li>Information &amp; Communication Technology</li> <li>Intro to Anthropology, Psychology and Sociology</li> <li>Intro to Computer Programming/Science</li> <li>Marketing</li> <li>Travel and Tourism</li> <li>Understanding Canadian Law</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Current Economic Issues</li> <li>Building Financial Securities</li> <li>Canadian and International Law</li> <li>Communications Technology</li> <li>Computer Programming/Science</li> <li>Core French</li> <li>Co-operative Ed./OYAP/Dual Credit</li> <li>Entrepreneurship</li> <li>The Fashion Industry</li> <li>Financial Accounting Principles</li> <li>French Immersion</li> <li>Information &amp; Communication Technology</li> <li>International Business Fundamentals</li> <li>Mathematics</li> <li>Spanish</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Core French</li> <li>Discovering the Workplace</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Information and Communication Technology</li> <li>Introduction to Computer Studies</li> <li>Learning Strategies</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Environmental Science, Chemistry, Physics</li> <li>Co-operative Education/OYAP</li> <li>Healthy Active Living Education</li> <li>Intro to Anthropology, Psychology and Sociology</li> <li>Intro to Computer Programming/Science</li> <li>Leadership and Peer Support</li> <li>Manufacturing Technology</li> <li>Mathematics</li> <li>Parenting</li> <li>Physical Geography</li> <li>Technological Design</li> <li>Computer Engineering Technology</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Chemistry, Earth and Space Science, Physics, Science</li> <li>Computer Programming/Science</li> <li>Co-operative Education/OYAP/Dual Credit</li> <li>Environment and Resource Management</li> <li>Exercise Science</li> <li>Healthy Active Living Education</li> <li>Leadership and Peer Support</li> <li>Manufacturing Technology</li> <li>Mathematics</li> <li>Technological Design</li> <li>Computer Engineering Technology</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Introduction to Business</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Discovering the Workplace</li> <li>Information and Communication Technology</li> <li>Introduction to Business</li> <li>Introduction to Computer Studies</li> <li>Learning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Co-operative Education/OYAP</li> <li>Information &amp; Communication Technology</li> <li>Intro to Computer Programming/Science</li> <li>Technological Design</li> <li>Computer Engineering Technology</li> </ul>	<ul style="list-style-type: none"> <li>Communications Technology</li> <li>Computer Programming/Science</li> <li>Co-operative Education/OYAP/Dual Credit</li> <li>Information &amp; Communication Technology</li> <li>Mathematics</li> <li>Technological Design</li> <li>Computer Engineering Technology</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Core French</li> <li>Discovering the Workplace</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Introduction to Computer Studies</li> <li>Learning Strategies</li> <li>Spanish</li> </ul>	<ul style="list-style-type: none"> <li>American History</li> <li>Co-operative Education/OYAP</li> <li>Core French</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Intro to Anthropology, Psychology and Sociology</li> <li>Leadership and Peer Support</li> <li>Parenting</li> <li>Peer Mentoring</li> <li>Personal and Fitness Activities</li> <li>Physical Geography</li> <li>Resistance Training</li> <li>Spanish</li> <li>Travel and Tourism</li> <li>Understanding Canadian Law</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Current Economic issues</li> <li>Canadian and International Law</li> <li>Canadian and World Issues</li> <li>Co-operative Ed./OYAP/Dual Credit</li> <li>Core French</li> <li>Environment &amp; Resource Mgt.</li> <li>French Immersion</li> <li>Healthy Active Living Education</li> <li>Indiv. &amp; Families in a Diverse Society</li> <li>Issues in Human Growth &amp; Dev.</li> <li>Leadership and Peer Support</li> <li>Peer Mentoring</li> <li>Physical Geography</li> <li>Spanish</li> <li>World History</li> </ul>
<ul style="list-style-type: none"> <li>Comprehensive Arts</li> <li>Dramatic Arts</li> <li>Healthy Active Living</li> <li>Instrumental Music</li> <li>Introduction to Business</li> <li>Learning Strategies</li> <li>Visual Arts</li> <li>Exploring Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Discovering the Workplace</li> <li>Fashion Arts</li> <li>Information and Communication Technology</li> <li>Introduction to Business</li> <li>Introduction to Computer Studies</li> <li>Learning Strategies</li> <li>Manufacturing Technology</li> <li>Construction Technology</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Chemistry, Environmental Science, Physics</li> <li>Communications Technology</li> <li>Construction Technology</li> <li>Co-operative Education/OYAP</li> <li>Hospitality</li> <li>Information and Communication Technology</li> <li>Intro to Computer Programming/Science</li> <li>Manufacturing Technology</li> <li>Technological Design</li> <li>Woodworking Technology</li> <li>Computer Engineering Technology</li> </ul>	<ul style="list-style-type: none"> <li>Biology, Chemistry, Physics</li> <li>Communications Technology</li> <li>Computer Programming/Science</li> <li>Construction Technology</li> <li>Co-operative Education/OYAP/Dual Credit</li> <li>Hospitality</li> <li>Information and Communication Technology</li> <li>Manufacturing Technology</li> <li>Technological Design</li> <li>Woodworking Technology</li> <li>Computer Engineering Technology</li> </ul>

## Sample Pathways

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

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENG1D0 English <i>Academic</i>	ENG2D0 English <i>Academic</i>	ENG3U0 English <i>University</i>	ENG4U0 English <i>University</i>	University Programs: <ul style="list-style-type: none"> <li>• Anthropology</li> <li>• Criminology</li> <li>• English</li> <li>• History</li> <li>• International Relations</li> <li>• Legal Studies</li> <li>• Linguistics</li> <li>• Philosophy</li> <li>• Political Science</li> <li>• Psychology</li> <li>• Social Justice Studies</li> <li>• Social Work</li> <li>• Sociology</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRE3M0 Religion <i>University/College</i>	HRE4M0 Religion <i>University/College</i>	
CGC1D0 Geography <i>Academic</i>	CHC2D0 History <i>Academic</i>	CHW3M0 World History <i>University/College</i>	CHY4U0 World History <i>University</i>	
MFM1P0 Mathematics <i>Applied</i>	MFM2P0 Mathematics <i>Applied</i>	MCF3M0 Functions & Appl <i>University/College</i>	MDM4U0 Data Management <i>University</i>	
SNC1P0 Science <i>Applied</i>	SNC2P0 Science <i>Applied</i>	CLU3M0 Canadian Law <i>University/College</i>	CLN4U0 Canadian and Int'l Law <i>University/College</i>	
FSF1D0 French <i>Academic</i>	CHV200/GLC200 Civics/Careers <i>Open</i>	HSP3C0 Intro to Sociology <i>University/College</i>	HSB4U0 Sociology <i>University/College</i>	
Arts <i>Open</i>	Option	Option	HHG4M0 Psychology <i>University/College</i>	
Physical Education <i>Open</i>	Option	Option	Option	
Technological Studies <i>Open</i>	Option	Option	Option	

### University (Academic) Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENG1D0 English <i>Academic</i>	ENG2D0 English <i>Academic</i>	ENG3U0 English <i>University</i>	ENG4U0 English <i>University</i>	University Programs: <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Health Science</li> <li>• Kinesiology/Human Kinetics</li> <li>• Medical Science</li> <li>• Nursing</li> <li>• Science</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRE3M0 Religion <i>University/College</i>	HRE4M0 Religion <i>University/College</i>	
MPM1D0 Mathematics <i>Academic</i>	MPM2D0 Mathematics <i>Academic</i>	MCR3U0 Functions <i>University</i>	MHF4U0 Advanced Functions <i>University</i>	
SNC1D0 Science <i>Academic</i>	SNC2D0 Science <i>Academic</i>	SBI3U0 Biology <i>University</i>	SBI4U0 Biology <i>University</i>	
CGC1D0 Geography <i>Academic</i>	CHC2D0 History <i>Academic</i>	SCH3U0 Chemistry <i>University</i>	SCH4U0 Chemistry <i>University</i>	
FSF1D0 French <i>Academic</i>	CHV200/GLC200 Civics/Careers <i>Open</i>	SPH3U0 Physics <i>University</i>	SPH4U0 Physics <i>University</i>	
Arts <i>Open</i>	Option	Option	MCV4U0 Calculus and Vectors <i>University</i>	
Physical Education <i>Open</i>	Option	Option	PSK4U0 Exercise Science <i>University</i>	
Technological Studies <i>Open</i>	Option	Option	Option	

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

## Sample Pathways

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

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENG1P0 English <i>Applied</i>	ENG2P0 English <i>Applied</i>	ENG3C0 English <i>College</i>	ENG4C0 English <i>College</i>	College Programs: <ul style="list-style-type: none"> <li>• Child and Youth Worker</li> <li>• Community and Justice Services</li> <li>• Customs Border Services</li> <li>• Developmental Services Worker</li> <li>• Early Childhood Education</li> <li>• Educational Assistant</li> <li>• Journalism</li> <li>• Legal Office Assistant</li> <li>• Native Community Worker</li> <li>• Office Administration</li> <li>• Personal Services Worker</li> <li>• Police Foundations</li> <li>• Protection, Security and Investigation</li> <li>• Social Service Worker</li> </ul>
HRE1O0 Religion <i>Open</i>	HRE2O0 Religion <i>Open</i>	HRE3O0 Religion <i>Open</i>	HRE4O0 Religion <i>Open</i>	
CGC1P0 Geography <i>Applied</i>	CHC2P0 History <i>Applied</i>	HPC3O0 Parenting <i>Open</i>	BTA3O0 Info & Comm Tech <i>Open</i>	
MAT1L0 Mathematics <i>Workplace</i>	MAT2L0 Mathematics <i>Workplace</i>	MEL3E0 Mathematics <i>Workplace</i>	HHG4M0 Psychology <i>University/College</i>	
SNC1L0 Science <i>Workplace</i>	SNC2L0 Science <i>Workplace</i>	CLU3M0 Canadian Law <i>University/College</i>	Physical Education <i>Open</i>	
FSF1P0 French <i>Applied</i>	CHV2O0/GLC2O0 Civics/Careers <i>Open</i>	HSP3C0 Intro to Sociology <i>University/College</i>	HSB4U0 Sociology <i>University/College</i>	
Arts <i>Open</i>	Option	GPP3OJ/GPP3OU Peer Mentoring <i>Open</i>	GWL3O2 Co-op and Dual Credit <i>Open</i>	
Physical Education <i>Open</i>	Option	Physical Education <i>Open</i>	GWL3O2 Co-op and Dual Credit <i>Open</i>	
Technological Studies <i>Open</i>	Option	Option	Option	

### College (Applied) Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENG1P0 English <i>Applied</i>	ENG2P0 English <i>Applied</i>	ENG3C0 English <i>College</i>	ENG4C0 English <i>College</i>	College Programs: <ul style="list-style-type: none"> <li>• Cardiovascular Technology</li> <li>• Chemical Laboratory Technician</li> <li>• Dental Assistant/Hygiene</li> <li>• Engineering Technology</li> <li>• Entertainment Technology</li> <li>• Fitness and Health Promotion</li> <li>• Massage Therapy</li> <li>• Medical Laboratory Technology</li> <li>• Occupational Therapist Assistant</li> <li>• Paramedic</li> <li>• Pharmacy Technician</li> <li>• Physiotherapist Assistant</li> <li>• Powerline Technician</li> <li>• Practical Nursing</li> <li>• Pre-Service Firefighting</li> <li>• Respiratory Technology</li> <li>• Ultrasound Technology</li> <li>• Veterinary Technology</li> </ul>
HRE1O0 Religion <i>Open</i>	HRE2O0 Religion <i>Open</i>	HRE3O0 Religion <i>Open</i>	HRE4O0 Religion <i>Open</i>	
MFM1P0 Mathematics <i>Applied</i>	MFM2P0 Mathematics <i>Applied</i>	MCF3M0 or MBF3C0 Mathematics <i>Univ/Coll or College</i>	MCT4C0 or MAP4C0 Mathematics <i>College</i>	
SNC1P0 Science <i>Applied</i>	SNC2P0 Science <i>Applied</i>	SBI3C0 Biology <i>College</i>	SCH4C0 Chemistry <i>College</i>	
CGC1D0 Geography <i>Applied</i>	CHC2P0 History <i>Applied</i>	HSP3C0 Intro to Sociology <i>University/College</i>	SPH4C0 Physics <i>College</i>	
FSF1P0 French <i>Applied</i>	CHV2O0/GLC2O0 Civics/Careers <i>Open</i>	BTA3O0 Info & Comm Tech <i>Open</i>	BTX4C0 Info & Comm Tech <i>College</i>	
Arts <i>Open</i>	Option	Physical Education <i>Open</i>	GWL3O2 Co-op and Dual Credit <i>Open</i>	
Physical Education <i>Open</i>	Option	Option	GWL3O2 Co-op and Dual Credit <i>Open</i>	
Technological Studies <i>Open</i>	Option	Option	Option	

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

## Sample Pathways

### Carpenter, Cabinet Maker or Construction Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENG1P0 or ENG1L0 English <i>Applied or Workplace</i>	ENG2P0 or ENG2L0 English <i>Applied or Workplace</i>	ENG3C0 or ENG3E0 English <i>College or Workplace</i>	ENG4C0 or ENG4E0 English <i>College or Workplace</i>	<b>Employment Opportunities:</b> <ul style="list-style-type: none"> <li>• Building Centres</li> <li>• Cabinet Makers</li> <li>• Construction</li> <li>• Furniture Makers</li> <li>• Lumber Yards</li> <li>• Kitchen Designers</li> <li>• Pattern Makers</li> <li>• Renovators</li> <li>• Saw Mill</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRE300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1P0 Geography <i>Applied</i>	CHC2P0 History <i>Applied</i>	TWJ3E0 Woodworking <i>Workplace</i>	TWJ4E0 Woodworking <i>Workplace</i>	
MFM1P0 or MAT1L0 Mathematics <i>Applied or Workplace</i>	MFM2P0 or MAT2L0 Mathematics <i>Applied or Workplace</i>	MBF3C0 or MEL3E0 Mathematics <i>College or Workplace</i>	MAP4C0 or MEL4E0 Mathematics <i>College or Workplace</i>	
SNC1P0 or SNC1L0 Science <i>Applied or Workplace</i>	SNC2P0 or SNC2L0 Science <i>Applied or Workplace</i>	TCJ3E0 Construction <i>Workplace</i>	TCJ4E0 Construction <i>Workplace</i>	
FSF1P0 French <i>Academic</i>	CHV200/GLC200 Civics/Careers <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	
Arts <i>Open</i>	TMJ200 Manufacturing <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	
Physical Education <i>Open</i>	TCJ200 Construction <i>Open</i>	Option	Option	
Technological Studies <i>Open</i>	Option	Option	Option	

### Hairstyling and Aesthetics Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENG1P0 or ENG1L0 English <i>Applied or Workplace</i>	ENG2P0 or ENG2L0 English <i>Applied or Workplace</i>	ENG3C0 or ENG3E0 English <i>College or Workplace</i>	ENG4C0 or ENG4E0 English <i>College or Workplace</i>	<b>Employment Opportunities:</b> <ul style="list-style-type: none"> <li>• Beauty Salons</li> <li>• Make-up Artists</li> <li>• Nursing Homes</li> <li>• Retail Specialist</li> <li>• Salon Owner</li> <li>• Skin Care Specialist</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRE300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1P0 Geography <i>Applied</i>	CHC2P0 History <i>Applied</i>	BMI3C0 or BMX3E0 Marketing <i>College or Workplace</i>	BDV4C0 Entrepreneurship <i>College</i>	
MFM1P0 or MAT1L0 Mathematics <i>Applied or Workplace</i>	MFM2P0 or MAT2L0 Mathematics <i>Applied or Workplace</i>	MBF3C0 or MEL3E0 Mathematics <i>College or Workplace</i>	Option	
SNC1P0 or SNC1L0 Science <i>Applied or Workplace</i>	SNC2P0 or SNC2L0 Science <i>Applied or Workplace</i>	GWL302 Co-operative Education <i>Open</i>	GWL302 Co-op and Dual Credit <i>Open</i>	
FSF1P0 French <i>Academic</i>	CHV200/GLC200 Civics/Careers <i>Open</i>	GWL302 Co-operative Education <i>Open</i>	GWL302 Co-op and Dual Credit <i>Open</i>	
Arts <i>Open</i>	TXJ200 Hairstyling & Aesthetics <i>Open</i>	TXJ3E0 Hairstyling & Aesthetics <i>Workplace</i>	TXJ4E0 Hairstyling & Aesthetics <i>Workplace</i>	
BBI200 Intro. to Business <i>Open</i>	Option	Option	Option	
Technological Studies <i>Open</i>				

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

## Sample Pathways

### Manufacturing Engineering Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENG1P0 or ENG1L0 English <i>Applied or Workplace</i>	ENG2P0 or ENG2L0 English <i>Applied or Workplace</i>	ENG3C0 or ENG3E0 English <i>College or Workplace</i>	ENG4C0 or ENG4E0 English <i>College or Workplace</i>	<b>Employment Opportunities:</b> <ul style="list-style-type: none"> <li>• Computer Aided Design (CAD)</li> <li>• Computer Aided Manufacturing (CAM)</li> <li>• General Machinist</li> <li>• Mechanical Engineering Technologist</li> <li>• Sheet Metal Worker</li> <li>• Tool and Die Maker</li> <li>• Welder</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRE300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1P0 Geography <i>Applied</i>	CHC2P0 History <i>Applied</i>	TDJ3M0 Technological Design <i>University/College</i>	TDJ4M0 Technological Design <i>University/College</i>	
MPM1D0 or MFM1P0 Mathematics <i>Academic or Applied</i>	MPM2D0 or MFM2P0 Mathematics <i>Academic or Applied</i>	MCF3M0 or MBF3C0 Mathematics <i>Univ/Coll or College</i>	MCT4C0 or MAP4C0 Mathematics <i>College</i>	
SNC1P0 or SNC1L0 Science <i>Applied or Workplace</i>	SNC2P0 or SNC2L0 Science <i>Applied or Workplace</i>	GWL3O2 Co-operative Education <i>Open</i>	GWL3O2 Co-op and Dual Credit <i>Open</i>	
FSF1P0 French <i>Academic</i>	CHV2O0/GLC2O0 Civics/Careers <i>Open</i>	GWL3O2 Co-operative Education <i>Open</i>	GWL3O2 Co-op and Dual Credit <i>Open</i>	
Arts <i>Open</i>	TMJ2O0 Manufacturing <i>Open</i>	TMJ3C0 Manufacturing <i>College</i>	TMJ4C0 Manufacturing <i>College</i>	
Physical Education <i>Open</i>	Option	Option	Option	
Technological Studies <i>Open</i>	Option	Option	Option	

### Retail Sales and Service Pathway

Grade 9	Grade 10	Grade 11	Grade 12	Destinations
ENG1P0 or ENG1L0 English <i>Applied or Workplace</i>	ENG2P0 or ENG2L0 English <i>Applied or Workplace</i>	ENG3C0 or ENG3E0 English <i>College or Workplace</i>	ENG4C0 or ENG4E0 English <i>College or Workplace</i>	<b>Employment Opportunities:</b> <ul style="list-style-type: none"> <li>• Apparel/Fashion Stores</li> <li>• Car Rental</li> <li>• Convenience Stores</li> <li>• Copying/Duplicating Services</li> <li>• Department Stores</li> <li>• Drug Stores</li> <li>• Furniture Stores</li> <li>• Grocery Stores</li> <li>• Lighting Stores</li> <li>• Music/Video/Book Stores</li> <li>• Office Products</li> <li>• Pet Products</li> <li>• Rental Service Stores</li> </ul>
HRE100 Religion <i>Open</i>	HRE200 Religion <i>Open</i>	HRE300 Religion <i>Open</i>	HRE400 Religion <i>Open</i>	
CGC1P0 Geography <i>Applied</i>	CHC2P0 History <i>Applied</i>	Option	Option	
MFM1P0 or MAT1L0 Mathematics <i>Applied or Workplace</i>	MFM2P0 or MAT2L0 Mathematics <i>Applied or Workplace</i>	MBF3C0 or MEL3E0 Mathematics <i>College or Workplace</i>	MAP4C0 or MEL4E0 Mathematics <i>College or Workplace</i>	
SNC1P0 or SNC1L0 Science <i>Applied or Workplace</i>	SNC2P0 or SNC2L0 Science <i>Applied or Workplace</i>	GWL3O2 Co-operative Education <i>Open</i>	GWL3O2 Co-operative Education <i>Open</i>	
FSF1P0 French <i>Academic</i>	CHV2O0/GLC2O0 Civics/Careers <i>Open</i>	GWL3O2 Co-operative Education <i>Open</i>	GWL3O2 Co-operative Education <i>Open</i>	
Arts <i>Open</i>	Option	BMI3C0 or BMX3E0 Marketing <i>College or Workplace</i>	BDV4C0 Entrepreneurship <i>College</i>	
BBI2O0 Intro. to Business <i>Open</i>	BTT2O0 Info & Comm. Tech. <i>Open</i>	BTA3O0 Info & Comm Tech <i>Open</i>	BTX4C0 or BTX4E0 Info & Comm Tech <i>College or Workplace</i>	
Technological Studies <i>Open</i>	Option	Option	Option	

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

## Course Selection By Department

### COURSE SELECTION

	Grade 9	Grade 10	Grade 11	Grade 12
<b>ARTS</b>				
Comprehensive Arts	ALC100			
Crafts		AWA200	AWA300	AWA4M0
Dance		ATC200	ATC3M0/ATC300	ATC4M0
Dramatic Arts	ADA100	ADA200	ADA3M0/ADA300	ADA4M0
Fashion and Textile Design		AWI200	AWI3M0/AWI300	AWI4M0
Guitar Music		AMG200	AMG3M0	AMG4M0
Instrumental Music	AMU100	AMU200	AMU3M0	AMU4M0
Visual Arts	AVI100	AVI200	AVI3M0	AVI4M0
Vocal Music		AMV200	AMV3M0	AMV4M0
<b>BUSINESS STUDIES</b>				
Introduction to Business		BBI200		
Information and Communication Technology - Open			BTA300	
Information and Communication Technology - College				BTX4C0
Information and Communication Technology - Workplace				BTX4E0
Financial Accounting - University/College			BAF3M0	BAT4M0
Financial Accounting - Workplace			BAI3E0	
Marketing: Goods, Services, Events - College			BMI3C0	
Marketing: Retail and Services - Workplace			BMX3E0	
Introduction to Entrepreneurial Studies			BDI3C0	
Entrepreneurship: Venture Planning in an Electronic Age				BDV4C0
International Business Fundamentals				BBB4M0
<b>CANADIAN AND WORLD STUDIES</b>				
Issues in Canadian Geography - Academic	CGC1D0			
Issues in Canadian Geography - French Immersion	CGC1DF			
Issues in Canadian Geography - Applied	CGC1P0			
Travel and Tourism: A Geographic Perspective			CGG300	
Environment and Resource Management - University/College				CGR4M0
World Issues: A Geographic Analysis				CGW4C0
World Issues: A Geographic Analysis				CGW4U0
Civics and Citizenship		CHV200		
Civics and Citizenship- French Immersion		CHV20F		
Canadian History Since World War I - Academic		CHC2D0		
Canadian History Since World War I - French Immersion		CHC2DF		
Canadian History Since World War I - Applied		CHC2P0		
World History to the End of the Fifteenth Century			CHW3M0	CHY4U0
Understanding Canadian Law - University/College			CLU3M0	
Understanding Canadian Law in Everyday Life - Workplace			CLU3E0	

## Course Selection By Department

### COURSE SELECTION

	Grade 9	Grade 10	Grade 11	Grade 12
<b>CANADIAN AND WORLD STUDIES CONTINUED</b>				
Legal Issues				CLN4C0
Canadian and International Law				CLN4U0
Analyzing Current Economic Issues				CIA4U0
<b>CLASSICAL AND INTERNATIONAL LANGUAGES</b>				
Spanish		LWSBD0	LWSCU0	LWSDU0
Languages for Travel			IDC300	
<b>CO-OPERATIVE EDUCATION, PEER MENTORING AND LEADERSHIP</b>				
Designing Your Future - Co-operative Education - 2 Credits			GWL302	GWL302
Designing Your Future - Co-operative Education - 4 Credits				GWL304
Leadership and Peer Support at St. Joseph's Elementary School			GPP30J	IDC4UJ
Leadership and Peer Support - Lancer Link			GPP30L	IDC4UL
<b>COMPUTER STUDIES</b>				
Introduction to Computer Studies		ICS200		
Introduction to Computer Science			ICS3U0	
Computer Science				ICS4U0
<b>ENGLISH</b>				
English - Academic/University	ENG1D0	ENG2D0	ENG3U0	ENG4U0
English - Workplace	ENG1L0	ENG2L0	ENG3E0	ENG4E0
English - Applied/College	ENG1P0	ENG2P0	ENG3C0	ENG4C0
English: Contemporary Aboriginal Voices			NBE3C0	
English: Contemporary Aboriginal Voices			NBE3U0	
Ontario Secondary School Literacy Course			OLC400	OLC400
Studies in Literature (available as an eLearning course only)				ETS4UE
The Writer's Craft				EWC4U0
<b>FRENCH AS A SECOND LANGUAGE</b>				
Core French - Academic/University	FSF1D0	FSF2D0	FSF3U0	FSF4U0
Core French - Applied	FSF1P0	FSF2P0		
Core French - Open	FSF100			
French Immersion	FIF1D0	FIF2D0	FIF3U0	FIF4U0
<b>GUIDANCE AND CAREER EDUCATION</b>				
Learning Strategies	GLE/GLS100	GLE200	GLE300	GLE/GLS400
Career Studies		GLC200		
Career Studies - French Immersion		GLC20F		
Discovering the Workplace		GLD200		

## Course Selection By Department

### COURSE SELECTION

	Grade 9	Grade 10	Grade 11	Grade 12
<b>HEALTH AND PHYSICAL EDUCATION</b>				
Healthy Active Living Education - Male	PPL1OB	PPL2OB	PPL3OB	
Healthy Active Living Education - Female	PPL1OG	PPL2OG	PPL3OG	
Healthy Active Living Education - Co-ed				PPL400
Personal and Fitness Activities - Female		PAF2OG		
Personal and Fitness Activities - Co-ed			PAF300	PAF400
Resistance Training - Co-ed			PAI300	PAI400
Health for Life			PPZ300	
Physical Education for Exceptional Learners				PAL400
Exercise Science				PSK4U0
<b>MATHEMATICS</b>				
Mathematics - Workplace	MAT1L0	MAT2L0		
Foundations of Mathematics - Applied	MFM1P0	MFM2P0		
Principles of Mathematics - Academic	MPM1D0	MPM2D0		
Foundations for College Mathematics			MBF3C0	MAP4C0
Functions and Applications			MCF3M0	
Functions			MCR3U0	
Mathematics for Work and Everyday Life			MEL3E0	MEL4E0
Calculus and Vectors				MCV4U0
Mathematics for College Technology				MCT4C0
Mathematics of Data Management				MDM4U0
Advanced Functions				MHF4U0
<b>NATIVE STUDIES</b>				
Aboriginal Peoples in Canada		NAC200		
<b>RELIGIOUS STUDIES</b>				
Religious Education: Discipleship and Culture	HRE100			
Religious Education: Discipleship and Culture - French Immersion	HRE1OF			
Religious Education: Christ and Culture		HRE200		
Religious Education: Christ and Culture - French Immersion		HRE2OF		
Faith and Culture: World Religions - Open			HRE300	
Faith and Culture: World Religions - University/College			HRE3M0	
Faith and Culture: World Religions - French Immersion			HRE3MF	
Religious Education: Church and Culture - University/College				HRE4M0
Religious Education: Church and Culture - French Immersion				HRE4MF
Religious Education: Church and Culture - Open				HRE400



**COURSE SELECTION**

	Grade 9	Grade 10	Grade 11	Grade 12
<b>SCIENCE</b>				
Science - Academic	SNC1D0	SNC2D0		
Science - Workplace	SNC1L0	SNC2L0		
Science - Applied	SNC1P0	SNC2P0		
Biology - College			SBI3C0	
Biology - University			SBI3U0	SBI4U0
Chemistry - University			SCH3U0	SCH4U0
Chemistry - College				SCH4C0
Environmental Science - University/College			SVN3M0	
Environmental Science - Workplace			SVN3E0	
Physics - College				SPH4C0
Physics - University			SPH3U0	SPH4U0
<b>SOCIAL SCIENCES AND HUMANITIES</b>				
Raising Healthy Children			HPC300	
Introduction to Anthropology, Psychology, and Sociology - College			HSP3C0	
Introduction to Anthropology, Psychology, and Sociology - University			HSP3U0	
Challenge and Change in Society				HSB4U0
Human Development Throughout the Lifespan				HHG4M0
<b>TECHNOLOGICAL STUDIES</b>				
Exploring Technologies	TIJ100			
Communications Technology		TGJ200	TGJ3M0	TGJ4M0
Communications Technology: Interactive New Media and Animation				TGI4M0
Computer Engineering Technology			TEJ3M0	TEJ4M0
Construction Technology		TCJ200	TCJ3E0	TCJ4E0
Custom Woodworking			TWJ3E0	TWJ4E0
Hairstyling and Aesthetics		TXJ200	TXJ3E0	TXJ4E0
Hospitality and Tourism			TFJ3E0	
Manufacturing Technology		TMJ200	TMJ3C0	TMJ4C0
Technological Design			TDJ3M0	TDJ4M0

## Guidance Department

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

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

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

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

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

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

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

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

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

## Campus Ministry

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

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

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

First Nations students also have the opportunity to join the First Nations Club through Campus Ministry.

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

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

## Library

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

## Chatham-Kent Public Health Nurse

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

## Youth Worker

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

## Afterschool Homework Help

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

## Online Resources

### Guidance Online Resources

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

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

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

### Online Homework Resources

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

**Math:** <http://homeworkhelp.ilc.org>

## Tutoring

### Private Paid Tutors

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

## Student Success

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

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

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

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

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

These unique opportunities allow all Ursuline College students to successfully complete their credits which will move them closer to graduation.

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

### Credit Recovery

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

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

## Lancer Link Crew Grade Nine Program

### Students Helping Students Succeed

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

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

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

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

## Special Education Program and Services

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

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

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

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

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

### Program Resource Teacher (PRT)

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

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

### Identification Placement Review Committee (IPRC)

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

### Special Education Advisory Committee (SEAC)

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

### Individual Education Plan (IEP)

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

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

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

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

### Specialized Programming

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

## Graduation Requirements for Secondary School

### What do you Need to Graduate?

#### Ontario Secondary School Diploma Requirements

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

- 30 credits including 18 compulsory credits and 12 optional credits\*
- 40 hours of community involvement
- successful completion of the EQAO Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)

#### Compulsory Credits

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

Plus one credit from each of the following groups:

- 1 an additional credit in English, or French as a Second Language, or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Co-operative Education\*\*\*
  
- 1 an additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language, or Co-operative Education \*\*\*
  
- 1 an additional credit in Science (Grade 11 or 12) or Technological Education, or Computer Studies, or French as a Second Language, or Co-operative Education\*\*\*

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

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

\*\*\* a maximum of two credits in Co-operative Education can count as compulsory credits

## Graduation Requirements for Secondary School

### Optional Courses

In addition to the compulsory credits, 12 optional credits are required. Elective credits are selected by the student based on their individual interests and goals. Parents, counsellors, teachers and administrators can help the students make their selections.

### Community Involvement

As part of the diploma requirements, each student must make a positive contribution to the well-being of the community. The community involvement consists of student self-directed activities of at least 40 hours which must be completed before graduation. The activities must occur outside of normal instructional hours but may include lunch periods and the study periods of Grade 12 students.

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

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

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

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

### Ontario Secondary School Literacy Test (OSSLT)

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

The OSSLT is administered annually in the spring and is 2.5 hours in length. The OSSLT is designed and its implementation supervised by the Ontario Education and Accountability Office (EQAO).

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

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

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

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

### Ontario Secondary School Literacy Course (OSSLC)

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

### Certificate Requirements

#### The Ontario Secondary School Certificate

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

Compulsory credits (total 7)

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

Optional credits (total of 7)

These credits are selected by the student from available courses.

#### The Certificate of Accomplishment

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

#### Substitutions for Compulsory Courses

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

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

### Understanding Courses and Codes

#### Courses

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

#### Credits

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

#### Prerequisites

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

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

Grade 9 and 10 courses are organized into four types: academic, applied, open, and workplace. These courses prepare students for study in the senior grades.

Academic and applied courses differ in the balance between essential concepts and additional requirements and in the balance between theory and application. They differ primarily, not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts.

#### Academic Courses

**Courses coded with a D in the fifth position** denote the academic pathway. Course work develops students' knowledge and skills by emphasizing theoretical and abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for further learning and problem solving.

#### Applied Courses

**Courses coded with a P in the fifth position** denote the applied pathway. Course work develops students' knowledge and skills by emphasizing practical, concrete application of these concepts and incorporating theoretical applications as

appropriate. Course work relates to familiar real-life situations and provides students with the opportunity for extensive hands-on applications of the concepts they study.

#### Open Courses

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

#### Workplace Developed Courses

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

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

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

#### University Preparation Courses

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

#### University/College Preparation Courses

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

#### College Preparation Courses

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

### Course Code Interpretation Example: CGC1DF

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

#### Examples of Course Codes

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

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

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

**NOTES:**

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



**Workplace Preparation Courses**

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

**Open Courses**

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

**eLearning**

eLearning is a complement to, not a replacement for, face-to-face instruction. It expands course availability, timetabling flexibility and creates an innovative environment for learning.

Students are expected to log in every school day; however, they may choose the best time of day to learn. Students and their teacher do not need to be logged in at the same time. There will be timelines for completing assignments and tasks associated with the course. All online courses will have a final examination which will be administered at Ursuline College during the examination period.

The semester start and end dates correspond to the St. Clair Catholic District School Board calendar. Each course is moderated by a teacher and students progress through a course together with their class much like they would in a face-to-face class.

To register for an eLearning course, students must be enrolled full-time. Students must be taking three face-to-face courses in the semester they are taking the online course. Further information is available through Student Services.

**Assessment and Evaluation****Evaluation of Students**

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

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

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

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

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

**Exam Policy**

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

**Reporting on Achievement of Curriculum Expectations**

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

**Levels of Achievement**

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

- 80-100% (Level 4): A very high to outstanding level of achievement. Achievement is above the provincial standard.
- 70-79% (Level 3): A high level of achievement. Achievement is at the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

- 60-69% (Level 2): A moderate level of achievement. Achievement is below, but approaching the provincial standard.
- 50-59% (Level 1): A passable level of achievement. Achievement is below the provincial standard.
- Below 50%: Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

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

### Scheduled Reporting Periods

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

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

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

An O.S.R. shall be established for each student who enrolls in a school operated by our board. The information in an O.S.R. is available to supervisory officers and the principal and teachers of the school only for the purpose of improving the instruction of the student.

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

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

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

### Prior Learning Assessment and Recognition (PLAR)

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

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

### EQAO Grade 9 Assessment of Mathematics

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

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

## Specialized Programs

### French Immersion Program

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

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

Students will be required to take the following courses:

### Grade 9

- Enseignement religieux (HRE1OF)
- Français (FIF1D0)
- Géographie (CGC1DF)

### Grade 10

- Éducation à la citoyenneté (CHV2OF)
- Enseignement religieux (HRE2OF)
- Exploration des choix de carrière (GLC2OF)
- Français (FIF2D0)
- Histoire (CHC2DF)

### Grade 11

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

### Grade 12

- Enseignement religieux (HRE4MF)
- Français (FIF4U0)

## Religious Education Program

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

### Grade 9

- Religious Education: Discipleship and Culture (HRE100/HRE1OF)

### Grade 10

- Religious Education: Christ and Culture (HRE200/HRE2OF)

### Grade 11

- World Religions: Faith and Culture (HRE300/HRE3M0/HRE3MF)

### Grade 12

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

## Co-operative Education Program

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

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

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

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

Co-operative education gives students the opportunity to:

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

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

- Co-operative education credits may be used to fulfill two of the 18 compulsory credit requirements for the Ontario Secondary Diploma (OSSD)
- Students must also earn 12 optional credits for the OSSD. There is no limit to the number of optional credits that may be earned through co-operative education courses

### Students are expected to:

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

## Ontario Youth Apprenticeship Program (OYAP)

Students who are completing a placement in co-operative education in a skilled trade have the opportunity to register as an apprentice through the Ontario Youth Apprenticeship Program (OYAP).

OYAP is a high school youth apprenticeship program designed to introduce Grade 11 and 12 students to a career path leading to apprenticeship opportunities.

Successful OYAP students may officially register as apprentices with the Ontario College of Trades while completing the requirements of a secondary school diploma.

The partnership involves a student who wants to learn a skilled trade, the school co-operative education teacher who arranges and monitors the placement, a local employer who provides the placement the Ministry of Training, Colleges and Universities, and the Ontario College of Trades.

### Benefits for Students:

- Begin a career in skilled trade while in high school
- Develop trade related competencies and accumulate hours toward a skilled trade
- Make important connections in the world of work
- Apprenticeship training at no cost
- Increase opportunities for employment and post-secondary education
- Reduce post-secondary education costs by earning while learning
- Earn co-operative education credits for work experience placements in either half or full-day placements

### Benefits to Employers:

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

### Student Requirements:

- At least 16 years of age
- Have completed 16 credits
- In Grade 11 or 12
- Demonstrate an interest and career focus in a skilled trade
- Serious about learning a skilled trade

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

### Some Dual Credit Course Program FAQ's

#### What is a Dual Credit Course?

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

#### What does it cost?

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

#### What courses are offered?

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

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

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

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

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

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

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

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

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

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

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

### Specialist High Skills Major Program (SHSM)

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

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

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

Ursuline College offers five Specialist High Skills Majors:

- **Arts and Culture**
- **Environmental Science**
- **Health and Wellness**
- **Manufacturing**
- **Non-Profit Sector**

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

The Arts and Culture SHSM Program will allow students to pursue interests in the performing arts - specifically Drama and Music and integrate these with other courses that sup-

port and enhance their area of study: Visual Art/Digital Photography (Set Design), Communications Technology (Digital Audio Production) or Cosmetology (Make-Up).

#### What is the focus of the Environmental Science SHSM Program?

The SHSM program in Environmental Science will prepare students for careers in work related to fisheries and wildlife, forestry, agriculture, energy, natural resources management, parks and natural reserves. Students will explore the rich diversity of ecosystems unique to Southwestern Ontario and have an opportunity to examine the variety of careers related to the environment, locally and globally.

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

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

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

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

#### What is the focus of the Non-Profit Sector SHSM Program?

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

## Specialist High Skills Major Program

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

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

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

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

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

- Arts and Culture - Mr. Milner and Mrs. Lacina
- Environment - Ms. Lucarelli
- Health and Wellness - Mr. Denomy
- Manufacturing - Mr. Crombez and Ms. Serruys
- Non-Profit Sector - Mr. Gutteridge

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

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

### SHSM Arts and Culture - Required Credits

Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Workplace Destination (Entry Level)		Dual Credits
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	St. Clair
<b>Major Credits</b>  Complete four courses in total  At least one course from each grade must be taken	ATC30 CGG30 GPP30 HRE30 TCJ3E TMJ3C TWJ3E TXJ3E	ICS4C TCJ4E TMJ4C TWJ4E TXJ4E          Dual Credit	ADA3M AMG3M AMU3M AMV3M ATC3M AVI3M AWA3M AWI3M AWR3M CHW3M HRE3M HSP3C TDJ3M TGJ3M TMJ3C	ADA4M AMG4M AMU4M AMV4M ATC4M AVI4M AWA4M AWI4M AWR4M HRE4M HSP4M TDJ4M TGJ4M TMJ4C       Dual Credit	ATC3M ADA3M AMU3M AMV3M AVI3M AWI3M AWR3M CHW3M HRE3M HSP3U ICS3U TDJ3M TGJ3M	ATC4M ADA4M AMU4M AMV4M AVI4M AWI4M AWR4M ETS4U EWC4U HSB4U ICS4U TDJ4M TGJ4M	ATC30 AWI30 CGG30 GPP30 HRE30 TCJ3E TWJ3E TXJ3E	TCJ4E TWJ4E TXJ4E          Dual Credit	TXE4T Hair Cutting
<b>Two Co-op credits</b>	GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		
<b>English (one credit)</b>		ENG4C ENG4E	ENG3C	ENG4C	ENG3U	ENG4U	ENG3E	ENG4C ENG4E OLC40	
<b>Business or Canadian and World Studies (one credit)</b>	BAI3E BDI3C BMI3C BMX3E BTA3O CGG3O CLU3E	BDV4C BTX4C BTX4E	BAF3M BDI3C BMI3C BTA3O CGF3M CHW3M CLU3M	BAT4M BBB4M BDV4C BTX4C CGR4M CGW4C CLN4C	BAF3M CGF3M CHA3U CHW3M CLU3M	BAT4M BBB4M CGR4M CGW4U CHY4U CIA4U CLN4U EWC4U	BAI3E BMX3E BTA3O CGG3O CLU3E	BTX4E	
	(2 extra coop credits count)		(2 extra coop credits count)		(2 extra coop credits count)		(2 extra coop credits count)		
	1 English and 1 Bus/History CLA		1 English and 1 Bus/History CLA		1 English 1 Bus/History CLA		1 English and 1 Bus/History CLA		
<b>Total Number of Required Credits</b>	8		8		8		8		

## Specialist High Skills Major Programs - Required Credits

SHSM Environment - Required Credits								
Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Workplace Destination (Entry Level)	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
<b>Major Credits</b> At least one course from each grade must be taken	SVN3E		SVN3M	SCH4C SPH4C	SVN3M	SBI4U	SVN3E	
	BTA30 CGG30 CLU3E GPP30 HRE30 PAF30 PPL30 TCJ3E	BTX4C CGR4E PAF40 PAL40 PPL40 TCJ4E Dual Credit	BAF3M CHW3M CLU3M HRE3M PPZ3C SBI3C TDJ3M TGJ3M	BAT4M BBB4M BTX4C CGR4M PAL40 TDJ4M Dual Credit	BAF3M CHW3M CLU3M HRE3M SBI3U SCH3U SPH3U TDJ3M TGJ3M	BAT4M BBB4M CGR4M CLN4U HSB4U PSK4U SCH4U SPH4U TDJ4M Dual Credit	BTA30 CGG30 CLU3E GPP30 HRE30 PAF30 PPL30 TCJ3E	CGR4E PAF40 PPL40 TCJ4E Dual Credit
<b>2 Co-op credits required</b>	GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)	
<b>2 English credits required</b>	ENG3C ENG3E	ENG4C ENG4E	ENG3C	ENG4C	ENG3U	ENG4U	ENG3E	ENG4E OLC40
<b>1 Mathematics credit required</b>	MBF3C MEL3E		MBF3C MCF3M	MAP4C MCT4C	MCF3M MCR3U	MCV4U MDM4U MHF4U	MEL3E	MEL4E OLC40
	2 English and 1 Math CLA's		2 English and 1 Math CLA's		2 English and 1 Math CLA's		2 English and 1 Math CLA's	
<b>Total Number of Required Credits</b>	9		9		9		9	

SHSM Health and Wellness - Required Credits									
Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Workplace Destination (Entry Level)		Dual Credits
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	
<b>Major Credits</b> Complete 4 courses in total At least one course from each grade must be taken	PAF30 PAI30 PPL30	PAI40 PPL40	ATC3M PAF30 PAI30 PPL30 SBI3C	ATC4M HHG4M HSB4U SCH4C SPH4C Dual Credit	ATC3M PAI30 PAF30 PPL30 SBI3U	ATC4M PSK4U SBI4U HHG4M SCH4U SPH4U Dual Credit	PAF30 PAI30 PPL30	PAI40 PPL40	BON4T PHC4T
	GPP30 HPC30 HRE30 SBI3C SVN3E TXJ3E	PAF40 SCH4C SNC4E SPH4C TXJ4E Dual Credit	HRE3M HPC30 HSP3C PPZ3C SVN3M	HHG4M SCH4C SPH4C	HRE3M SBI3U SCH3U SPH3U SVN3M	HHG4M HHS4U SBI4U SCH4U SPH4U	GPP30 HPC30 SVN3E TXJ3E	HPD4E PAF40 SNC4E TXJ4E Dual Credit	
<b>One Science or Social Science credit required</b>	HPC30 HRE30 SBI3C SVN3E	SCH4C SPH4C	HRE30 HRE3M HSP3C SBI3C SVN3M	HHG4M SCH4C SPH4C	HRE3M SBI3U SCH3U SPH3U SVN3M	HHG4M HHS4U SBI4U SCH4U SPH4U	HPC30 HRE30 SVN3E		PLP4T PPH4T
	(2 extra coop credits can count)		(2 extra coop credits can count)		(2 extra coop credits can count)		(2 extra coop credits can count)		TOB4T
<b>Two Co-operative Education credits required</b>	GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		TOR4T TXE4T
<b>One English required</b>		ENG4C ENG4E	ENG3C	ENG4C	ENG3U	ENG4U	ENG3E	ENG4E OLC40	
<b>One Mathematics required</b>	MBF3C MEL3E	MEL4E	MBF3C MCF3M	MAP4C MCT4C	MCR3U	MCV4U MDM4U MHF4U	MEL3E	MEL4E	
	English, Math, Science or SS CLA's		English, Math, Science or SS CLA's		English, Math, Science or SS CLA's		English, Math, Science or SS CLA's		
<b>Total Number of Required Credits</b>	9		9		9		9		

## Specialist High Skills Major Programs - Required Credits

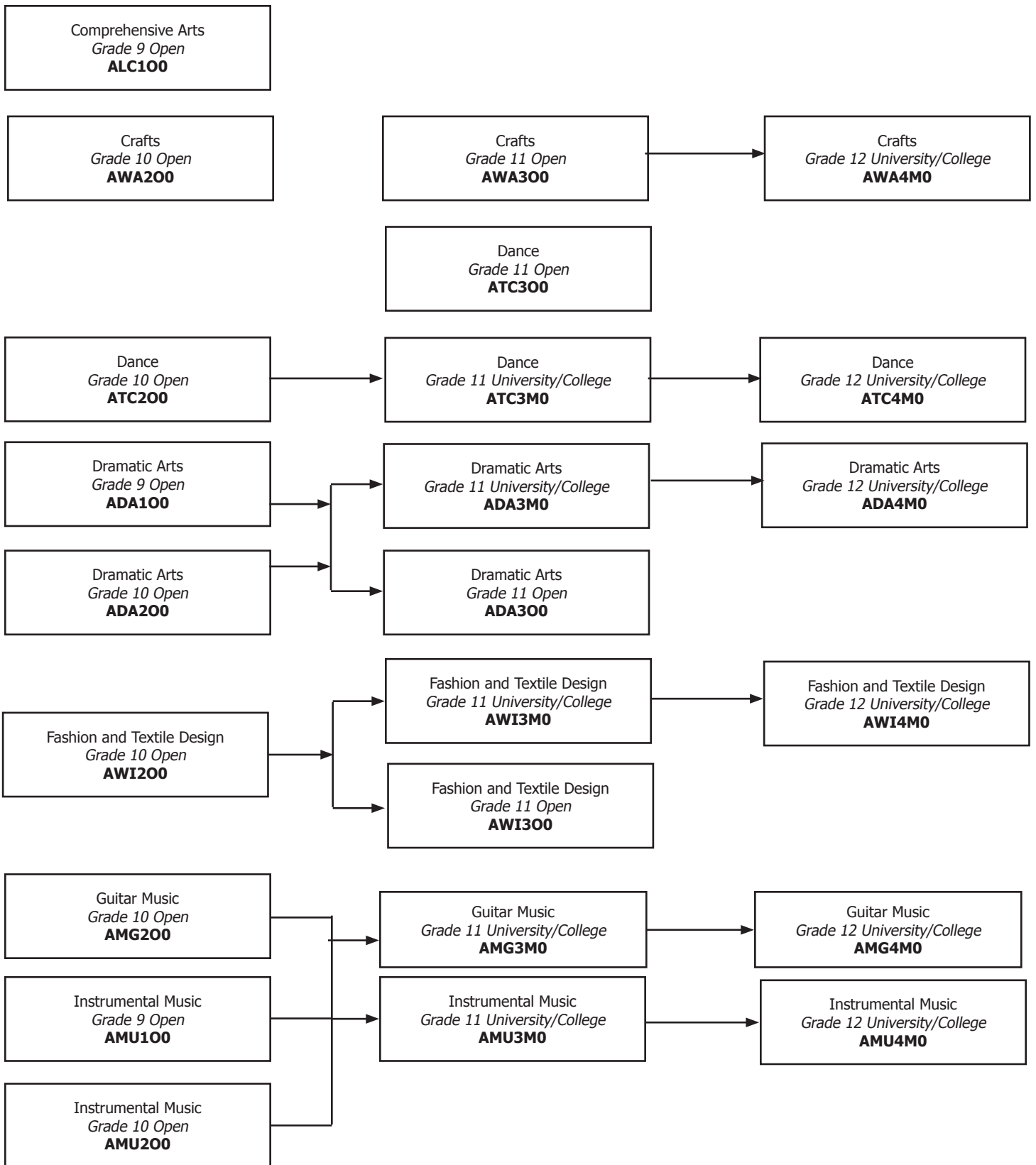
SHSM Manufacturing - Required Credits									
Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Workplace Destination (Entry Level)		Dual Credits
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	
<b>Major Credits</b> Complete four courses in total  At least one course from each grade must be taken	TMJ3C	TCJ4E TMJ4C	TMJ3C	TMJ4C	TDJ3M	TDJ4M Dual Credit	TCJ3E TMJ3C	TCJ4E TMJ4C	TLL4T Welding  TNK4T Electrical  TZP4T Trade Theory
	TCJ3E TWJ3E	TCJ4E TWJ4E  Dual Credit	AWI3M TDJ3M TEJ3M TGJ3M	AWI4M TDJ4M TEJ4M TGJ4M Dual Credit	AWI3M ICS3U TEJ3M TGJ3M TMJ3C	AWI4M ICS4U SCH4U SPH4U TEJ4M TGJ4M Dual Credit	TCJ3E TWJ3E	TCJ4E TWJ4E Dual Credit	
<b>One Science Credit in either Grade required</b>	SBI3C SVN3E	SCH4C SPH4C	SBI3C SVN3M BDI3C	SCH4C SPH4C	SBI3U SCH3U SPH3U SVN3M	SBI4U SCH4U SPH4U	None Required		
	(2 extra coop credits can count)		(2 extra coop credits can count)		(2 extra coop credits can count)				
<b>Two Co-op credits required</b>	GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		
<b>One English credit required</b>	ENG3C ENG3E		ENG3C	ENG4C	ENG3U	ENG4U	ENG3E	ENG4E	
							(Both Required) OLC40		
<b>One Mathematics credit required</b>		MAP4C MCT4C MEL4E	MBF3C	MAP4C MCT4C	MCF3M MCR3U	MCV4U MDM4U MHF4U	MEL3E	MEL4E	
	English, Math and Science CLA's		English, Math and Science CLA's		English, Math and Science CLA's		English, Math and Science CLA's		
<b>Total Number of Required Credits</b>	9		9		9		9		

SHSM Non-Profit Sector - Required Credits									
Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Workplace Destination (Entry Level)		Dual Credits
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	
<b>Major Credits</b> Complete four courses in total  At least one course from each grade must be taken	CGG30 CLU3E GPP30 HPC30	CGR4E BDV4C	CHW3M CLU3M HSP3C TGJ3M	CGR4M HHG4M HSB4M CGW4C CLN4C TGJ4M	CHA3U CHW3M CLU3M HSP3U TGJ3M	CGR4M CGW4U CHY4U CIA4U CLN4U HHG4M	CGG30 CLU3E GPP30 HPC30	CGR4E	Dual Credit
	HRE30	Dual Credit	HRE30 HRE3M	Dual Credit	HRE3M	Dual Credit	HRE30		
<b>One Business or Science Credit in either Grade required</b>	BDI3C BMI3C BTA30 SVN3E	BTX4C BTX4E	BAF3M BMI3C SVN3M	BAT4M BBB4M BDV4C BTX4C	BAF3M SBI3U SCH3U SVN3M	BAT4M SBI4U SCH4U	BAI3E BMX3E BTA30 SVN3E	BTX4E SNC4E	
	(2 extra coop credits can count)		(2 extra coop credits can count)		(2 extra coop credits can count)		(2 extra coop credits can count)		
<b>2 Co-op credits</b>	GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		GWL30 (2 credits)		
<b>One English credit required</b>		ENG4C ENG4E	ENG3C	ENG4C	ENG3U	ENG4U	ENG3E	ENG4E OLC40	
<b>One Mathematics credit required</b>	MBF3C MCF3M MEL3E		MBF3C MCF3M	MAP4C MCT4C	MCF3M MCR3U	MCV4U MDM4U MHF4U	MEL3E	MEL4E	
	English, Math, Business or Science CLA's		English, Math, Business or Science CLA's		English, Math, Business or Science CLA's		English, Math, Business or Science CLA's		
<b>Total Number of Required Credits</b>	9		9		9		9		

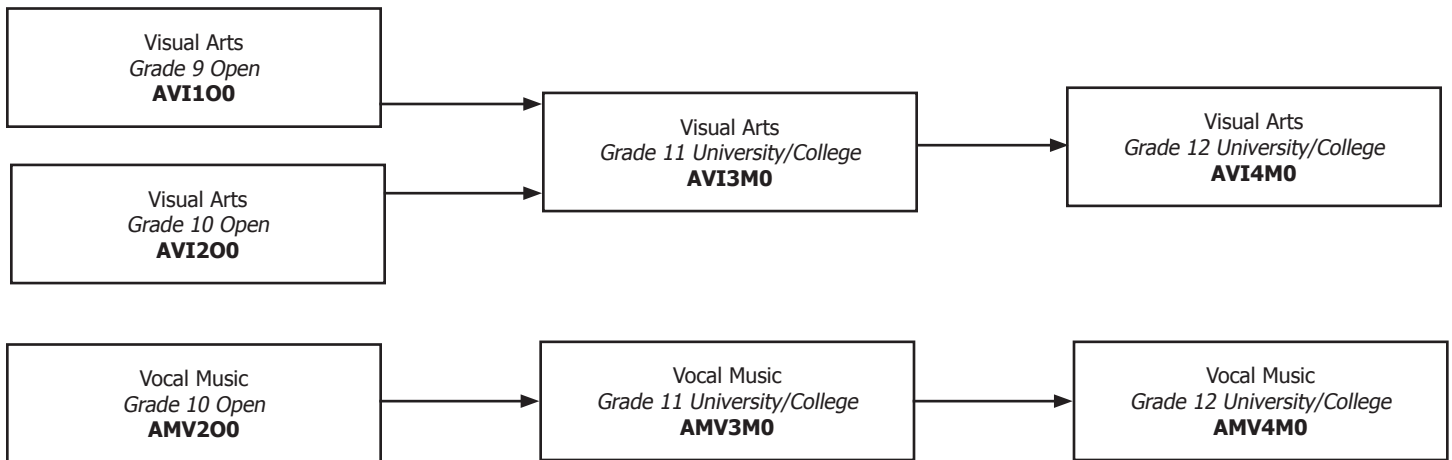


# The Arts

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



## The Arts



### Comprehensive Arts

#### ALC100

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

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

**Prerequisite:** None

### Crafts

#### AWA200

##### Crafts, Grade 10, Open

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

**Prerequisite:** None

#### AWA300

##### Crafts, Grade 11, Open

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

**Prerequisite:** None

#### AWA4M0

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

This course provides students with a continued focus on crafts with an increase in technical difficulty. Students will continue to learn the traditional methods of different cultures while exploring a variety of media. Materials explored include: balsa wood, plaster paris, acrylic paint, grout and tile, wool, airbrush, clay, and reed. Projects include: mask making, mosaic wall mural, carved totem poles, weaved pillowcase, crazy cross-stitched bookmarks, airbrushing painting and basket weaving.

**Prerequisite:** Crafts, Grade 11, Open

### Dance

#### ATC200

##### Dance, Grade 10, Open

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

**Prerequisite:** None

#### ATC3M0

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

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in global dance genres. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

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

#### ATC300

##### Dance, Grade 11, Open

This course emphasizes the development of students' movement vocabulary relating to dance genres from around the world, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations.

**Prerequisite:** None

#### ATC4M0

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

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

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

### Dramatic Arts

#### ADA100

##### Dramatic Arts, Grade 9, Open

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

**Prerequisite:** None

### **ADA200**

#### **Dramatic Arts, Grade 10, Open**

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

**Prerequisite:** None

### **ADA3M0**

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

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

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

### **ADA300**

#### **Dramatic Arts, Grade 11, Open**

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

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

### **ADA4M0**

#### **Dramatic Arts, Grade 12, University/College Preparation**

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

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

### **Fashion and Textile Design**

### **AWI200**

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

Students will learn basic hand stitching and machine techniques in this fun and engaging

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

**Prerequisite:** None

### **AWI3M0/AWI300**

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

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

**Prerequisite:** **AWI200**

### **AWI4M0**

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

This course focuses on the creative process, specifically the design aspect of Fashion. Students will become more familiar with the elements and principles of design and as a result, will create a garment from scratch using their own pattern. Students will be exposed to various techniques and patterns, not necessarily used in everyday clothing, as they help to create costumes for the school musical. As well, they will also have the opportunity to create a personal project to complete their portfolio. Thus, students will continue to build on previously gained knowledge in garment design, production, and care.

**Prerequisite:** **AWI3M0**

### **Guitar Music**

### **AMG200**

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

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

**Prerequisite:** None

### **AMG3M0**

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

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

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

### **AMG4M0**

#### **Guitar Music, Grade 12, University/College Preparation**

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

**Prerequisite:** **AMG3M0**

### **Instrumental Music**

### **AMU100**

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

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

**Prerequisite:** None

### **AMU200**

#### **Instrumental Music, Grade 10, Open**

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

**Prerequisite:** None

## The Arts

### **AMU3M0**

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

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

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

### **AMU4M0**

#### **Instrumental Music, Grade 12, University/College Preparation**

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

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

## Visual Arts

### **AVI100**

#### **Visual Arts, Grade 9, Open**

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

**Prerequisite: None**

### **AVI200**

#### **Visual Arts, Grade 10, Open**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

**Prerequisite: None**

### **AVI3M0**

#### **Visual Arts, Grade 11, University/College Preparation**

This course enables students to further develop their knowledge and skills in visual arts. Students

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

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

### **AVI4M0**

#### **Visual Arts, Grade 12, University/College Preparation**

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

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

## Vocal Music

### **AMV200**

#### **Vocal Music, Grade 10, Open**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including elements, terminology, and history.

**Prerequisite: None**

### **AMV3M0**

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

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

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

### **AMV4M0**

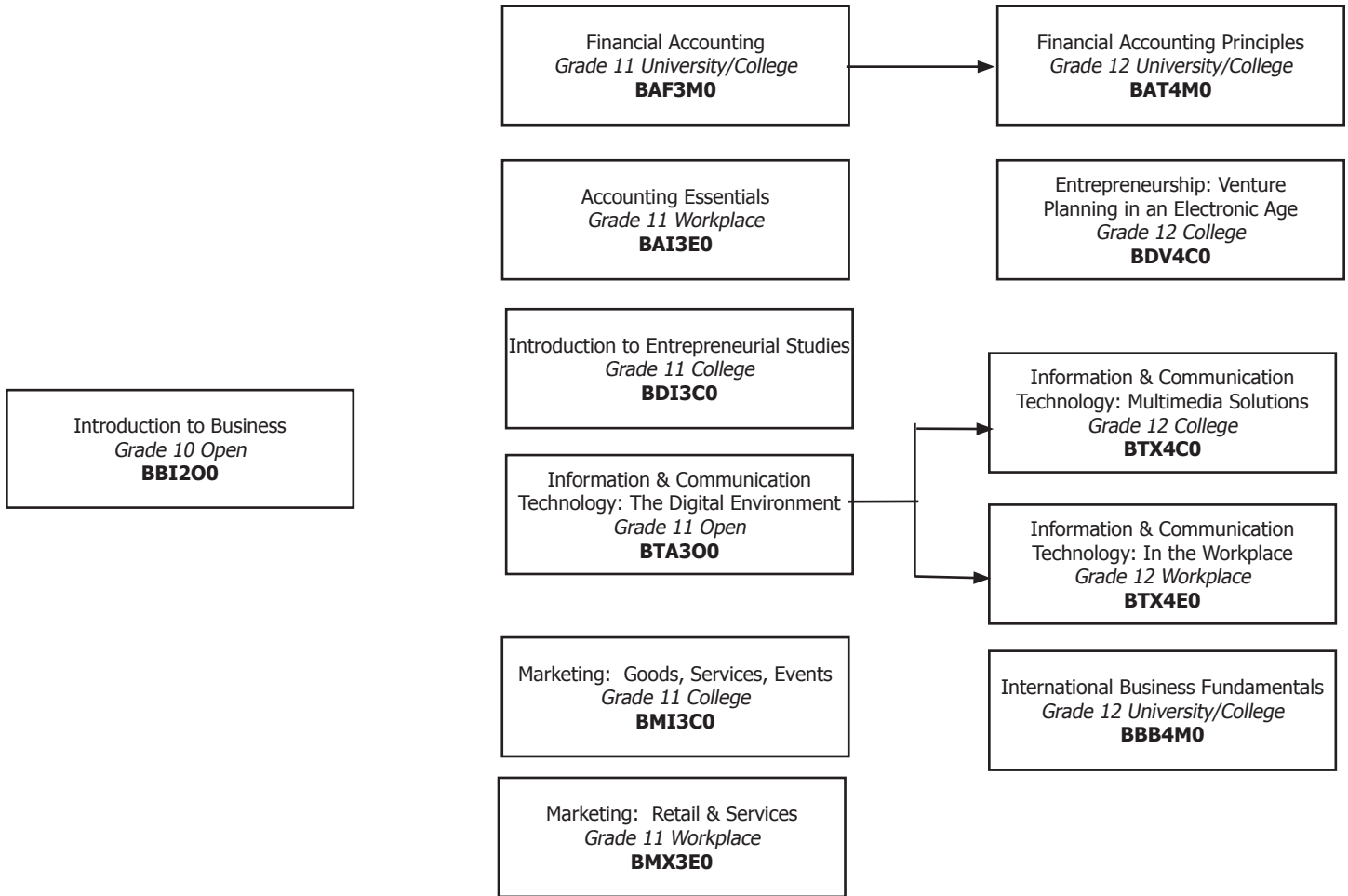
#### **Vocal Music, Grade 12, University/College Preparation**

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate

repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

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

Prerequisite Chart for Business Studies, Grades 10 to 12



**Introduction to Business**

**BBI200**

**Introduction to Business, Grade 10, Open**

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

**Prerequisite:** None

**Information and Communication Technology**

**BTA300**

**Information and Communication Technology: The Digital Environment, Grade 11, Open**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of

common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

**Prerequisite:** None

**BTX4C0**

**Information and Communication Technology: Multimedia Solutions, Grade 12, College Preparation**

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers.

**Prerequisite:** Information and Communication Technology: The Digital Environment, Grade 11, Open

**BTX4E0**

**Information and Communication Technology in the Workplace, Grade 12, Workplace Preparation**

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of e-business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

**Prerequisite:** Information and Communication Technology: The Digital Environment, Grade 11, Open

**Accounting**

**BAF3M0**

**Financial Accounting Fundamentals, Grade 11, University/College Preparation**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making

skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

**Prerequisite:** None

**BAI3E0  
Accounting Essentials,  
Grade 11, Workplace Preparation**

This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

**Prerequisite:** None

**BAT4M0  
Financial Accounting Principles,  
Grade 12, University/College Preparation**

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

**Prerequisite:** *Financial Accounting Fundamentals, Grade 11, University/College Preparation*

**Marketing**

**BMI3C0  
Marketing: Goods, Services, Events,  
Grade 11, College Preparation**

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

**Prerequisite:** None

**BMX3E0  
Marketing: Retail and Service,  
Grade 11, Workplace Preparation**

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

**Prerequisite:** None

**Entrepreneurial Studies**

**BDI3C0  
Introduction to Entrepreneurial Studies,  
Grade 11, College Preparation**

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

**Prerequisite:** None

**BDV4C0  
Entrepreneurship: Venture Planning in an  
Electronic Age, Grade 12,  
College Preparation**

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

**Prerequisite:** None

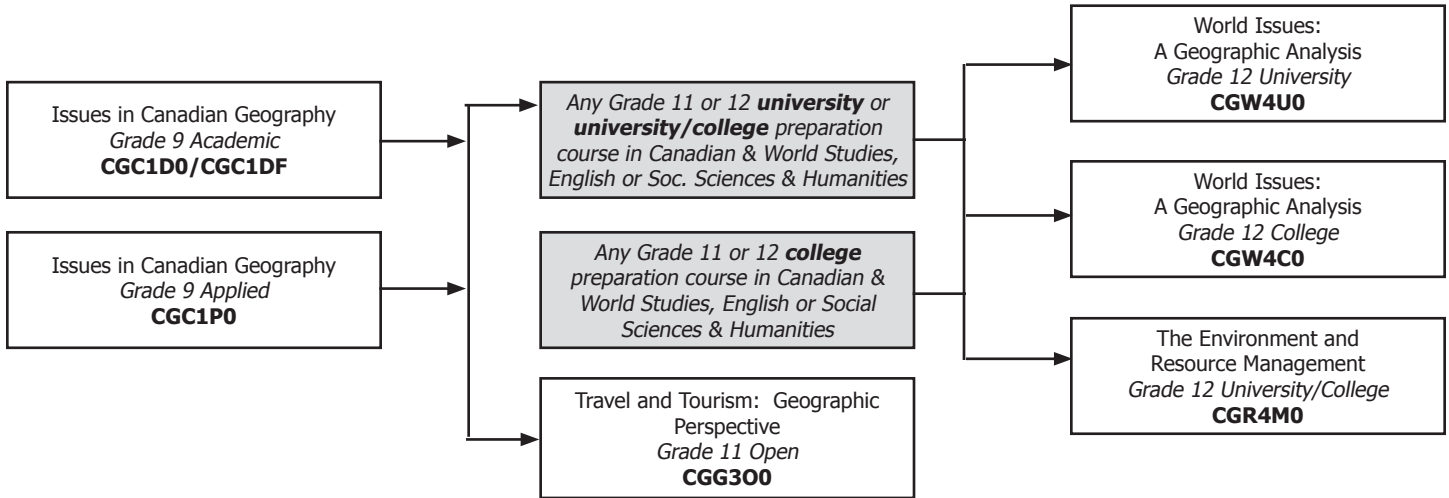
**International Business**

**BBB4M0  
International Business Fundamentals,  
Grade 12, University/College Preparation**

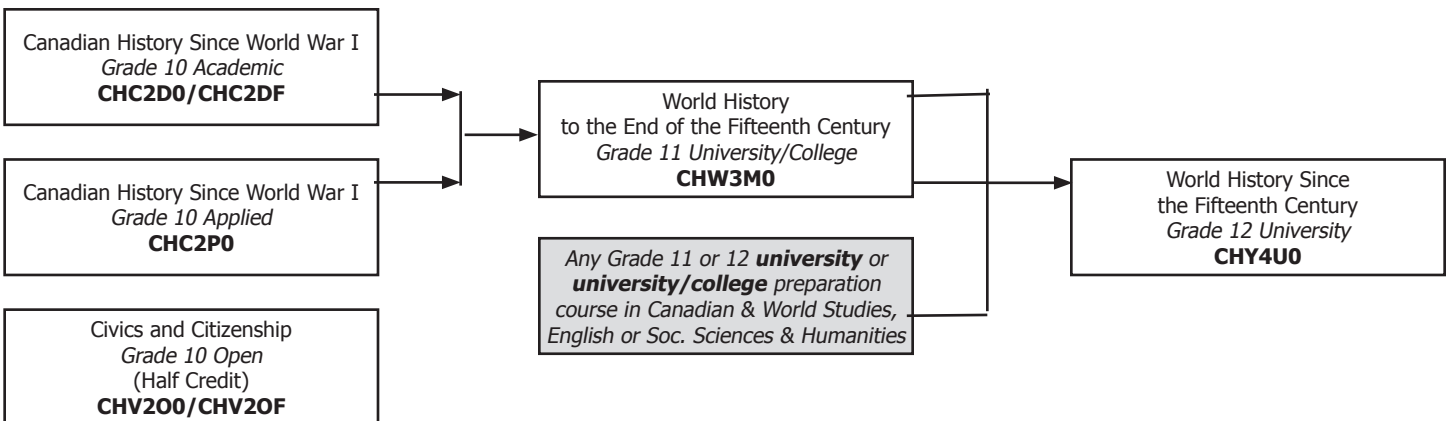
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international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

**Prerequisite:** None

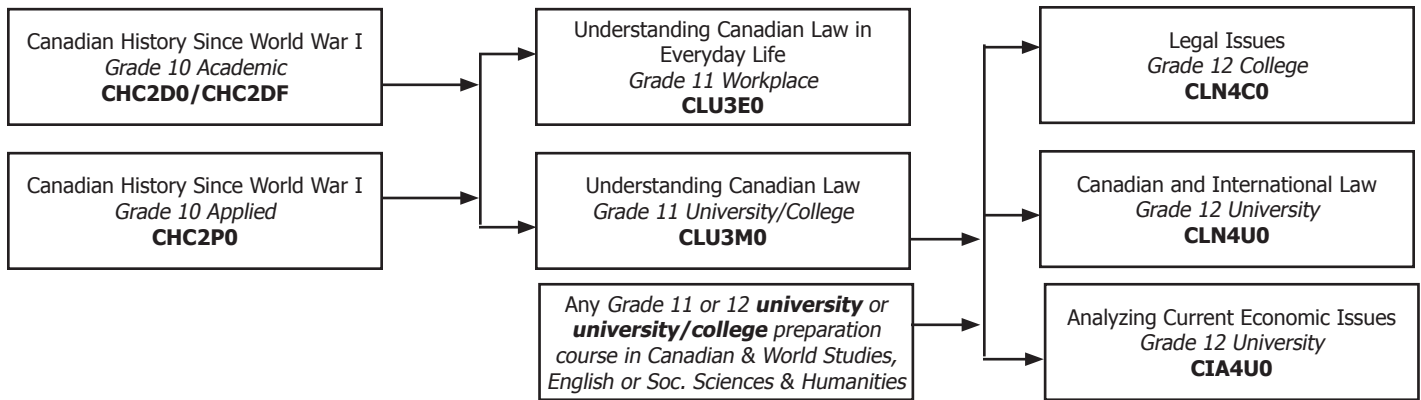
**Prerequisite Chart for Canadian and World Studies, Grades 9 to 12 - Geography**



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



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



**Geography**

**CGC1D0**

**Issues in Canadian Geography, Grade 9, Academic**

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

**Prerequisite: None**

**CGC1DF**

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

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

**Prerequisite: None**

**CGC1P0**

**Issues in Canadian Geography, Grade 9, Applied**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the

world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

**Prerequisite: None**

**CGG300**

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

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

**Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied**

**CGR4M0**

**The Environment and Resource Management, Grade 12, University/College Preparation**

This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

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

**CGW4U0**

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

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

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

**CGW4C0**

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

This course explores many difficult challenges facing Canada and the world today - challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. **Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied**

**Civics**

**CHV200**

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

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national,



and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

**Prerequisite:** None

**CHV20F**

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

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

**Prerequisite:** None

**History**

**CHC2D0**

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

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

**Prerequisite:** None

**CHC2DF**

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

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

**Prerequisite:** None

**CHC2P0**

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

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

**Prerequisite:** None

**CHW3M0**

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

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

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

**CHY4U0**

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

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

**Law**

**CLU3E0**

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

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

fences. Students will apply the concepts of legal thinking and the legal inquiry process, and will begin to develop legal reasoning skills and an understanding of Canadian law.

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

**CLU3M0**

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

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

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

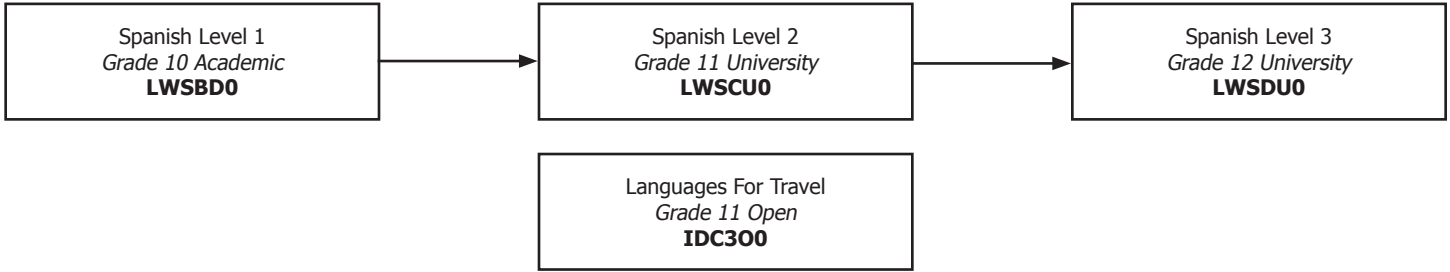
**CLN4C0**

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

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

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

Prerequisite Chart for Classical and International Languages, Grades 10 to 12



**CLN4U0**

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

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

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

**Economics**

**CIA4U0**

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

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

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

**Spanish**

**LWSBDO**

**Spanish, Level 1, Grade 10, Academic**

This Spanish course is designed to enable students to begin to communicate with native speakers of the language. Students will use simple language and read age- and language- appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, and the arts, by participating in cultural events and activities involving both print and technological resources.

**Prerequisite:** None

**LWSCUO**

**Spanish, Level 2, Grade 11, University Preparation**

This course offers students opportunities to further develop their knowledge of the Spanish language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

**Prerequisite:** Spanish, Level 1, Grade 10, Academic

**LWSDUO**

**Spanish, Level 3, Grade 12, University Preparation**

This course prepares students for university studies in Spanish. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite:** Spanish, Level 2, Grade 11, University Preparation

**Languages for Travel**

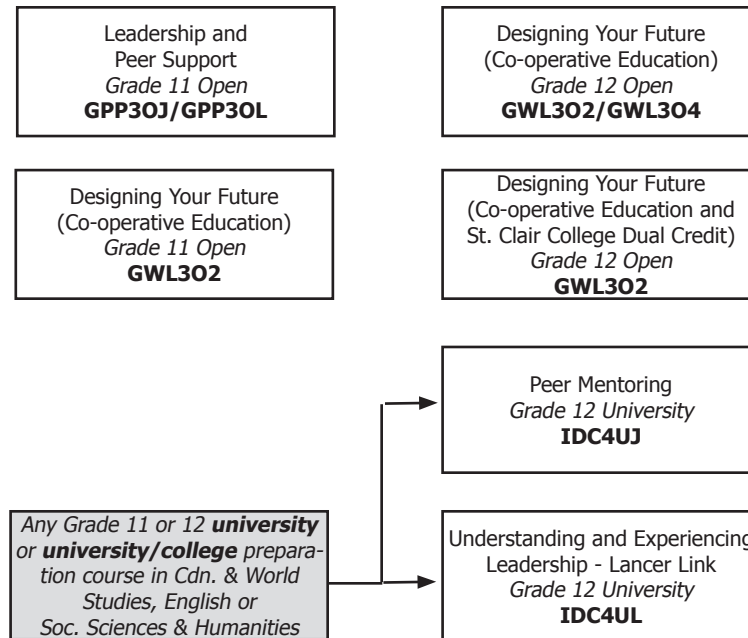
**IDC300**

**Languages for Travel, Grade 11, Open**

This course combines the expectations for Interdisciplinary Studies, Grade 11, Open with selected expectations from Travel and Tourism Geography, Grade 11, Open and International Languages, Grade 11, Open. This course introduces students to language elements they will need to begin to communicate with native speakers when traveling. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the target languages. They will explore aspects of the culture of countries where Spanish, Italian and Portuguese is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

**Prerequisite:** None

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



Co-operative Education

**GWL302/GWL304**

**Designing Your Future: Co-operative Education, Grade 11 Open, Two Credit Only; Grade 12 Open, Two or Four Credit**

This course provides University, College and Workplace bound students the opportunity to explore possible career choices and gain work experience and skills through on the job training. Students will explore the realities and opportunities of their co-op placement and examine factors that affect success. This course could provide Specialist High Skills Major (SHSM) opportunities as well as registering as an apprentice under the OYAP program.

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

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

**GWL302**

**Designing Your Future: Co-operative Education and St. Clair College Dual Credit, Grade 12, Two Credit, Open**

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

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

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

Peer Mentoring

**GPP30J**

**Peer Mentoring, Grade 11, Open**

This course focuses on anyone who is interested in teaching, social work, child & youth work, etc. Students will be in an elementary school working one on one with school children for one period (period two or three only). Mentors will develop skills in communication, interpersonal relations, leadership, teamwork and conflict management.

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

**Note: Prospective peer mentors must complete an application and interview process. Also, peer mentors in period three must take first lunch.**

**GPP30L**

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

This course prepares students in Grade 11 to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles - for example, as a student council member or a Lancer Link Crew Leader. Students will examine group dynamics and learn the value of diversity within group and communities.

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

**Note: Prospective students must be selected to be a Lancer Link Leader and the application process takes place at the end of the school year for the following September.**

**IDC4UJ**

**Peer Mentoring, Grade 12, University**

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

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

**Note: Prospective peer mentors must complete an application and interview process. Also, peer mentors in period three must take first lunch.**

### Leadership

#### IDC4UL

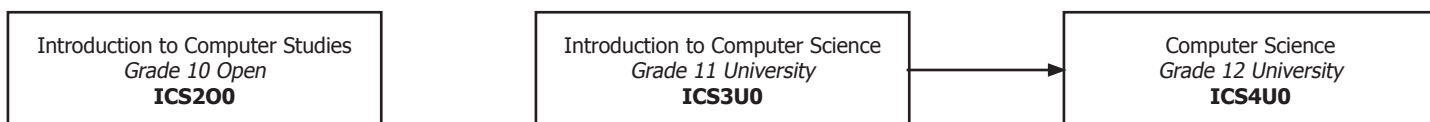
#### **Understanding and Experiencing Leadership in connection with the Lancer Link Crew Program, Grade 12 University Preparation**

This course is an interdisciplinary course for students who would like to develop their leadership and interpersonal skills. In connection with the Lancer Link crew program students will develop and consolidate the skills required for and knowledge of different disciplines to solve problems, make decisions, create personal meaning and present findings beyond the scope of a single subject of discipline. The three disciplines focused on are sociology, psychology and business. Students will apply principles and processes of inquiry and research to effectively use a range of resources, to analyze research and present their findings in a variety of methods. Students will be involved in experiential learning as they lead activities and initiatives within the classroom, the Lancer Link program, our school and surrounding communities. Students may have opportunities to explore disciplines at a post secondary level and attend a leadership retreat/camp, attend Link Crew Conferences, and further connect their leadership skills to their peers and the incoming Grade 9's through the Lancer Link Crew program.

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

***Note: Prospective students must be selected to be a Lancer Link Leader and the application process takes place at the end of the school year for the following September.***

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



#### ICS200

#### **Introduction to Computer Studies, Grade 10, Open**

This course introduces students to computer programming. Students will plan and write a variety of computer programs, from simple to complex, by applying fundamental programming concepts. Programming topics include simple storage, decision making, repetition, graphics and animation. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. An end-of-the-year major project includes each student developing a working computer game using the programming language taught throughout the semester.

**Prerequisite: None**

#### ICS3U0

#### **Introduction to Computer Science, Grade 11, University Preparation**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. An end-of-the-year major project includes each student developing a working computer game using the programming language taught throughout the semester.

**Prerequisite: None**

#### ICS4U0

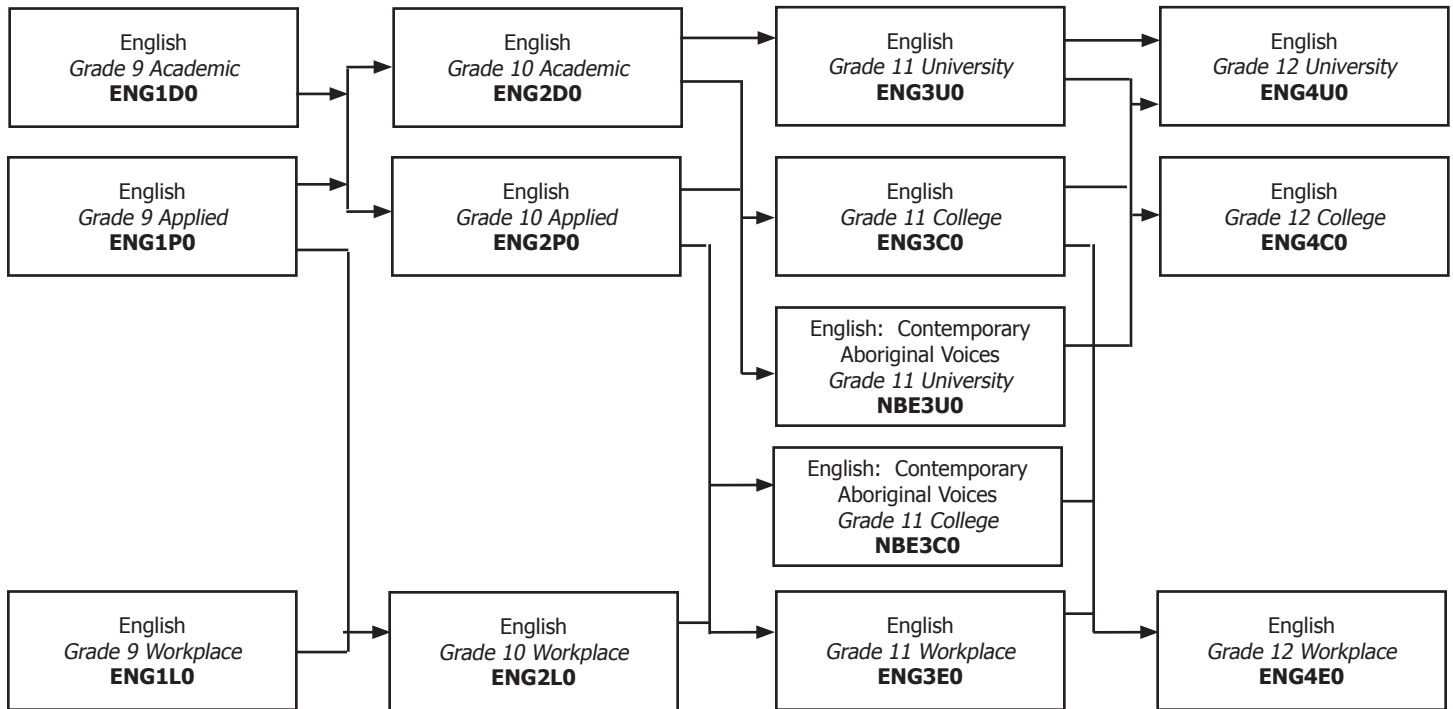
#### **Computer Science, Grade 12, University Preparation**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. An end-of-the-year major project includes each student developing a working "app" (Android-based) using the programming language taught throughout the semester.

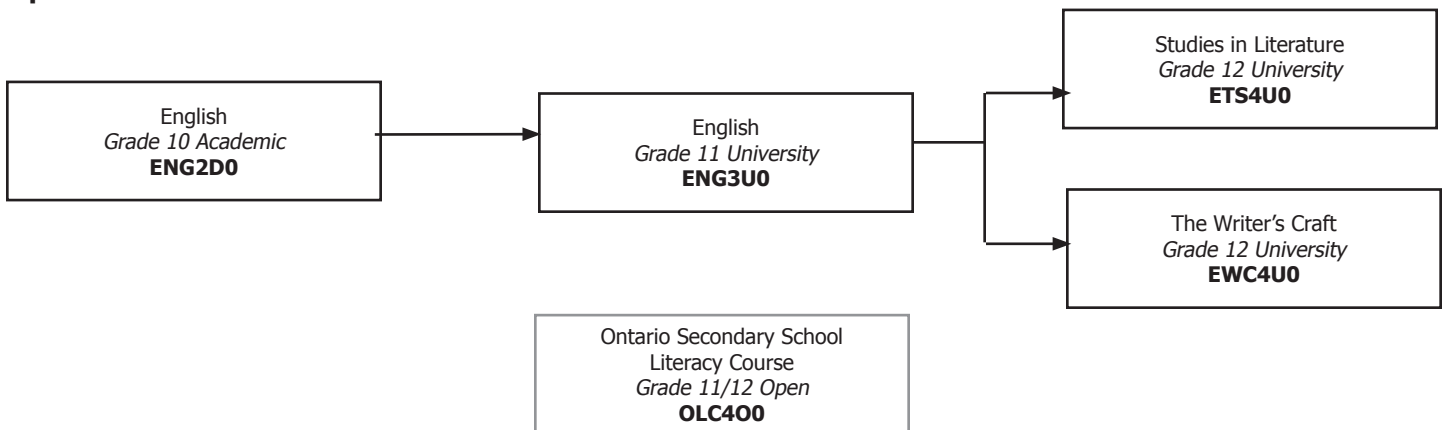
**Prerequisite: Introduction to Computer Science, Grade 11, University Preparation**

**Prerequisite Chart for English, Grades 9 to 12**

**Compulsory Courses**



**Optional Courses**



## Compulsory Courses

### ENG1D0

#### English, Grade 9, Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

**Prerequisite:** None

### ENG1L0

#### English, Grade 9, Workplace

This course builds on previous learning and helps students develop a foundation of useful literacy skills that will prepare them for further study of practical English, the use of communication skills in the study of other subjects and for the effective use of essential language in daily living and in the workplace. It will emphasize listening and speaking, reading and writing, as well as viewing. Students will learn to use language clearly and accurately in a variety of everyday situations.

**Prerequisite:** None

### ENG1P0

#### English, Grade 9, Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

**Prerequisite:** None

### ENG2D0

#### English, Grade 10, Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

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

### ENG2L0

#### English, Grade 10, Workplace

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

**Prerequisite:** Any grade 9 English credit

### ENG2P0

#### English, Grade 10, Applied

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

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

### ENG3C0

#### English, Grade 11, College Preparation

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

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

### ENG3E0

#### English, Grade 11, Workplace Preparation

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

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

### ENG3U0

#### English, Grade 11, University Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic

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

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

### NBE3C0

#### Contemporary Aboriginal Voices, Grade 11, College Preparation

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

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

### NBE3U0

#### Contemporary Aboriginal Voices, Grade 11, College University

This course explores themes, forms, and stylistic elements of a range of literary, informational, graphic, oral, cultural, and media texts about and from First Nations, Metis, and Inuit cultures in Canada. Students will analyse the changing use of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Students will create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university and college preparation course.

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

### ENG4C0

#### English, Grade 12, College Preparation

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

**Prerequisite:** English, Grade 11, College Preparation or Contemporary Aboriginal Voices, Grade 11, College Preparation

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

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

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

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

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

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

### Optional Courses

**OLC400****Ontario Secondary School Literacy Course, Grade 11 or 12, Open**

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

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

**ETS4U0****Studies in Literature, Grade 12, University Preparation**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

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

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

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

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

### Core French

**FSF1D0****Core French, Grade 9, Academic**

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

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

**FSF1P0****Core French, Grade 9, Applied**

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

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

**FSF100****Core French, Grade 9, Open**

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

**Prerequisite:** *None*

**FSF2D0****Core French, Grade 10, Academic**

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

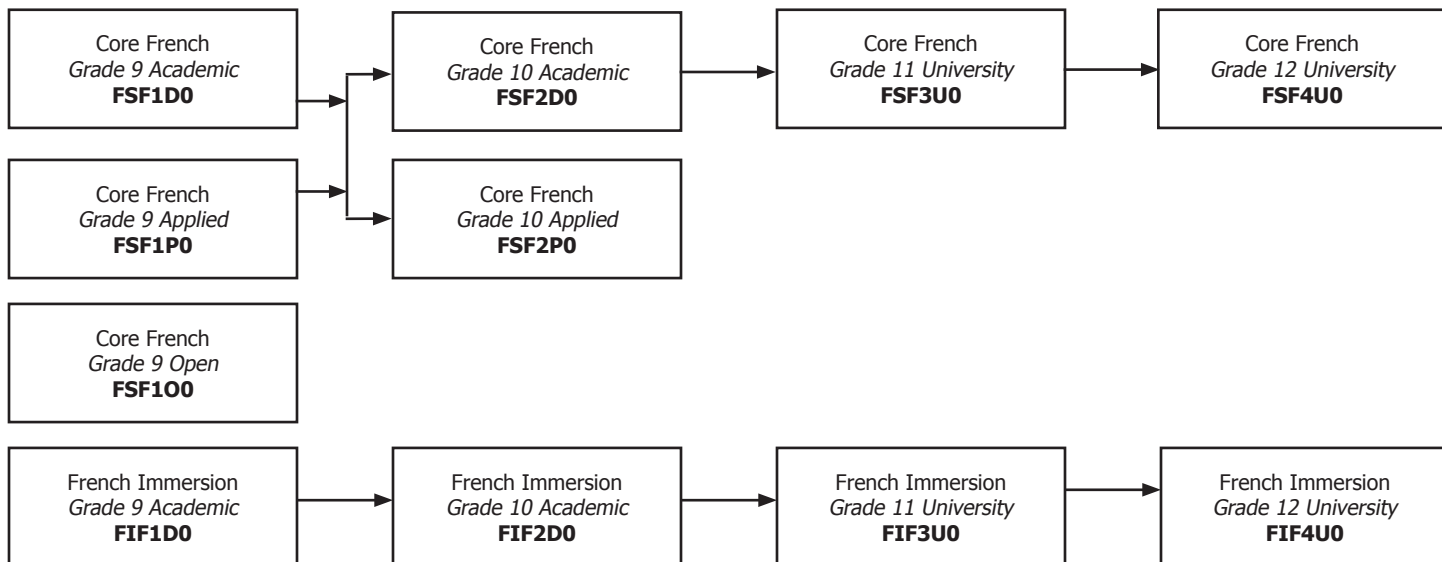
**Prerequisite:** *Core French, Grade 9, Academic or Applied*

**FSF2P0****Core French, Grade 10, Applied**

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the consolidation of language-learning strategies for interpreting texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

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

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



### FSF3U0

#### Core French, Grade 11, University Preparation

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

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

### FSF4U0

#### Core French, Grade 12, University Preparation

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

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

## French Immersion

### FIF1D0

#### French Immersion, Grade 9, Academic

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by us-

ing language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

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

### FIF2D0

#### French Immersion, Grade 10, Academic

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

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

### FIF3U0

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

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will apply language-learning strategies while exploring a variety of concrete and abstract

topics, and will increase their knowledge of the language through the study of French literature from around the world. They will also continue to deepen their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

**Prerequisite:** French Immersion, Grade 10, University Preparation

### FIF4U0

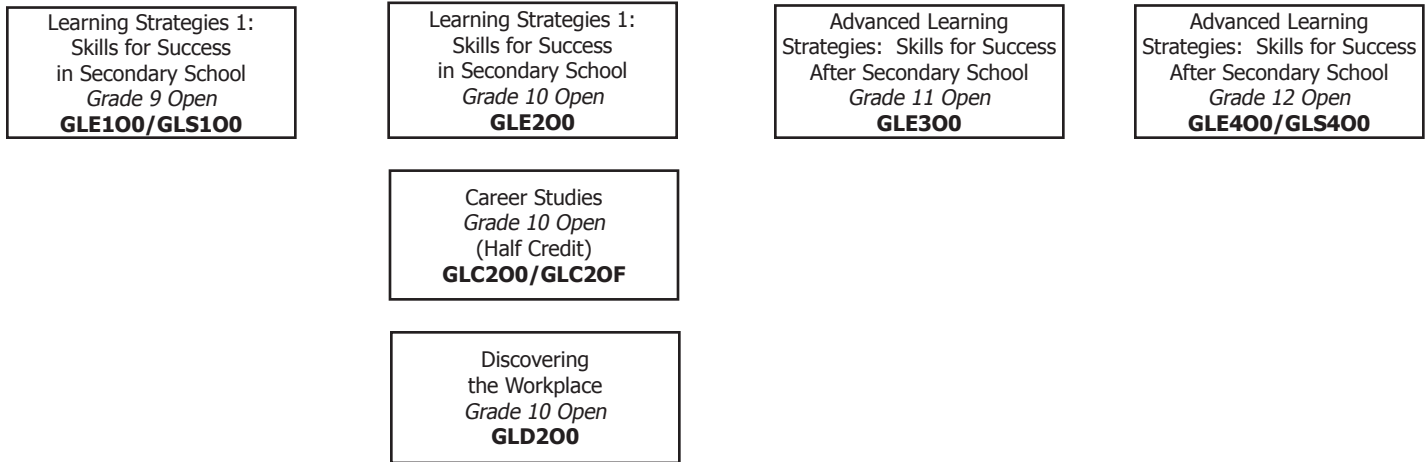
#### French Immersion, Grade 12, University Preparation

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

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



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



**Learning Strategies**

**GLE100/GLS100/GLE200**

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

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

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

**GLE300/GLE400/GLS400**

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

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

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

**Guidance**

**GLC200**

**Career Studies, Grade 10, Open (Half Credit)**

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

**Prerequisite:** None

**GLC20F**

**Career Studies, Grade 10, Open, (French Immersion) (Half Credit)**

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

**Prerequisite:** None

**GLD200**

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

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed, and helps students make plans for continued learning and work. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials.

Students will investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experiences, simulations, and entrepreneurial projects.

**Prerequisite:** None

**PPL10B**

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

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

**Prerequisite:** None

**PPL10G**

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

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

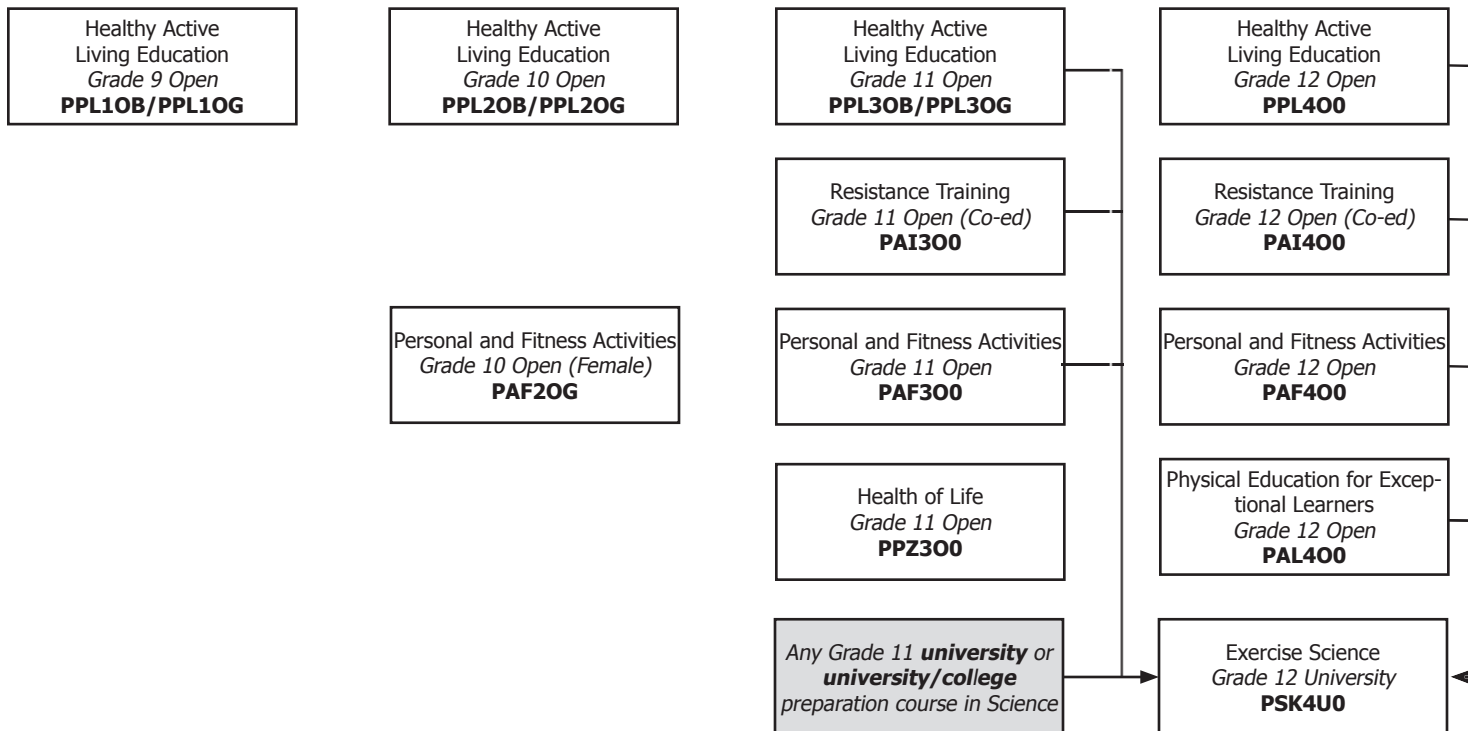
**Prerequisite:** None

**PPL20B**

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

This course emphasizes regular participation in activities that promote lifelong healthy active living through personal and fitness activities.

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



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

**Prerequisite: None**

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

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

**Prerequisite: None**

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

This course focuses on the development of a healthy lifestyle while participating in a variety of individual physical fitness activities. The goal is to introduce students to personal fitness activities and fitness concepts that will engage students' interests throughout their lives. Weekly activities will involve aerobic conditioning (running, swimming, aerobic classes, and cycling), strength

and resistance work (weight training, resistance activities, yoga and boot camp-type conditioning) as well as flexibility training. Students will be encouraged to develop personal competence and self-direction in a variety of areas. Students will be given the opportunity to improve personal goal-setting, decision making and enhance social and interpersonal skills while improving their overall level of personal fitness.

**Prerequisite: None**

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

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

**Prerequisite: None**

**PPL30G**  
**Healthy Active Living Education, Grade 11, Open (Female)**

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

goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**Prerequisite: None**

**PAF300**  
**Personal and Fitness Activities, Grade 11, Open (Co-ed)**

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

**Prerequisite: None**

**PAI300**  
**Individual and Small Group Activities (Resistance Training), Grade 11, Open (Co-Ed)**

This program is designed to provide enough practical information so that the student is capable of organizing and performing a resistance training program which is safe, productive and efficient. The course is designed to meet the needs of

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

**Prerequisite:** None

### PPZ300

#### Health for Life, Grade 11, Open

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

**Prerequisite:** None

### PAF400

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

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

**Prerequisite:** None

### PAI400

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

This program is designed to provide enough practical information so that the student is capable of organizing and performing a resistance training program which is safe, productive and efficient. The course is designed to meet the needs of the beginner as well as the experienced fitness enthusiast. The myths, principles, theories and current applications of resistance training are all areas of study. Modern views on nutrition, nutrition supplements and drugs as they apply to sports will be examined. The physiological response of the muscle at the cellular level

will be discussed. A willingness to work hard on a daily basis is necessary to be successful in this course. This course helps students to meet the Ontario Catholic Graduate Expectations by enabling each person to become self-directed, responsible life long learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

**Prerequisite:** None

### PAL400

#### P.E.O.P.E.L. Physical Education Opportunity Program for Exceptional Learners Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course helps students to meet Ontario Catholic Graduation Expectations by enabling each person to become a self-directed, responsible, lifelong learner who participates in leisure and fitness activities for a balanced and healthy lifestyle. This course is designed for students who wish to gain experience with the "special needs" student. Senior students receive training in mentoring, reading theory, and teaching techniques. Each tutor is given the opportunity to make a positive and profound difference in the life of an individual junior student. Qualities that will be looked for are, leadership, self-starter, commitment, attendance and genuine interest in the special needs student. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, fitness leadership, and working with exceptional youth.

**Prerequisite:** any Grade 11 or 12 (Open) course in Health & Physical Education

### PPL400

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

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

**Prerequisite:** None

### PSK4U0

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

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

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

### MAT1L0

#### Mathematics, Grade 9, Workplace

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

**Prerequisite:** None

### MFM1P0

#### Foundations of Mathematics, Grade 9, Applied

This course enables students to develop mathematical ideas and methods through the exploration of applications, the effective use of technology, and extended experiences with hands-on activities. Students will investigate relationships of straight lines in analytic geometry, solve problems involving the measurement of 3-dimensional objects and 2-dimensional figures, and apply key numeric and algebraic skills in problem solving. Students will also have opportunities to consolidate core skills and deepen their understanding of key mathematical concepts.

**Prerequisite:** None

### MPM1D0

#### Principles of Mathematics, Grade 9, Academic

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multistep problems.

**Prerequisite:** None

### MAT2L0

#### Mathematics, Grade 10, Workplace

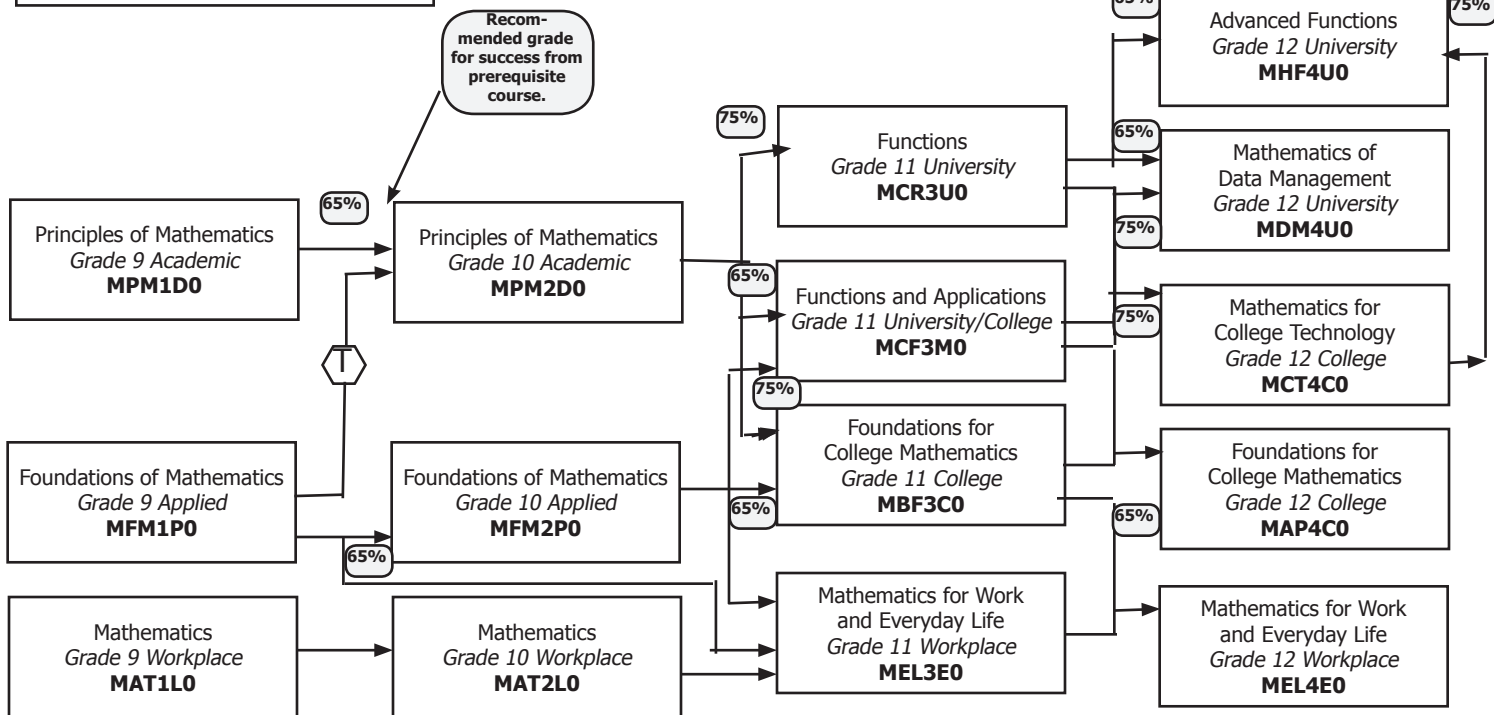
This course builds on previous learning and continues the development of useful mathematics

# Mathematics

## Prerequisite Chart for Mathematics, Grades 9 to 12

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

T - Transfer Course (MPM1H0) - 0.5 credit  
Available at the Summer School Program.



skills and knowledge that will prepare students for further study of practical mathematics and for the effective use of essential mathematics in daily living and in the workplace. It emphasizes common calculations, measurement, practical geometry and the use of mathematics skills to study everyday problems and applications.

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

### **MFM2P0 Foundations of Mathematics, Grade 10, Applied**

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

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

### **MFM2D0 Principles of Mathematics, Grade 10, Academic**

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

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

### **MBF3C0 Foundations for College Mathematics, Grade 11, College Preparation**

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

mathematical skills as they solve problems and communicate their thinking.

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

### **MCF3M0 Functions and Applications, Grade 11, University/College Preparation**

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

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

### **MCR3U0 Functions, Grade 11, University Preparation**

This course introduces the mathematical concept of the function by extending student's experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential

functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

**MEL3E0**  
**Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**

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

**Prerequisite:** *Mathematics, Grade 9 Academic or Applied or Mathematics, Grade 10, Workplace*

**MAP4C0**  
**Foundations for College Mathematics, Grade 12, College Preparation**

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

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

**MCT4C0**  
**Mathematics for College Technology, Grade 12, College Preparation**

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

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

**MCV4U0**  
**Calculus and Vectors, Grade 12, University Preparation**

This course builds on students' previous experience with functions and their developing under-

standing of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

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

**MDM4U0**  
**Mathematics of Data Management, Grade 12, University Preparation**

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

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

**MEL4E0**  
**Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**

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

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

**MHF4U0**  
**Advanced Functions, Grade 12, University Preparation**

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

ics before proceeding to any one of a variety of university programs.

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

**Prerequisite Chart for Native Studies, Grade 10**

Aboriginal Peoples in Canada  
Grade 10 Open  
**NAC200**

**NAC200**  
**Aboriginal Peoples in Canada, Grade 10, Open**

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

**Prerequisite: None**

**Prerequisite Chart for Religious Studies, Grades 9 to 12**

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

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

Faith and Culture: World  
Religions  
Grade 11 University/College  
**HRE3M0/HRE3MF**

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

Faith and Culture: World  
Religions  
Grade 11 Open  
**HRE300**

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

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

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

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

**Prerequisite: None**

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

This course, taught entirely in French, engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures.

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

**Prerequisite: None**

### HRE200

#### **Religious Education: Christ and Culture, Grade 10, Open**

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

**Prerequisite: None**

### HRE20F

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

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

**Prerequisite: None**

### HRE300

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

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

**Prerequisite: None**

### HRE3M0

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

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

clearly the world's religious affairs.

**Prerequisite: Grade 10, Religious Education, HRE200 or Grade 10 English, Academic or Grade 10 English, Applied**

### HRE3MF

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

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

**Prerequisite: Grade 10, Religious Education, HRE20F or Grade 10 English, Academic or Grade 10 English, Applied**

### HRE4M0

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

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

**Prerequisite: HRE3M0 or any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.**

### HRE4MF

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

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

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

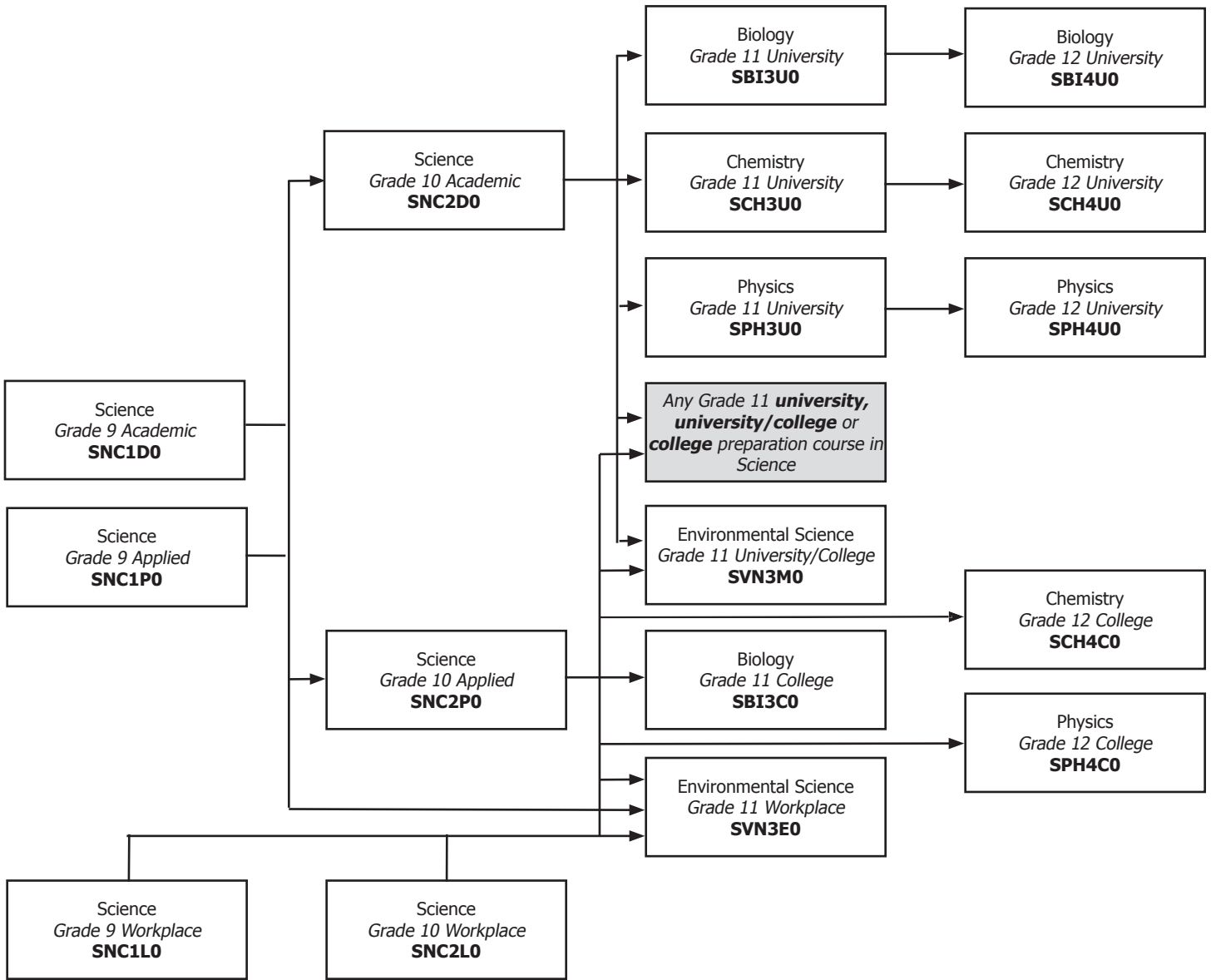
### HRE400

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

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

**Prerequisite: None**

Prerequisite Chart for Science, Grades 9 to 12





## Science

### General Science

#### SNC1D0

##### Science, Grade 9, Academic

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics; and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Prerequisite: None**

#### SNC1L0

##### Science, Grade 9, Workplace

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

**Prerequisite: None**

#### SNC1P0

##### Science, Grade 9, Applied

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics; and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

**Prerequisite: None**

#### SNC2D0

##### Science, Grade 10, Academic

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

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

#### SNC2L0

##### Science, Grade 10, Workplace

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

**Prerequisite: None**

#### SNC2P0

##### Science, Grade 10, Applied

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

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

### Biology

#### SBI3C0

##### Biology, Grade 11, College Preparation

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

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

#### SBI3U0

##### Biology, Grade 11, University Preparation

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

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

#### SBI4U0

##### Biology, Grade 12, University Preparation

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

refinement of skills needed for further study in various branches of the life sciences and related fields.

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

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

### Chemistry

#### SCH4C0

##### Chemistry, Grade 12, College Preparation

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

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

#### SCH3U0

##### Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

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

#### SCH4U0

##### Chemistry, Grade 12, University Preparation

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

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

**Environmental Science**

**SVN3E0**

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

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

**Prerequisite: Science, Grade 9, Academic or Applied, or Science, Grade 9 or 10, Workplace**

**SVN3M0**

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

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

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

**Physics**

**SPH4C0**

**Physics, Grade 12, College Preparation**

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

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

**SPH3U0**

**Physics, Grade 11, University Preparation**

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

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

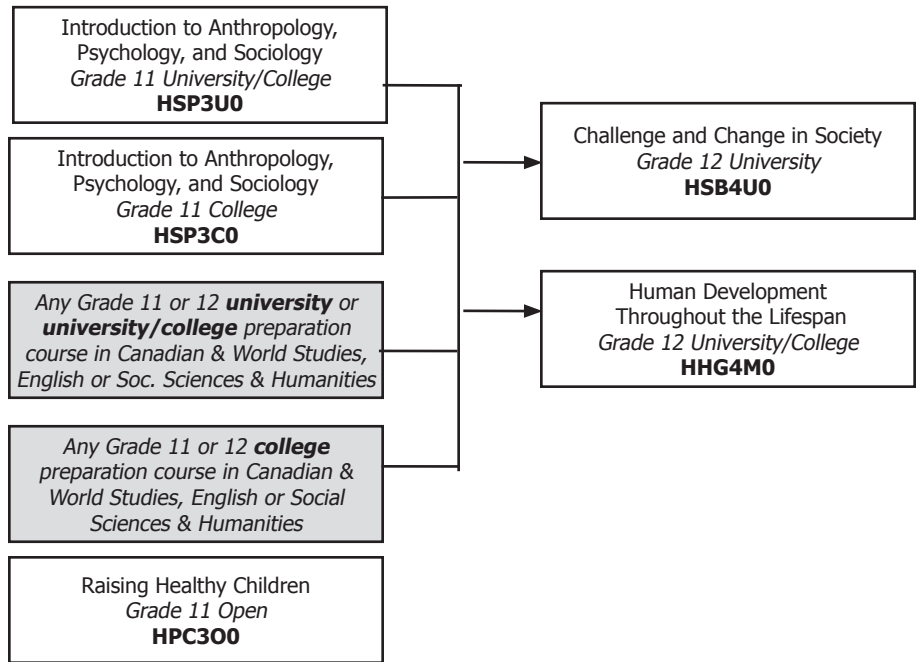
**SPH4U0**

**Physics, Grade 12, University Preparation**

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

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

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



**HSP3C0**

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

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

**Prerequisite:** None

**HSP3U0**

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

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

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

**HPC300**

**Raising Healthy Children, Grade 11, Open**

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

**Prerequisite:** None

**HHG4M0**

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

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

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

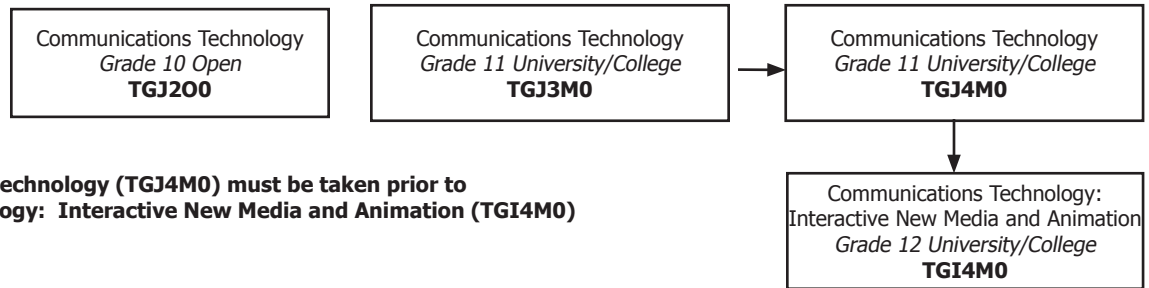
**HSB4U0**

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

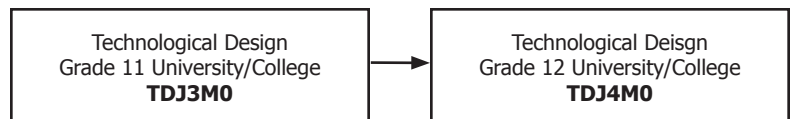
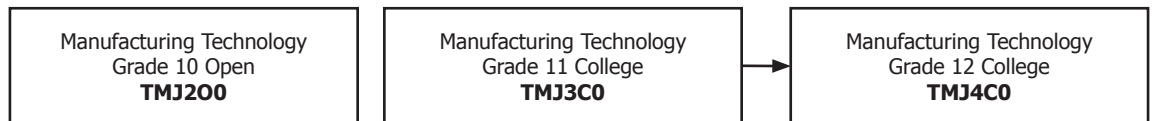
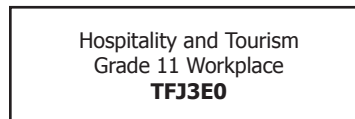
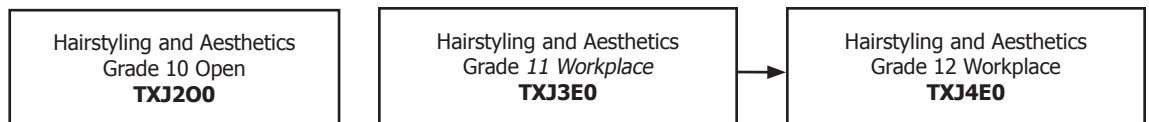
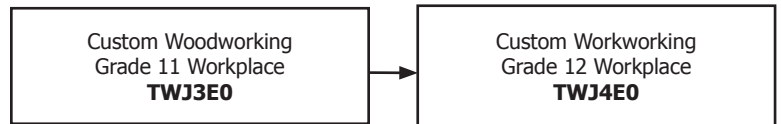
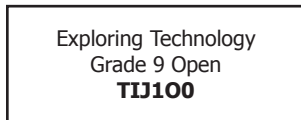
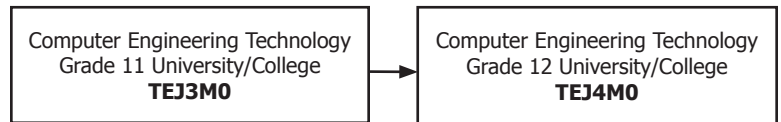
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over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

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

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



**Note: Communications Technology (TGJ4M0) must be taken prior to Communications Technology: Interactive New Media and Animation (TGI4M0)**



### Exploring Technologies

#### **TIJ100**

##### **Exploring Technologies, Grade 9, Open**

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

**Prerequisite:** None

### Communications Technology

#### **TGJ200**

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

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

**Prerequisite:** None

#### **TGJ3M0**

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

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

**Prerequisite:** None

#### **TGJ4M0**

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

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

awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

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

#### **TGI4M0**

##### **Communications Technology, Emphasis Area: Interactive New Media and Animation, Grade 12, University/College Preparation**

This course will emphasize mixing live and digital media together to create new forms of Communications. Advanced chroma-keying and compositing, 3-D computer animation and live process audio or video game design will be explored in this Grade 12 level program.

**Prerequisite:** *Communications Technology, Grade 12, University/College Preparation*

### Computer Engineering Technology

#### **TEJ3M0**

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

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

**Prerequisite:** None

#### **TEJ4M0**

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

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

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

### Construction Technology

#### **TCJ200**

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

This course requires students to design, build, and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of me-

dia; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology.

**Note:** *This course is primarily a wood-working course in which students will have the opportunity to develop generic machine and hand-tool skills while engaged in woodworking projects. Essential Construction outcomes will be experienced through the execution of these projects.*

**Prerequisite:** None

#### **TCJ3E0**

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

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

**Prerequisite:** None

#### **TCJ4E0**

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

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

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

### Custom Woodworking

#### **TWJ3E0**

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

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated

with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

**Prerequisite:** None

### **TWJ4E0**

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

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

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

### **Hairstyling and Aesthetics**

### **TXJ200**

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

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

**Prerequisite:** None

### **TXJ3E0**

#### **Hairstyling and Aesthetics, Grade 11, Workplace Preparation**

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

**Prerequisite:** None

### **TXJ4E0**

#### **Hairstyling and Aesthetics, Grade 12, Workplace Preparation**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team

environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

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

### **Hospitality in Tourism**

### **TFJ3E0**

#### **Hospitality in Tourism, Grade 11, Workplace Preparation**

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

**Prerequisite:** None

### **Manufacturing Technology**

### **TMJ200**

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

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

**Prerequisite:** None

### **TMJ3C0**

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

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

**Prerequisite:** None

### **TMJ4C0**

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

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

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

### **Technological Design**

### **TDJ3M0**

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

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

**Prerequisite:** None

### **TDJ4M0**

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

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

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



This booklet was prepared by the Ursuline College Guidance Department. If you have any questions regarding the information in this booklet, please contact the Guidance Department at 519.351.2987 Ext. 25419 or e-mail the Guidance Secretary at [anna.hogle@st-clair.net](mailto:anna.hogle@st-clair.net).





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