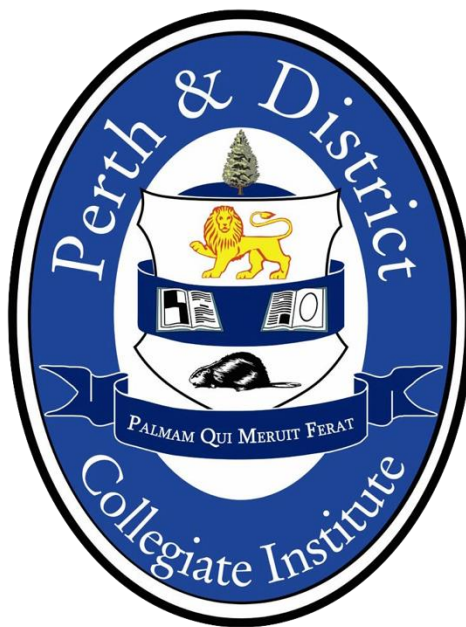


PERTH & DISTRICT COLLEGIATE INSTITUTE



COURSE CALENDAR 2024-2025

Go Blue Devils!

To make an appointment with Guidance, visit our office or use the contacts below:
613-267-3051

GUIDANCE COUNSELLORS

Mr. Eli Funston (x521)
e.funston@ucdsb.on.ca

Mrs. Rhonda Wright (x522)
rhonda.wright@ucdsb.on.ca

Table of Contents

INTRODUCTION	4
THE GOALS OF EDUCATION	4
REACHING EVERY STUDENT	5
MISSION STATEMENT	6
UPPER CANADA DISTRICT SCHOOL BOARD STUDENT TRANSFER POLICY	6
DIPLOMAS AND CERTIFICATES.....	7
SUBSTITUTIONS FOR COMPULSORY CREDITS	10
COURSE CHANGES DURING THE YEAR	10
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR).....	10
THE ONTARIO STUDENT TRANSCRIPT	10
COURSES OUTLINES.....	10
STUDENT SERVICES.....	13
LEARNING COMMONS.....	13
SPECIAL EDUCATION.....	13
ESSENTIALS COURSES - GRADES 9 & 10	14
PROGRAMS SUPPORTING STUDENT SUCCESS	15
ON-LINE LEARNING PROGRAM	16
SPECIALIST HIGH SKILLS MAJOR (SHSM)	17
DESTINATION PLANNING.....	19
POST-SECONDARY EDUCATION	19
COURSE PATHWAYS	20
UNDERSTANDING COURSE CODES.....	21
FLOW CHART AND COURSE DESCRIPTIONS.....	22
USE OF MYBLUEPRINT IN SELECTING COURSES	23
COURSE DESCRIPTIONS: BUSINESS STUDIES	24
COURSE DESCRIPTIONS: COMPUTER STUDIES	26
COURSE DESCRIPTIONS: CO-OPERATIVE EDUCATION	27
COURSE DESCRIPTIONS: DRAMA	28
COURSE DESCRIPTIONS: ENGLISH	29
COURSE DESCRIPTIONS: CORE FRENCH	32
COURSE DESCRIPTIONS: FRENCH PROGRAM CERTIFICATE (EXTENDED).....	33
COURSE DESCRIPTIONS: FRENCH PROGRAM CERTIFICATE (IMMERSION)	35
COURSE DESCRIPTIONS: GEOGRAPHY	37
COURSE DESCRIPTIONS: GUIDANCE	38
COURSE DESCRIPTIONS: HISTORY.....	39
COURSE DESCRIPTIONS: MATHEMATICS	42
COURSE DESCRIPTIONS: COMMUNICATIONS TECHNOLOGY / MEDIA ARTS	45
COURSE DESCRIPTIONS: MUSIC.....	47

COURSE DESCRIPTIONS: PHYSICAL EDUCATION.....48

COURSE DESCRIPTIONS: SCIENCE50

COURSE DESCRIPTIONS: SOCIAL SCIENCES53

COURSE DESCRIPTIONS: TECHNOLOGY.....55

COURSE DESCRIPTIONS: VISUAL ARTS58

UCDSB: ONLINE COURSES OFFERED 2024-2561

PERTH & DISTRICT COLLEGIATE INSTITUTE

13 Victoria Street
Perth, ON K7H 2H3
Phone: 613-267-3051
Fax: 855-408-0865

Website: <http://perth.ucdsb.on.ca>
Facebook Page: <https://www.facebook.com/PerthDCI>

Principal (Grade 7-12): Mr. Dean Fournier
Vice-Principal (Grade 9-12): Mrs. Valerie Horsfall
Principal (Grade 7/8): Mr. Charles Hayfron-Benjamin
Office Administrator: Mrs. Brooke Dobbie



INTRODUCTION

Education at the secondary level is directed toward developing students as concerned and responsible citizens and preparing them for entry into the work force or for post-secondary education.

Students and parents/guardians should study this booklet carefully. Course selections should reflect the needs, interests, abilities, and goals of the student. While advice and information are available from school counsellors and teachers, the final decision on courses selected rests with the student and parents/guardians. It is a policy in Ontario education that individual differences be accommodated to the greatest extent possible. Within the limits of the financial and human resources available in our school, each student should be able to follow a program suited to individual needs and aspirations.

The information in this calendar is accurate at the time of printing but is subject to change as Ontario Ministry of Education and Upper Canada District School policies and procedures evolve.

In keeping with the policy of the Government of Ontario, materials and methods in our school have been designed to reflect a society to which all young adults are contributing. A list of the courses offered in the school, together with outlines of courses of study indicating credit value, course objectives, core content, evaluation practices, and texts is available in the school office for parents and students to examine.

THE GOALS OF EDUCATION

The Education Act of Ontario states:

Strong public education system

0.1 (1) A strong public education system is the foundation of a prosperous, caring and civil society. 2009, c. 25, s. 1.

Purpose of education

(2) The purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society. 2009, c. 25, s. 1.

The Ministry of Education in Ontario strives to provide, in the schools of the province, equal opportunity for all. In its contribution to programs, personnel, facilities and finances, the Ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of helping the student to:

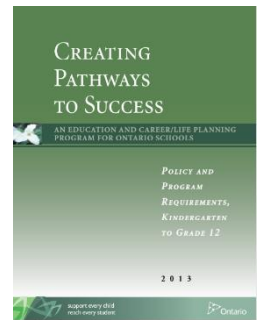
1. Develop a responsiveness to the dynamic processes of learning;
2. Develop resourcefulness, adaptability, and creativity in learning and living;
3. Acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols;
4. Develop physical fitness and good health;
5. Gain satisfaction from participating with others in various forms of artistic expression;
6. Develop a feeling of self-worth;
7. Develop an understanding of the role of the individual within the family and the role of the family within society;
8. Acquire skills that contribute to self-reliance in solving practical problems in everyday life;
9. Develop a sense of personal responsibility in society at the local, national, and international levels;
10. Develop esteem for the customs, cultures, and beliefs of a wide variety of social groups;
11. Acquire skills and attributes that will lead to satisfaction and productivity in the world of work;
12. Develop respect for the environment and a commitment to the wide use of resources;
13. Develop values related to personal, ethical, or religious beliefs, and to the common welfare of society.



REACHING EVERY STUDENT

“All students need information about: the Ontario Secondary School Diploma (OSSD) requirements; types of courses offered, and how best to design their personal secondary school program based on their interests, strength, needs, and aspirations; specialized programs and board-wide programs, extracurricular activities, and additional support programs; the full range of postsecondary opportunities (apprenticeship training, college, community living, university, and the workplace).”

Taken from: <http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>

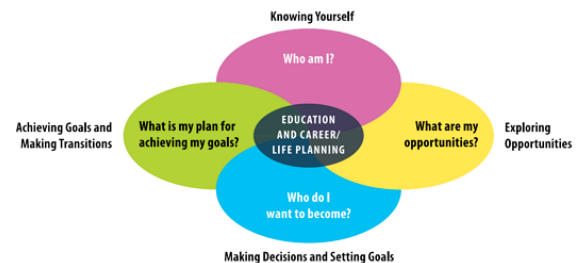


Perth and District Collegiate Institute is committed to providing a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all postsecondary destinations – [apprenticeship training](#), [college](#), [community living](#), [university](#), and the [workplace](#).

Building a successful pathway through school requires planning and is a cooperative effort involving students, parents/guardians, teachers, and guidance counsellors.

Early success in high school is essential. Statistics in Ontario show very clearly that failure in courses in grades 9 and 10 is a significant factor in students dropping out of school. Appropriate course selection with a proactive plan for success is important.

Through the development of an Individual Pathways Plan (IPP), grade 7-12 students will develop skills in career/life planning. This valuable process will help students identify their personal interests, strengths, needs, and aspirations and teach students how to use this knowledge of themselves to inform their choices of programs, pathways, and learning opportunities.



The online tool used to support the IPP at Perth and District Collegiate Institute is called MyBluePrint. A variety of resources exist within this website including, High School Planner used to complete course selection annually.

Visit this site at www.myblueprint.ca/ucdsb



Schools in Upper Canada have a strong focus on Student Success. In each of our high schools, Classroom Teachers, Student Success Teachers, Guidance Counsellors, Special Education Teachers and Administrators form strong teams who are dedicated to successful outcomes for all students.

This Course Calendar and our companion document, *Destinations of Choice: Education and Career Roadmap* are valuable tools to assist families in planning and reviewing a pathway to success for all students. Contact your local UCDSB School for more information.

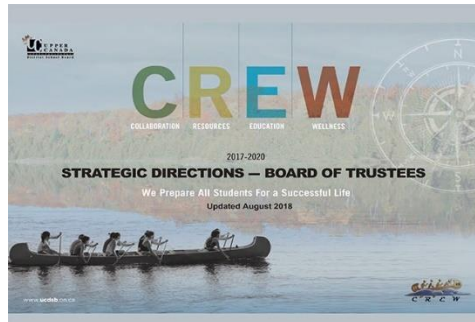
See: <http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>

MISSION STATEMENT

At Perth and District Collegiate Institute, we create a school climate conducive to achievement. Within our community, we strive to instill the knowledge, skills and values students need to become self-reliant, responsible, inquisitive adults.

Our Beliefs:

- Our school is a place to learn; learning is a shared responsibility among students, staff, family and community.
- Our school environment should be safe and secure, both physically and emotionally.
- All students have the right to a high standard of education regardless of abilities.
- People are entitled to fair and patient treatment, fostering a tone of respect, trust and caring. It is every student's right to be treated in this manner and every student's responsibility to behave in this way.
- School spirit and participation in extra-curricular activities enhance the growth of all members of the school community.
- Developing and supporting our school policies is a shared responsibility among students, staff, family and community.
- Open and honest communication must occur among the students, staff, family and community.
- Our school programs should be inviting and accessible to our community.
- Our school should prepare individuals for a future of lifelong learning.



UPPER CANADA DISTRICT SCHOOL BOARD STUDENT TRANSFER POLICY

The Upper Canada District School Board provides accommodation and programs that meet the needs of the students and parents in its varied communities. For several reasons, certain students will request transfers from one school to another. The Director shall provide, wherever possible, for such requests given the following expectations:

1. Students in the geographical catchment area of the school will be accommodated first.
2. Students from outside the geographical catchment area shall be admitted if:
 - there is sufficient room in the school or class;
 - there will be no requirement for additional staff;
 - the student and/or parent/guardian requesting the admission recognize that no transportation will be provided;
 - the Superintendent and/or Director are satisfied that such an admission is in the best interests of all concerned.
3. Other than in exceptional circumstances, applications are to be made by March 15 in any year to be effective the following September 1.



DIPLOMAS AND CERTIFICATES

Ontario Secondary School Diploma Credit (OSSD) Requirements

To graduate from an Ontario secondary school and receive an Ontario Secondary School Diploma (OSSD), a student needs to earn 30 credits (18 compulsory), complete 40-hours of community involvement, and meet the literacy requirements established by the Ministry, usually by passing the Ontario Secondary School Literacy Test.

Compulsory Credits (Total of 19)

4 Credits in English

3 Credits in Mathematics (at least 1 credit in Grade 11 or 12)

2 Credits in Science

1 Credit in Canadian Geography (Grade 9)

1 Credit in Canadian History (Grade 10)

1 Credit in the Arts

1 Credit in Health and Physical Education

1 Credit in French as a second language

.5 Credit in Career Studies

.5 Credit in Civics

1 credit in Technological Education (in grade 9 or 10) (Introduced by the MOE for Sept. 2024)

3 Additional Credits, consisting of 1 credit from each of the following groups:

Group 1:

English (including the Ontario Secondary School Literacy Course), French as a second language, Classical languages, International languages, Native languages, Social Sciences and Humanities, Canadian and World Studies, Guidance and Career Education, Cooperative Education

Group 2:

French as a second language, the Arts, Business Studies, Health and Physical Education, Cooperative Education

Group 3:

French as a second language, science (Grade 11 or 12), Computer Studies, Technological Education, Cooperative Education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Optional Credits (Total of 11)

In addition to the 18 compulsory credits, students must earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build educational programs that suit their individual interests and meet university, college, apprenticeship, or work requirements.



Ontario Secondary School Certificate (OSSC) Requirements

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

Compulsory Credits (Total of 7)

2 Credits in English

1 Credit in Mathematics

1 Credit in Science

1 Credit in Canadian Geography or Canadian History

1 Credit in Health and Physical Education

1 Credit in arts, computer studies, or technological education

Optional Credits (Total of 7)

7 credits selected by the student from available courses.



The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met 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 kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Online Learning Graduation Requirement

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma unless they have been opted out or exempted in accordance with the processes described in this memorandum. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation requirement unless they opt themselves out of the requirement in accordance with the processes described in this memorandum.

Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

For more information, see <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167>

French Certificate Program

The aim of the French Certificate Program is to develop and refine students' ability to communicate in French as well as to expand their knowledge of the language through the study of francophone literature. By the end of the four-year program, students will be able to participate easily in conversations and discussions; will be able to take courses at the college or university level in which French is the language of instruction; and will be able to accept employment in which French is the working language. Perth and District Collegiate Institute students in the French Certificate Program have the choice of either earning:



- a French Certificate (Extended) where students successfully complete the sequence of **four** French language courses and a minimum of **three** courses in other subjects taught in French or
- a French Certificate (Immersion) where students successfully complete the sequence of **four** French language courses and a minimum of **six** courses in other subjects taught in French.

Community Involvement Activities



As part of the diploma requirements, students must complete a minimum of 40 hours of Community Involvement activities during their years in the secondary school program. Students, in collaboration with their parents/ guardians, will decide how they will complete the Community Involvement requirement.

Community Involvement activities may take place in a variety of settings (e.g., not-for-profit organizations, hospitals, informal settings, etc.). Students may not fulfill the requirement through activities that are counted towards credits (e.g., Cooperative Education and Work Experience), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours. The Principal will decide whether students have met the requirements of both the Ministry and the Board for these activities.

The Upper Canada District School Board provides each student with a brochure outlining the requirements for Community Involvement. Blank forms for recording and authorizing hours are available in Student Services and should be returned to Student Services when completed.

Provincial Literacy Requirement

All students must pass the Grade 10 Ontario Secondary School Literacy Test to earn a Secondary School Diploma. This test is designed by the Ontario Education Quality and Accountability Office. There is no limit to the number of times a student may retake the test.



Accommodations may be made only for students with IEPs, and in accordance with EQAO policies. Students whose Individual Education Plans indicate that they are not working towards a Secondary School Diploma may, with parental/guardian consent and the approval of the principal, be exempted from writing the test.

Students who might benefit from deferral of the test may include those who have been identified as exceptional and students registered in English as a Second Language courses. Parents/guardians may request such deferral, as we, in consultation with Parents/Guardians, may initiate deferral. To achieve an Ontario Secondary School Diploma, deferred students must successfully complete the test.

Students who have been eligible to write the Ontario Secondary School Literacy Test at least twice an attempted and been unsuccessful at least once, are eligible to take the Ontario Literacy Course (OLC4O). Upon successful completion of this course, the student will have met the literacy requirement for graduation. Further details about the OSSLT may be found on the EQAO website at www.eqao.com.

SUBSTITUTIONS FOR COMPULSORY CREDITS

To allow the flexibility in designing a student's program and to ensure that all students can qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credit courses. These courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual student's needs, the principal may replace up to three of these courses (or the equivalent in half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

COURSE CHANGES DURING THE YEAR

Changes to a student's timetable will be made only under reasonable circumstances after the semester begins. In the first ten days of Semester I, and the first five days of Semester II, a student may change courses with the advice of the counsellor. After this time, a student may change courses only with the permission of the parent and the principal of the school.

If a student (including a student with a completed IEP) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in the semester, the withdrawal is not recorded on the Ontario Student Transcript. If the student withdraws after five instructional days following the issue of the first provincial report card in the semester, the withdrawal is recorded. The student's percentage grade at the time of the withdrawal is recorded.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students (students that are 18 years or older before August 31st of the current school year) may obtain secondary credits for prior learning. These credits can be applied towards earning the Ontario Secondary School Diploma (OSSD). In some cases, applicants may be eligible for up to 26 of the 30 credits required.

The goal of PLAR is to help mature students move faster and remove barriers to achieve an OSSD and efficiently move forward to sustainable employment, postsecondary education, and apprenticeship.

For more information, see <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-132>

THE ONTARIO STUDENT TRANSCRIPT

In all Ontario secondary schools as of September 1999, the Ontario Student Transcript contains:

- A student's record of courses successfully completed in Grades 9 and 10:
- All attempts at courses in Grades 11 and 12, including courses from which the student withdraws after five days from the issue of the first Ontario Report Card of the semester.

This transcript is the official document a person must present whenever evidence of secondary education standing is required: e.g., for employment purposes or for admission to a post-secondary program.

COURSES OUTLINES

All the courses offered by Perth & District Collegiate Institute have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of the school and parents/guardians who wish to examine them may present their request to the principal.



PROCEDURES FOR STUDENTS WHO FAIL OR WHO DO NOT COMPLETE COURSES

Where a student has completed a course within the school year or semester but has not been successful in demonstrating achievement of the curriculum expectations to a passing level, the principal and teaching staff, in consultation with the parents of the student should determine which procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Arrangements should be made so that one or more of the following options is available to the student:



Building Success One Student at a Time

- A. Where possible, the student should be allowed to repeat only the material relating to the expectations not achieved. The student may choose to achieve these expectations in summer school, through independent study, through an individualized remediation program, or through distance education. The student's work will be evaluated to determine whether the expectations have been successfully completed.
- B. The student may decide to repeat the entire course.
- C. With respect to compulsory courses, a student who fails a course or who chooses to withdraw from a course during the school year or the semester (after consultation with parents and school staff) should be informed of the consequences for meeting diploma requirements. The program options available to the student to enable him or her to meet the requirements should be outlined, and possible alternative courses identified.

STUDENT ACHIEVEMENT, EVALUATION, AND ATTENDANCE

Regular attendance at school is critical for student learning and achievement of course expectations. To encourage regular attendance by students, the school ensures that students and their parent/guardians are informed about the school's policy on attendance through the school's course calendar as well as its website: <http://perth.ucdsb.on.ca>, in the electronic student handbook.

Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and the parent/guardians to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

Students of compulsory school age whose absence is reported to the school board Special Services Counsellor will have the reason for their absence investigated.



SAFE ARRIVAL PROGRAM & ATTENDANCE PROCEDURES

Arrival: The Safe Arrival program mandates that school staff must contact a student's parent/guardian each day a student is absent. Please contact the school prior to a student absence. Parents/guardians may send a signed note with the student prior to the absence, call the school and leave a message on the answering machine or use MyFamilyRoom (www.myfamilyroom.ca) to let the school know of any absence and the reason for the absence.

Arrival Time: If you are driving your child to school or your child walks to school, please note that supervision of students begins at 7:45 AM. No students should arrive to school prior to 7:45 (unless they are participating in an organized before-school event). In the case of an emergency, it may be possible to make special arrangements by contacting the office.

Drop Off Locations: As a bus safety measure, vehicles are restricted from entering and parking in the bus-loading zone during morning drop-off and afternoon dismissal. Vehicles are not permitted to enter or exit the parking lot while buses are in the bus-loading zone.

Late Arrival: A student arriving more than 15 minutes late for school must report to the office and provide a note or have a parent/guardian telephone the school.



REPORTING STUDENT ACHIEVEMENT

Student achievement will be communicated formally to students and parents by means of the Provincial Report Card, Grades 9-12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and the areas in which improvement is needed, along with ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course. Additionally, at Perth and District Collegiate Institute students will receive an Interim report issued early in each semester.

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- 70% of the grade will be based on assessments and evaluation conducted throughout the course.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance task, essay, and/or other method of evaluation suitable to the course content and administered toward the end of the course.

In all courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement.

Final evaluations are administered towards the end of every semester. In the case of a student absence because of illness (evidenced by a medical certificate) or bereavement, the Principal will determine which actions will be taken.

CODE OF CONDUCT

The Upper Canada District School Board Code of Conduct is based on the foundation of the Character Always initiative, and has been developed to promote and support respect, civility, responsible citizenship and to provide the framework for policies related to student discipline, bullying prevention, student and staff safety, respectful working and learning environments, and workplace harassment. http://www.ucdsb.on.ca/for_students/student_well_being/character_always

STANDARDS OF BEHAVIOUR

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Not swear at a teacher or at another person in a position of authority



For a full list expectations of students, see our school's Student Handbook at:
http://perth.ucdsb.on.ca/for_families/handbook

STUDENT SERVICES

The Guidance & Career Education Program

The Guidance and Career Education program is a vital and integral part of the Secondary School program.

Through the program, students will acquire the knowledge and skills that they need to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various means, including classroom instruction, orientation and exit programs, career exploration activities, and individual assistance and short-term counselling.

The goals of the Guidance and Career Education program are outlined in the policy document entitled "[Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016](#)"

Student Success Teachers

Student Success Teachers provides all students with opportunities to develop specific skills such as studying, organization, test taking, and note taking. Students receive remediation in specific subjects either by withdrawal from class and/or during students' classes. Student Success Teachers work closely with subject teachers to ensure students are achieving their academic potential. Student Success Teachers assist and monitor the recovery of credits when required.

LEARNING COMMONS

Perth & District Collegiate Institute is a space for researching, computer use, studying, collaboration, and reading. Students have access to a collection of fiction and non-fiction printed material as well as a variety of electronic resources, including a curriculum-based Virtual Learning Commons (<http://vlc.ucdsb.ca>), online encyclopaedias, data bases, social media, e-books, and homework help. This multi-purpose, open-concept space provides a relaxed and inviting atmosphere for students, the ideal location for noon-hour club meetings, and a great venue for small-group guest speakers and instructors.



SPECIAL EDUCATION

The Upper Canada District School Board strives to provide a range of programs and services for students with exceptional needs. A summary is provided in a series of 7 guides, available on the board's website www.ucdsb.on.ca, under Programs & Initiatives. They are available at the school as well. In addition, we endeavour to provide support to parents/guardians by connecting them with various associations who represent exceptional pupils. The Special Education Advisory Committee advises the Board on Special Education matters. Information about its activities and meetings, along with documents and information about Special Education, are also published on the Board's website: www.ucdsb.on.ca.

Perth & District Collegiate Institute offers a variety of Special Education services for students who have been identified as exceptional or who simply have an individual education plan (IEP). The Identification Placement and Review Committee (IPRC), in consultation with the parents/guardians, will devise an appropriate program geared to meet the student's special needs. The learning experiences required to meet these needs may be supported by consulting and working with our Special Education Teachers.



ESSENTIALS COURSES - GRADES 9 & 10

These courses are intended for students who:

- Exhibit reading skills which are significantly below grade level, but who have some literacy and numeracy skills;
- Have an IEP, may have been identified as exceptional, and may have received resource support or alternative programming; or
- Will require additional instruction and perhaps a deferral to successfully complete the Grade 10 Ontario Secondary School Literacy Test.

Where do the Essentials Courses Lead?

- Grade 11 Workplace Destination courses.
- Apprenticeship, Ontario Youth Apprenticeship Program, or other school-to-work initiatives.
- When the student successfully completes the Grade 10 Ontario Secondary School Literacy Test, the Workplace Destination Courses can lead to the Ontario Secondary School Diploma.
- Certificate of Accomplishment or Ontario Secondary School Certificate.
- There are some colleges with programs for students who have graduated with an OSSD following this pathway. See Student Services for more information.

Admission to the Essentials Courses will be determined through consultation with the student, parents/guardians, elementary teachers, and high school Guidance/Special Education personnel.



PROGRAMS SUPPORTING STUDENT SUCCESS

Dual Credits

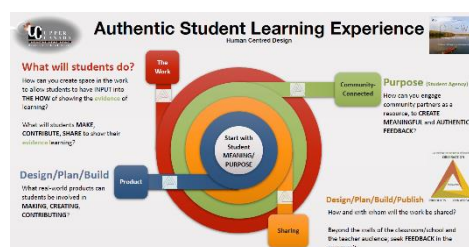
Students may earn High School Credits when studying at a college in their Grade 12 year usually one day per week for a semester. While at college they will also earn a college credit. This opportunity allows students to acquire the education which relates to post-secondary programs and apprenticeships. Dual Credit students get a head start on their training and education for their future. Please talk to a guidance counsellor for more information.

Credit Recovery Program

Upon recommendation of the teacher and Principal, a student may be offered the opportunity for credit recovery. See [Growing Success, 2010](#), page 84, for the ministry's policy on Credit Recovery.

Authentic Student Learning Experience (ASLE)

The Authentic Student Learning Experience (ASLE) is a program for students at-risk of not graduating whom traditional school structures are not working. For more information, please consult Student Services at PDCI.



UCDSB Summer Semester Program

A) Remediation Program:

Students who have earned a 40% in a core course will be invited to attend Summer School during the month of July. Parents and students may check with Student Services for registration details.

B) Reach Ahead Program:

Students who wish to take a new course may check with Student Services for the list of available courses offered during the month of July through the Summer Semester Program. These courses are on-line format.

C) Summer Coop Program:

Students may have the opportunity to earn up to 2 Co-op credits during the summer. This program operates pending sufficient enrolment and is offered through the Summer Semester Program.

D) Reinforcement Program:

Students who need to build numeracy and literacy skills may benefit from this summer program offered in July through the Summer Semester Program. Parents and students may inquire with Student Services about registration details for this excellent program.

For more information, visit our [Summer School](#) web pages on the UCDSB web site.

After School Co-Operative Education

Students wanting to complete an after school co-operative education credit(s) are permitted to cross enroll with UCDSB's TR Leger Adult, Alternative and Continuing Education. For more information about this option, please speak to a counsellor in Student Services.



Correspondence Courses

Students who need courses for post-secondary programs which are not offered at Perth & District Collegiate Institute or who need one or more additional credits to graduate may be eligible to enrol in a correspondence course. These courses are available through a referral process and therefore students need to consult with a counsellor in Student Services.

ON-LINE LEARNING PROGRAM

Considerations for Achieving On-Line Student Success:

- Willingness to share and learn in an on-line environment.
- Able to express yourself clearly through text (email, threaded discussions).
- Commitment to log on and participate.
- Realize online courses require as much time as in-school courses.
- Comfortable with sending email, attachments, save and organize documents.
- Familiar with the internet, use of search engines, word processing software
- Able to set short- and long-term goals
- Take responsibility for self-directed learning



Considerations for Parents/Guardians of On-Line Students:

- Take the opportunity to review course outline, expectations and timelines.
- Help establish a good work/study area at home and at school (e.g., using Learning Commons during spare).
- Help set up a regular work/study schedule.
- Discuss the course progress together.
- The expectation is that student use the unscheduled period in their timetable to work in the building on their online course in the cafeteria, the Learning Commons, or another suitable space.

UCDSB On-Line Learning Program - An Overview:

- Intended to make courses available that are not offered in the student's school.
- The courses are offered asynchronously meaning students and teachers are not required to be online at the same time, although some courses are offered at a time where the teacher/student have the same designated period for the course.
- All courses are taught by qualified Upper Canada District School Board teachers.
- All courses meet the curriculum requirements of the Ministry of Education.
- The courses are offered in a semester format like in-school courses.
- Online courses are predominantly self-directed. It is strongly recommended that students to use the designated time in their timetables to work on course work so that they can complete the lessons within a reasonable time frame.

Should an exception be necessary for a particular student, arrangements must be made through the Superintendent's office.

If an exception is granted for a part time student to enroll in any UCDSB On-line course, the PowerSchool set-up and tracking for this student is different. The PowerSchool team will need to be contacted to assist with the set-up in this scenario.

Upper Canada District School Board students have access to a wide range of on-line courses developed by the Ontario Ministry of Education and delivered by Upper Canada teachers. For more information on courses currently available, please check our eLearning web site at http://www.ucdsb.on.ca/programs_initiatives/school_programs_k-12/e_learning. Our students also have a lot of on-line options through the Ontario eLearning Consortium, <https://prism.elearningstudents.ca/>. For more information on all the above on-line options, please consult with your school's Guidance Counsellor.

Advantages of On-Line Learning:

- Increased flexibility in delivery of course content.
- Increased student confidence in class participation.
- Direct access to the course teacher.
- Accommodation of a wide range of student learning styles.
- Extended time for considered responses.
- Reinforced sense of equality within course structure.
- Continual access to learning materials and archived discussions, guided tutorials.
- Opportunity for increased class participation through student centered teaching strategies. (threaded discussions, group assignments, virtual classrooms, shared white board, multi-media resources).
- Provides an alternative delivery mode for students with mobility issues

SPECIALIST HIGH SKILLS MAJOR (SHSM)

Perth & District Collegiate Institute offers six different High Skills Major Programs. The SHSM is available to students beginning in grade 11, at which point most remaining credits focus on an area of specialization. Cooperative Education is a required component of each SHSM. In addition, students complete training in areas of general certification, such as First Aid and CPR and other training specific to the sector. For more information about the SHSM program, see the Ministry of Education site at: <http://www.edu.gov.on.ca/morestudentsuccess/SHSM.html>

Non-Profit / Transportation Technology / Sports	
Credits	Requirements
Sector Major Credits (may include maximum of 1 additional Cooperative Education Credit as a substitute)	4 credits (can be 1 grade 11 and 3 grade 12; 1 grade 12 and 3 grade 11; or 2 grade 11 and 2 grade 12)
English	1 credit (grade 11 or 12)
Mathematics	1 credit (grade 11 or 12)
Business Studies or Science or Additional Cooperative Education credit	1 credit May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)
Cooperative Education	2 credits (may add a maximum of 1 additional co-op credit in place of sector major credit)
TOTAL NUMBER OF CREDITS	9 credits

Information & Communications Technology	
Credits	Requirements
Sector Major Credits (may include maximum of 1 additional Cooperative Education Credit as a substitute)	4 credits (can be 1 grade 11 and 3 grade 12; 1 grade 12 and 3 grade 11; or 2 grade 11 and 2 grade 12)
English	1 credit (grade 11 or 12)
Mathematics	1 credit (grade 11 or 12)
Business Studies or Science or The Arts or Additional Cooperative Education credit	1 credit May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)
Cooperative Education	2 credits (may add a maximum of 1 additional co-op credit in place of sector major credit)
TOTAL NUMBER OF CREDITS	9 credits

Business		
Credits	Requirements	
Sector Major Credits (may include maximum of 1 additional Cooperative Education Credit as a substitute)	4 credits (can be 1 grade 11 and 3 grade 12; 1 grade 12 and 3 grade 11; or 2 grade 11 and 2 grade 12)	
English	1 credit Apprenticeship, Coll/Univ	2 credits (1 gr.12) Workplace
Mathematics	2 credits (1 gr.12) App/Coll/Univ	1 credit Workplace
Cooperative Education	2 credits (may add a maximum of 1 additional co-op credit in place of sector major credit)	
TOTAL NUMBER OF CREDITS	9 credits	

Arts & Culture		
Credits	Requirements	
Sector Major Credits (may include maximum of 1 additional Cooperative Education Credit as a substitute)	4 credits (can be 1 grade 11 and 3 grade 12; 1 grade 12 and 3 grade 11; or 2 grade 11 and 2 grade 12)	
English	1 credit (grade 11 or 12)	
Business Studies or Canadian and World Studies or Additional Cooperative Education credit	1 credit May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)	
Cooperative Education	2 credits (may add a maximum of 1 additional co-op credit in place of sector major credit)	
TOTAL NUMBER OF CREDITS	8 credits	



DESTINATION PLANNING

SCHOOL-TO-WORK TRANSITION PROGRAMS

Job Shadowing

Students may learn about careers by pairing with workers in specific occupations for one to three days. There is no credit value for this experience, but it may be related to a credit course being taken by the student. Job Shadowing may be arranged by the Teacher, Co-operative Education Teacher, or Guidance Counsellor as part of the student's school-to-work transition program.

Co-operative Education Program

The Co-operative Education Program is available to students in Grades 11 and 12 and is based on a related course (or courses) from an Ontario curriculum policy document or a Ministry-approved, Locally-Developed Course. The student must be concurrently enrolled in the related course or have successfully completed it. The Co-operative Education Program includes a classroom component. Work placements provide students with opportunities to apply and extend their knowledge, and practise and reflect current workplace practices and standards. The student's Personal Placement Learning Plan will be designed following a placement interview. Some students will be eligible to begin an apprenticeship program through a Co-operative Education placement in a skilled trades setting. Some students will select Co-operative Education placements which will prepare them for the school-to-work transition.

Ontario Youth Apprenticeship Program (OYAP)

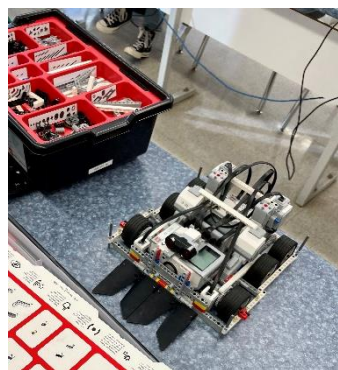


This is a combination of Co-operative Education and apprenticeship which allows students to learn skilled trades, while at the same time completing the requirements for the Ontario Secondary School Diploma. Students are eligible if they have completed 16 credits and are 16 years of age or older. Further information on [OYAP](#) is available from the Students Services Counsellors and Co-operative Education Teachers.

POST-SECONDARY EDUCATION

College

Students who have completed their Ontario Secondary School Diplomas including a Grade 12 English for Workplace (note – Limited programs are open from the Workplace pathway), College or University may apply to an Ontario College. Prospective Perth & District Collegiate Institute applicants must register with Student Services in the fall of their final year to access the online applications for the following year. Students are encouraged to attend college recruiter presentations at the school during the fall of their grade 11 and 12 years and to make appointments with a Counsellor to discuss their education plans. For more information about College programs in Ontario, visit: <https://ontariocolleges.ca/en>



University

Students who have completed their Ontario Secondary School Diplomas including six Grade 12 4U and/ or 4M courses may apply to an Ontario University. Students must check the specific requirements for their programs at each university. Prospective Perth & District Collegiate Institute applicants must register with Student Services in the fall of their final year to access the online applications for the following year. Students are encouraged to attend the university recruiter presentations at the school during the fall of their grade 11 and 12 year and to make appointments with a Counsellor to discuss their education plans. For more information about College programs in Ontario, visit: <https://ontariouniversitiesinfo.ca>

COURSE PATHWAYS

Courses in grade 9 and 10 are offered at five pathways:

- Academic
- De-streamed
- Applied
- Essentials
- Open

Academic (D)	<ul style="list-style-type: none"> develop students' knowledge and skills through the study of theory and abstract problems—focus on essential components of a subject and explore related concepts, incorporating practical applications as appropriate
De-streamed (W)	<ul style="list-style-type: none"> designed to prepare students for grade 10 Applied or Academic courses or grade 11 University or College courses
Applied (P)	<ul style="list-style-type: none"> focus on essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples—familiar situations used to illustrate ideas—opportunities to experience hands-on applications of concepts and theories
Essentials (L)	<ul style="list-style-type: none"> designed to prepare students for grade 11 workplace courses
Open (O)	<ul style="list-style-type: none"> designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society

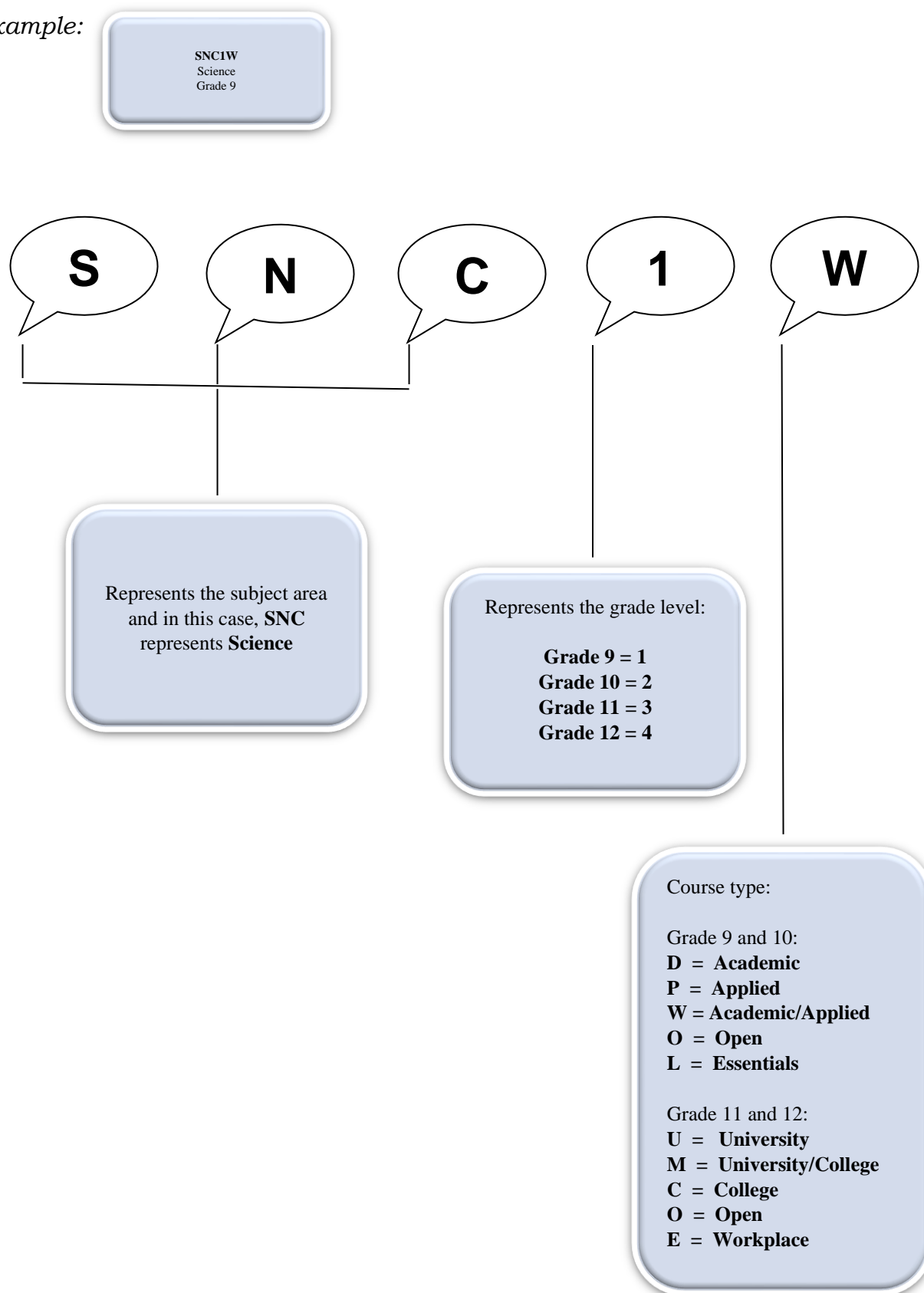
Courses in grades 11 and 12 are offered at five pathways:

- College
- Open
- University/College
- University
- Workplace

College (C)	<ul style="list-style-type: none"> designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs
Open (O)	<ul style="list-style-type: none"> designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society (not designed with specific requirements of universities, colleges, or the workplace in mind)
University/College (M)	<ul style="list-style-type: none"> designed to equip students with knowledge and skills to meet entrance requirements for specific programs offered at universities and colleges
University (U)	<ul style="list-style-type: none"> designed to equip students with knowledge and skills to meet entrance requirements for university programs
Workplace (E)	<ul style="list-style-type: none"> designed to equip students with knowledge and skills they need to meet the expectations of employers if they plan to enter the workplace directly after graduation or the requirements for admission to certain apprenticeship or other training programs

UNDERSTANDING COURSE CODES

For example:

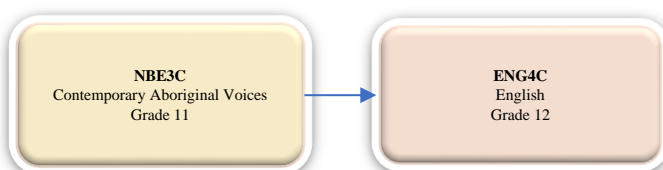


FLOW CHART AND COURSE DESCRIPTIONS

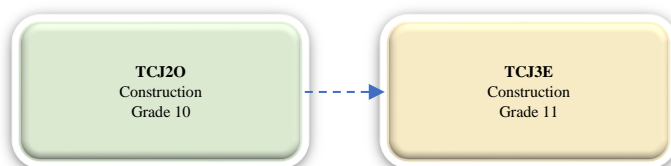
The following pages contain prerequisite flowcharts for each subject area and course descriptions for each course that are available as options for 2022-2023. The prerequisites and course descriptions are determined by the Ontario Ministry of Education. Refer to the Ministry's website at www.edu.gov.on.ca for secondary school curriculum documents which contain overall and specific expectations for each course.

A note about the flowcharts—not all possible pathways are identified in these flowcharts. They are designed to assist you in planning a pathway within a particular subject area.

Solid connecting lines mean a prerequisite is required (in other words you must have successfully completed one course before taking the next course).



Dotted lines indicate a suggested pathway (we recommend that you take one course before taking the next course).



If there is no line leading to a course, there is no prerequisite for that course.



Guidance Counsellors will assist students and parents in selecting appropriate courses in line with the student's postsecondary plans and current level of achievement. Students are reminded to seek this advice from their Counsellors. Subject teachers, Student Success teachers, and Learning Resource teachers are also important resources for students to assist with course planning. Ask your teachers.

This Calendar outlines programs and courses that we offer for the next school year. Whether a program or course runs is subject to sufficient enrolment.

USE OF myBLUEPRINT IN SELECTING COURSES

myBlueprint helps you plan your education and make the most informed decisions about the future. We will be using this software to pick our courses for the following year. Here are the instructions on how to pick courses. Keep in mind, students will be provided a scheduled period to make selections in which they can ask questions and ensure themselves that they are selecting the appropriate courses that will meet their needs regarding their post-secondary goals.

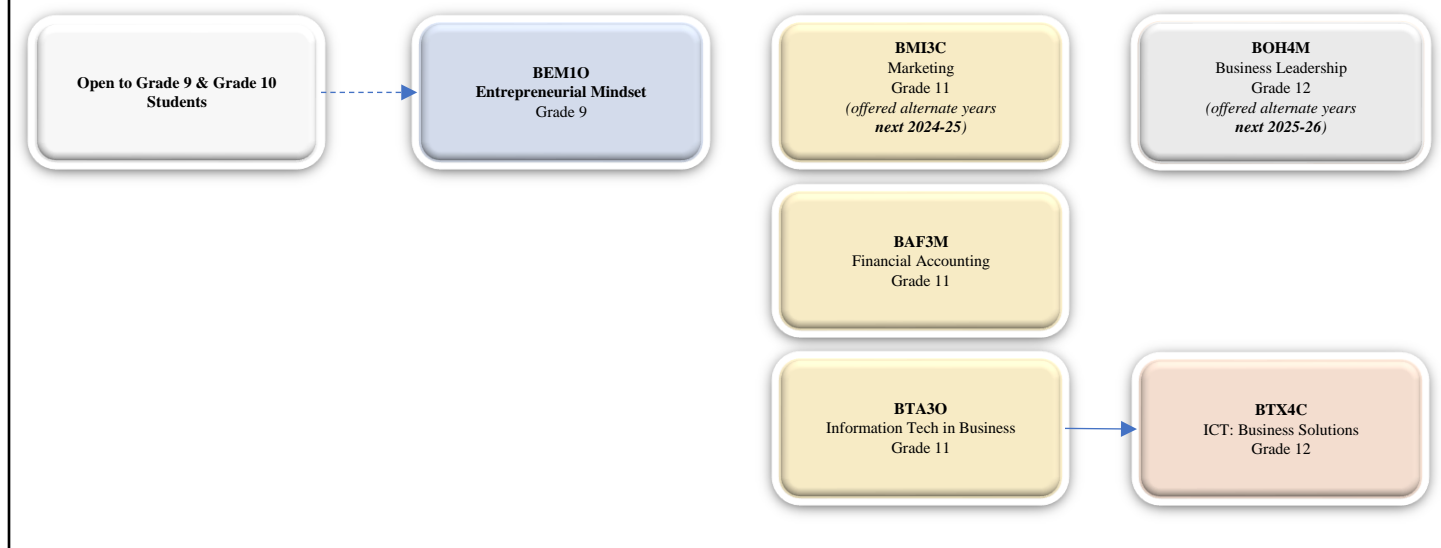


Here are the instructions:

1. Place the following website in your URL browser: <http://www.myblueprint.ca/>
2. You will be required to submit an email address and a password. The email address is the student's first and last name (i.e. first.last@my.udcsb.ca) and the password should be: PDCI plus student number (e.g. PDCI12345).
3. Click on high school to the left of the screen.
4. You will have a minimum of eight options for each high school year to choose from. Find the year that the student will be entering for the next year and click on each box to choose a required course.
5. It would be a good idea to click on View Progress under the Graduation Indicator to ensure all the requirements needed for graduation are understood and potentially selected for the next year's course options.
6. Once completed, throughout the school, tabulations of course selections will determine what courses will be offered for the next school year. So, it is of great importance that students are selecting courses that are needed/required by the student to help them meet their future success.



BUSINESS STUDIES



Course Descriptions: Business Studies

Building the Entrepreneurial Mindset, Grade 9, Open (BEM10)

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

Prerequisite: None

Financial Accounting Fundamentals, Grade 11, University/College (BAF3M)

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 ethics and current issues in accounting.

Prerequisite: None

Marketing: Goods, Services, Events, Grade 11, College (BMI3C)

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

Business Leadership: Management Fundamentals, Grade 12, University/College (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

Information and Communication Technology: The Digital Environment, Grade 11, Open (BTA3O)

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.

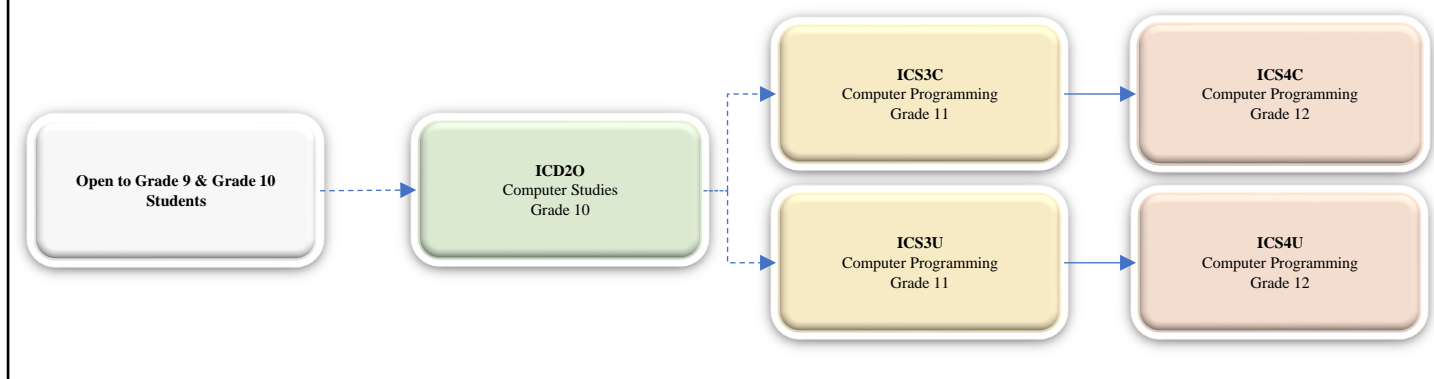
Prerequisite: None

Information and Communication Technology: Multimedia Solutions, Grade 12, College (BTX4C)

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

COMPUTER STUDIES



Course Descriptions: Computer Studies

Introduction to Computer Studies, Grade 10, Open (ICD20)

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

Prerequisite: None

Introduction to Computer Science, Grade 11, University (ICS3U)

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

Prerequisite: None

Introduction to Computer Programming, Grade 11, College (ICS3C)

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Prerequisite: None

Computer Science, Grade 12, University (ICS4U)

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.

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

Computer Programming, Grade 12, College (ICS4C)

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

Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation

CO-OPERATIVE EDUCATION

2 OR 4 CREDIT
COOP
Grade 11

2 OR 4 CREDIT
COOP
Grade 12

Course Descriptions: Co-operative Education

Cooperative Education Linked to a Related Course (or Courses)*

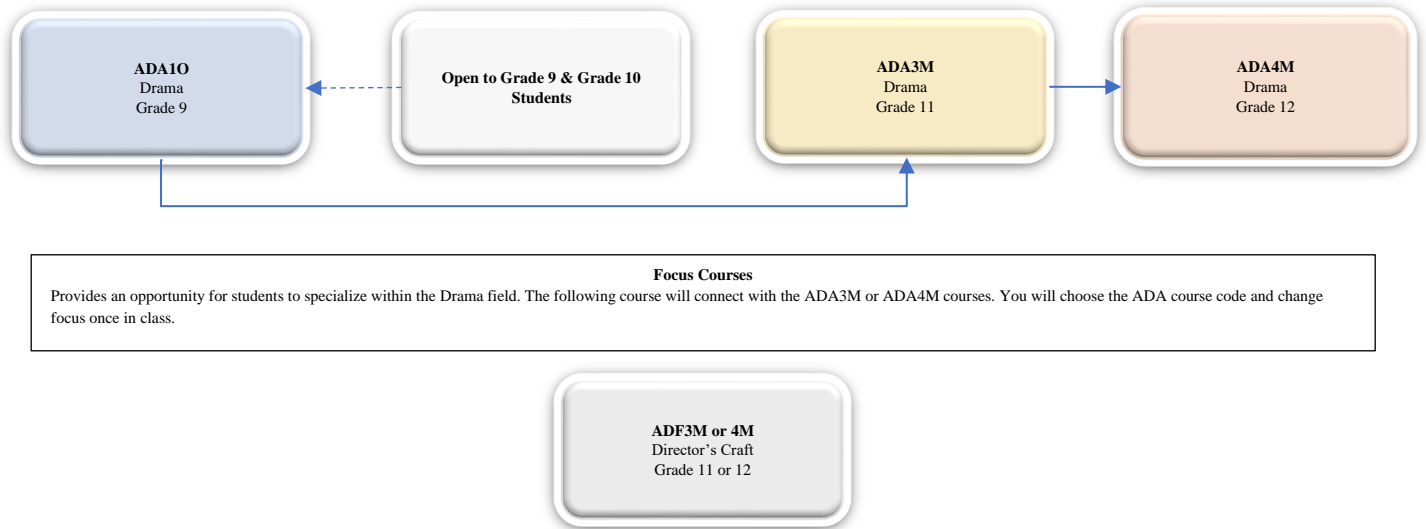
This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

* A cooperative education course linked to a related course or courses does not have its own course code. It is recorded on the Provincial Report Card and the Ontario Student Transcript (OST) using the name(s) and course code(s) of the related course(s), with the term "(Co-op)" inserted after the course name. On the OST, the notation "C" is entered in the "Note" column.

**Students may also access the Co-operative Education program through UCDSB's TR Leger school. TR Leger offers the Co-operative Education program in the summer and after-school. Students wishing to access TR Leger need to see a Guidance Teacher for a referral.

DRAMA



Course Descriptions: Drama

Drama, Grade 9, Open (ADA10)

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

Drama, Grade 11, University/College (ADA3M)

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: Drama, Grade 9 or 10, Open

Drama, Grade 12, University/College (ADA4M)

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 texts 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: Drama, Grade 11, University/College Preparation

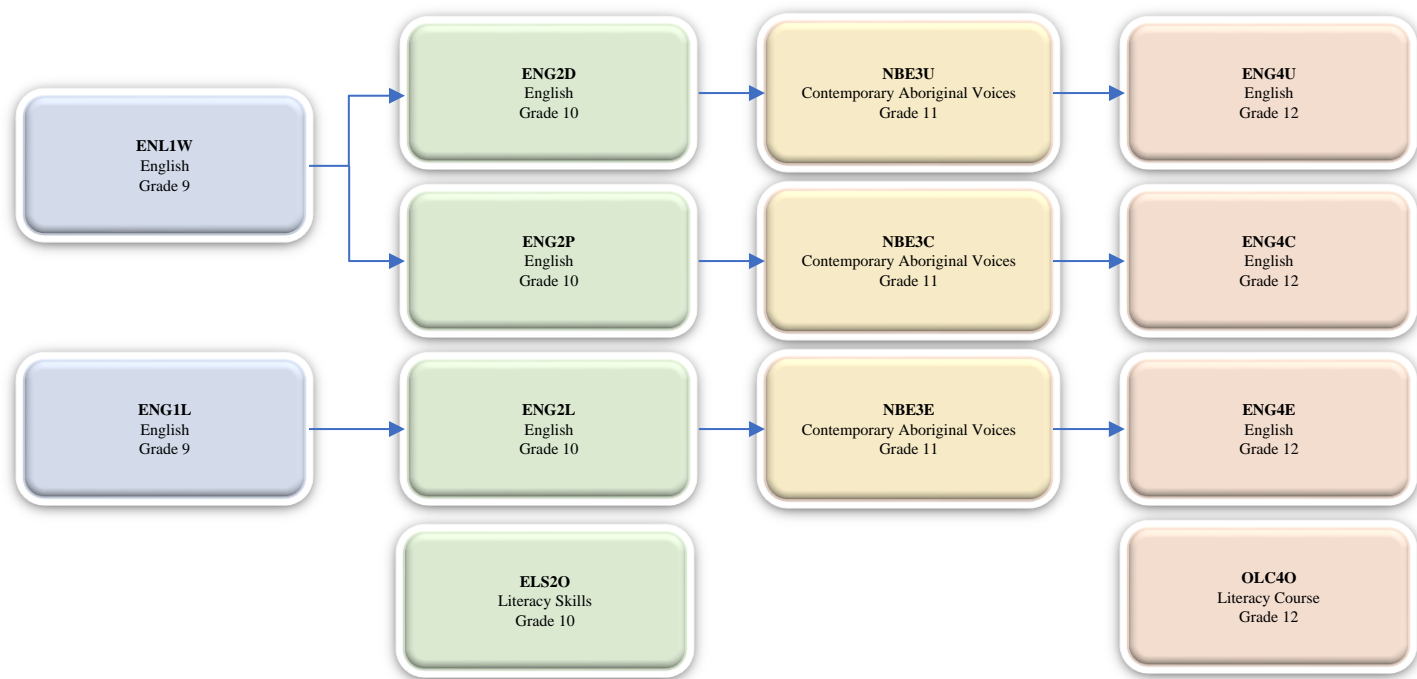
FOCUS COURSE: Provides an opportunity for students to specialize within the Drama field.

Directors Craft, Grade 12, University/College Preparation (ADF4M)

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 texts 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: Drama or Production, Grade 11, University/College Preparation

ENGLISH



Course Descriptions: English

English, Grade 9, De-streamed (ENG1W)

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

Prerequisite: None

English, Grade 9/10, Essentials (ENG1/2L)

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter the grade eleven English Workplace Preparation course and to complete the Ontario Secondary School Literacy Test successfully. Students will read a variety of narrative and expository forms, poetry, drama, and practise the skills necessary for clear and accurate spoken and written language. Course activities will help develop confidence, self-esteem, and motivation to succeed in school and life.

Prerequisite: None

Literacy Skills: Reading and Writing, Grade 9/10, Essentials (ELS2O)

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

Prerequisite: None

English, Grade 10, Academic (ENG2D)

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

Prerequisite: Grade 9 English

English, Grade 10, Applied (ENG2P)

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

Prerequisite: Grade 9 English

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University (NBE3U)

This course explores themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: English, Grade 10, Academic

English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College (NBE3C)

This course explores themes, forms, and styles of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

Prerequisite: English, Grade 10, Academic or Applied

English: Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11, Workplace (NBE3E)

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

Prerequisite: English, Grade 10, Academic or Applied or the Grade 10 Essentials course in English

English, Grade 12, University (ENG4U)

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

Prerequisite: Grade 11 English, University Preparation

English, Grade 12, College (ENG4C)

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

Prerequisite: Grade 11 English, College Preparation

English, Grade 12, Workplace (ENG4E)

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

Prerequisite: Grade 11 English, Workplace Preparation

Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O)

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.

Prerequisite: Eligibility requirement: 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.)

CORE FRENCH

FSF1D
Core French
Grade 9

Course Descriptions: Core French

Core French, Grade 9, Academic (FSF1D)

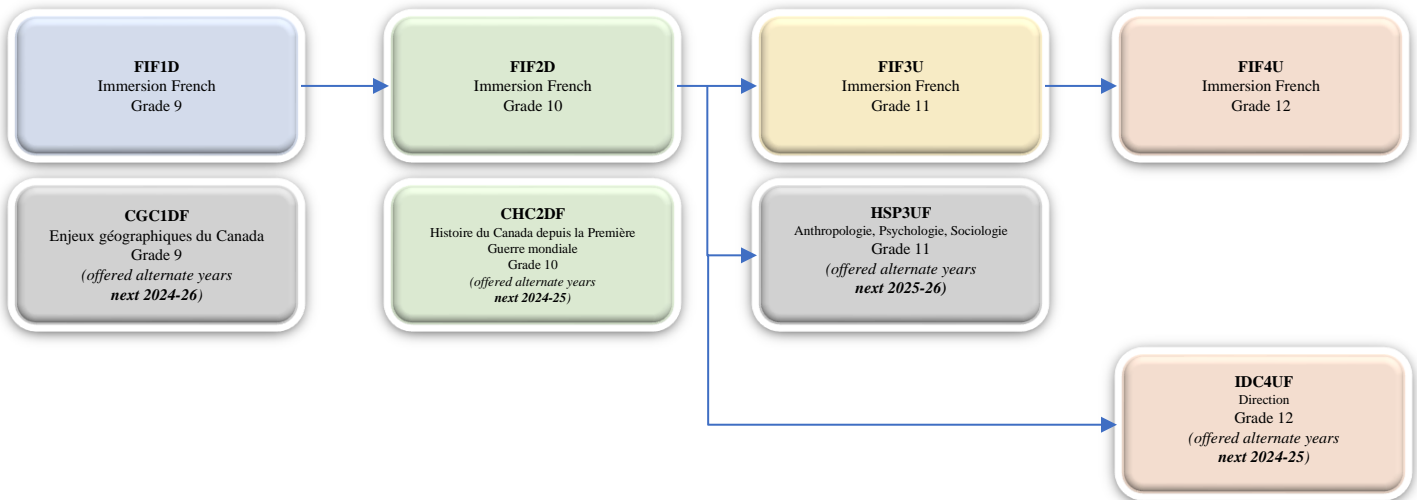
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced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

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

EXTENDED FRENCH

French Certificate Program (Extended)

A French Program Certificate (Extended) is earned by students completing **seven** French credits. A student must complete all **four** French (FIF) language credits as well as **three** other credits taught in French. Students can take CGC1DF, CHC2DF, and HSP3UF at PDCI to meet the requirement for this certificate.



Course Descriptions: French Program Certificate (Extended)

French Immersion, Grade 9, Academic (FIF1D)

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

Prerequisite: Minimum of 3800 hours of instruction in French, or equivalent

French Immersion, Grade 10, Academic (FIF2D)

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

Prerequisite: French Immersion, Grade 9, Academic or Applied

French Immersion, Grade 11, University (FIF3U)

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

Prerequisite: French Immersion, Grade 10, Academic

French Immersion, Grade 12, University (FIF4U)

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies 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 enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: French Immersion, Grade 11, University Preparation

Enjeux géographiques du Canada, 9e année, cours théorique (CGC1DF) -see Geography (same as CGC1D [in French](#))

Histoire du Canada depuis la Première Guerre mondiale, 10e année, cours théorique (CHC2DF) -see History (same as CHC2D [in French](#))

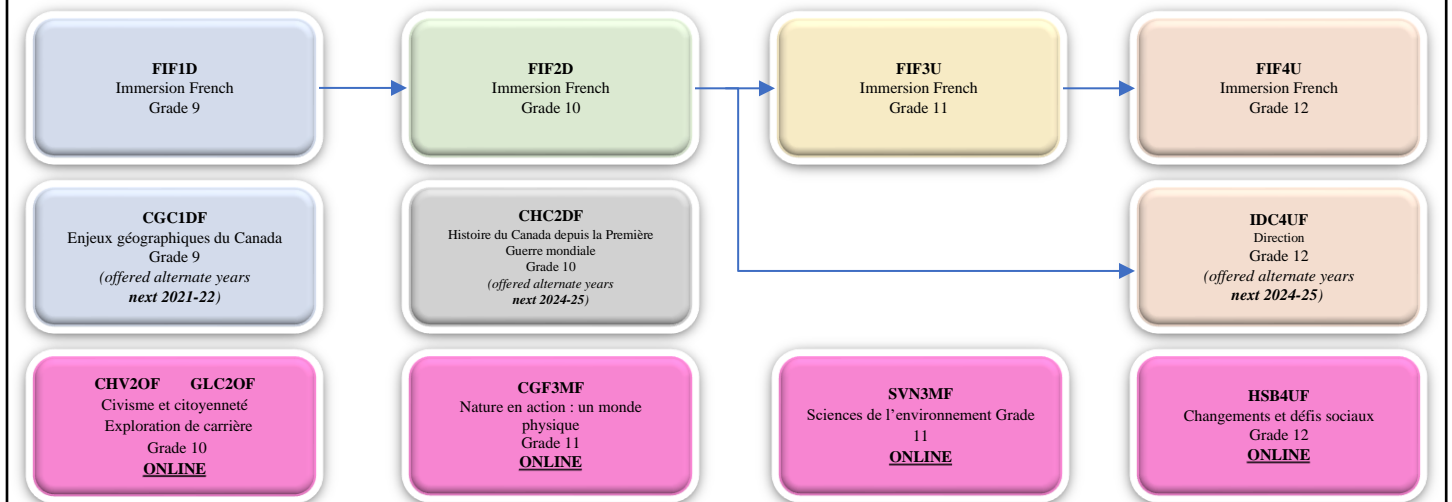
Anthropologie, Psychologie, Sociologie, University (HSP3UF) -see Social Sciences (same as HSP3U but [taught in French](#))

Direction, 12e année, cours théorique (IDC4UF) -see Guidance (same as IDC4U [in French](#))

IMMERSION FRENCH

French Program Certificate (Immersion)

A French Program Certificate (Immersion) is earned by students completing **ten** French credits. A student must complete all **four** French (FIF) language credits as well as **six** other credits taught in French. Students can take CGC1DF, CHC2DF, and HSP3UF at PDCI and **three online courses** to meet the requirements for this certificate. (Note: courses in pink are potential online options.)



Course Descriptions: French Program Certificate (Immersion)

French Immersion, Grade 9, Academic (FIF1D)

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

Prerequisite: Minimum of 3800 hours of instruction in French, or equivalent

French Immersion, Grade 10, Academic (FIF2D)

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

Prerequisite: French Immersion, Grade 9, Academic or Applied

French Immersion, Grade 11, University (FIF3U)

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

Prerequisite: French Immersion, Grade 10, Academic

French Immersion, Grade 12, University (FIF4U)

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies 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 enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: French Immersion, Grade 11, University Preparation

Enjeux géographiques du Canada, 9e année, cours théorique (CGC1DF) -see Geography (same as CGC1D [in French](#))

Histoire du Canada depuis la Première Guerre mondiale, 10e année, cours théorique (CHC2DF) -see History (same as CHC2D [in French](#))

Direction, 12e année, cours théorique (IDC4UF) -see Guidance (same as IDC4U [in French](#))

Sample Online Choices

Civisme et citoyenneté, 10e année, cours ouvert (CHV2OF) -see History (same as CHV2O but taught in French)

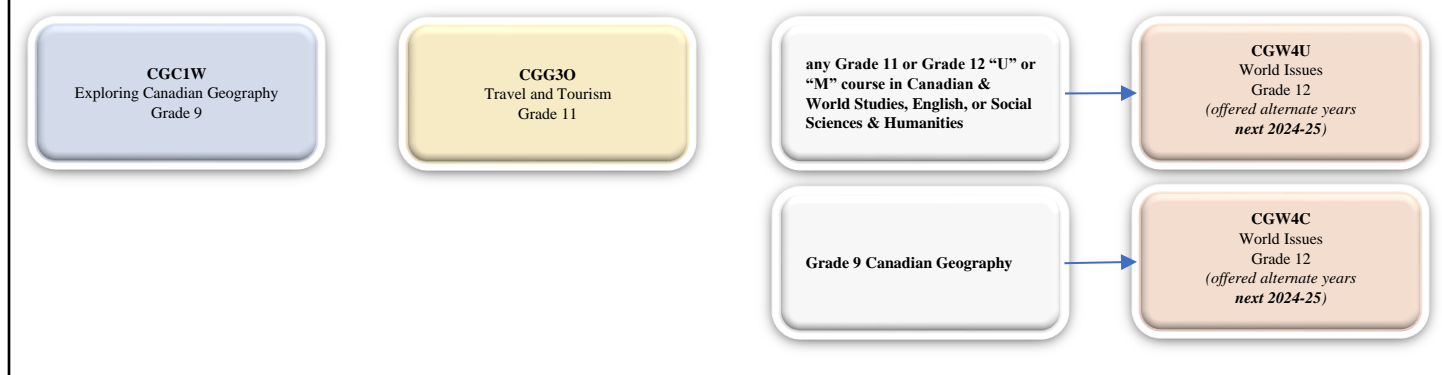
Exploration de carrière, 10e année, cours ouvert (CHV2OF) -see Careers (same as GLC2O but taught in French)

Nature en action : un monde physique, 11e année, cours préuniversitaire/précollégial (CGF3MF) - see online description [Répertoire des cours](#)

Sciences de l'environnement, 11e année, cours préuniversitaire/précollégial (SVN3MF) - see online description [Répertoire des cours](#)

Changements et défis sociaux, 12e année, cours préuniversitaire/précollégial (HSB4UF) --see online description [Répertoire des cours](#)

GEOGRAPHY



Course Descriptions: Geography

Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)

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

Prerequisite: None

Travel and Tourism: A Geographic Perspective, Grade 11, Open (CGG30)

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

World Issues: A Geographic Analysis, Grade 12, University (CGW4U)

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts 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

World Issues: A Geographic Analysis, Grade 12, College (CGW4C)

This course explores the 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

GUIDANCE

GLS10
Learning Strategies
Grade 9
(offered 2024-25)

GLC20
Careers
Grade 10
(Half Credit)

IDC4U
Leadership
Grade 12
(offered alternate years
next 2025-26)

IDC4O
Yoga & Mindfulness
Grade 12
(offered alternate years
next 2024-25)

Course Descriptions: Guidance

Learning Strategies, Grade 9, Open (GLS10)*

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

Prerequisite: None

**Offer of admission into this course is based upon the recommendation of a teacher, a Principal or Vice-Principal, and/or a Guidance counsellor or at the request of a parent and/or student in consultation with the school. The course may be used as a substitute for the compulsory French credit. Final approval for a substitution credit is granted by the Principal.*

Career Studies, Grade 10, Open (GLC20)

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

Yoga & Mindfulness, Grade 12, Open (IDC4O)

This Interdisciplinary Studies course is designed to focus on exploring wellness with a specific focus on yoga. Students will regularly participate in led yoga and mindfulness classes and work independently and collaboratively to develop personal practice. The course will include asana (physical postures), the study of the 8 limbs of yoga, mindfulness training including meditation, breathing techniques and various topics related to personal health. This integrated approach to learning about oneself will be flexible and respond to the needs of differentiated learners and will be made coherent and organized through exploration and experience of various wellness practices.

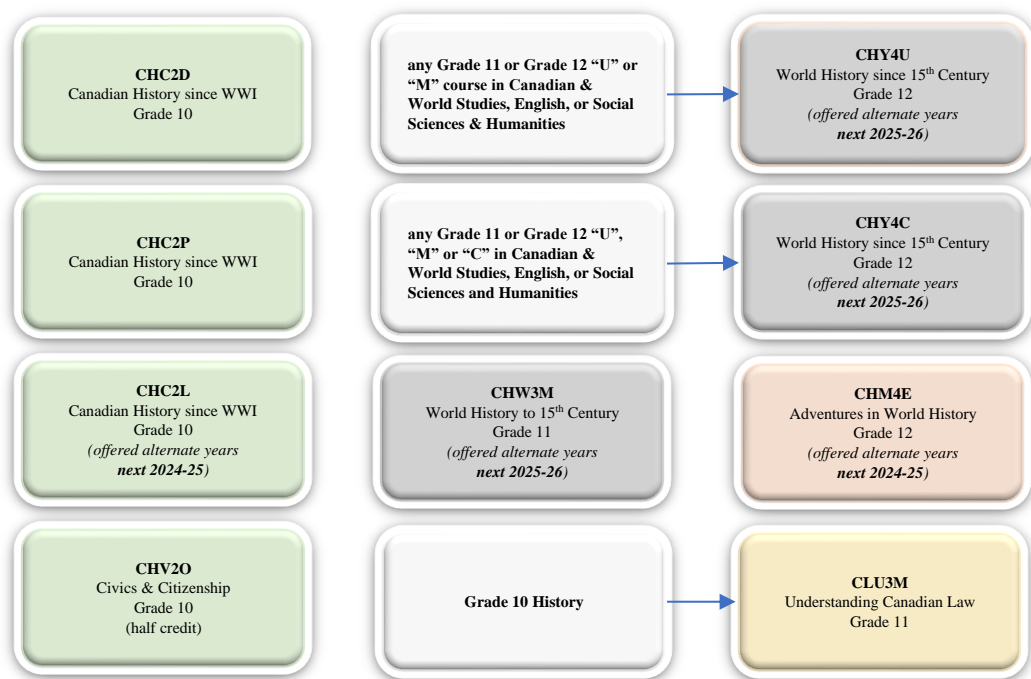
Prerequisite: None

Leadership, Grade 12, University (IDC4U)

This leadership course will include a variety of expectations, while students complete multidiscipline projects to enhance life at Perth and District Collegiate Institute. Examples of projects may include ambassador projects to help international students integrate into life at PDCI, mentorship projects to help grade nine students with the transition to high school, or sports and club promotion projects to encourage students to become active in school life. Students in the course will help to determine projects of interest.

Prerequisite: Any university or university/college preparation course

HISTORY & LAW



Course Descriptions: History

Canadian History since World War I, Grade 10, Academic (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Note: This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

Canadian History since World War I, Grade 10, Applied (CHC2P)

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

Note: This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

Canadian History since World War I, Grade 10, Essentials (CHC2L)

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills. Students practise reading, writing, visual, and oral literacy, and mathematical literacy skills to identify and communicate ideas in a variety of forms with a focus on identifying and interpreting events, perspectives and making connections. Students explore a variety of topics highlighting individuals and events that have contributed to the themes of Canadian identity, internal and external relationships, and changes since

Prerequisite: None

Civics and Citizenship, Grade 10, Open (CHV2O)

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

World History to the End of the Fifteenth Century, Grade 11, University/College (CHW3M)

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. 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

Understanding Canadian Law, Grade 11, University/College (CLU3M)

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 laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

World History since the Fifteenth Century, Grade 12, University (CHY4U)

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 ideas and assess societal progress or decline in world history.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or Social Sciences and Humanities

World History since the Fifteenth Century, Grade 12, College (CHY4C)

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

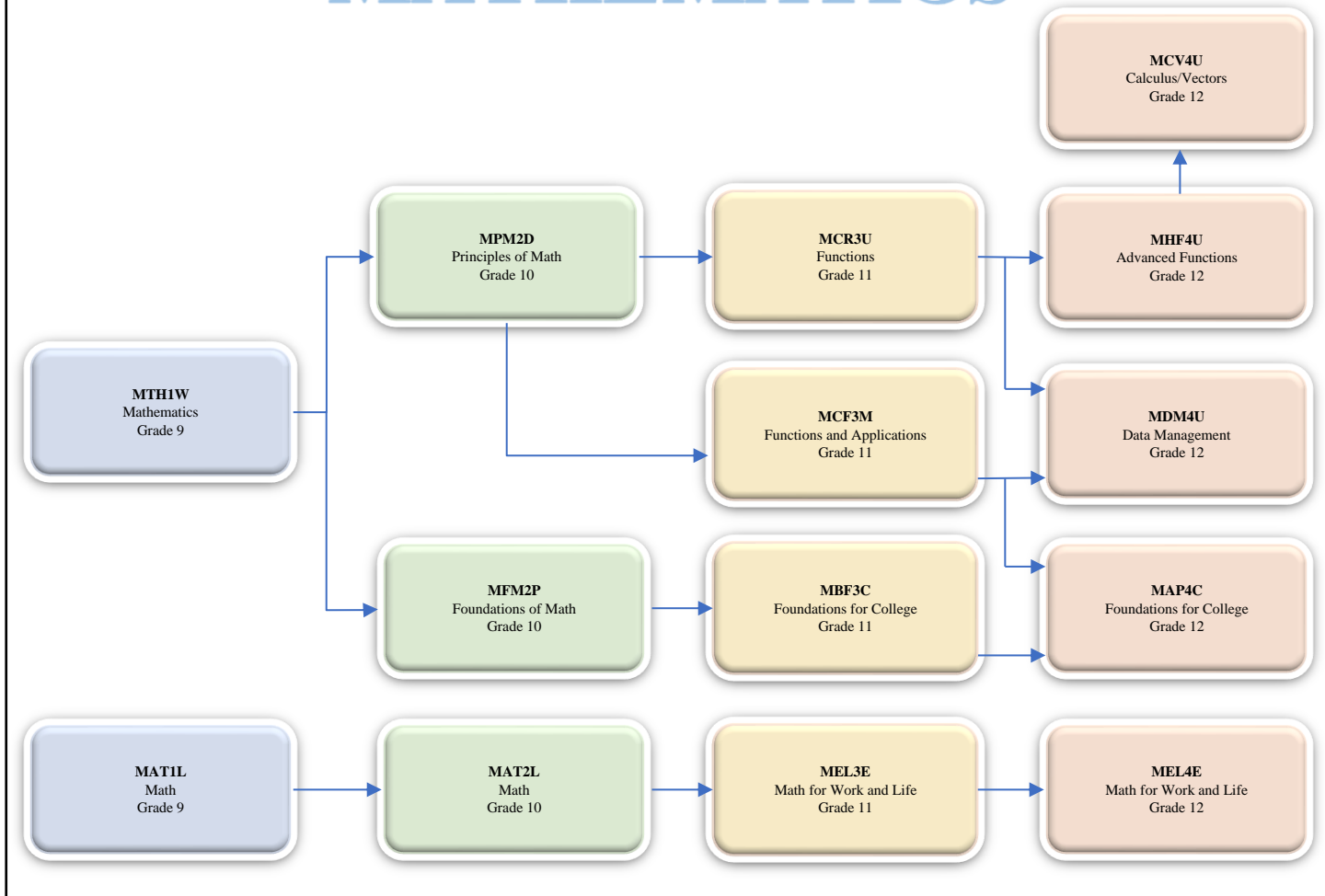
Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Adventures in World History, Grade 12, Workplace (CHM4E)

This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

MATHEMATICS



Course Descriptions: Mathematics

Mathematics, Grade 9, De-streamed (MTH1W)

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

Prerequisite: None

Foundations of Mathematics, Grade 9/10, Essentials (MFM1/2L)

This course provides students who have experienced difficulties in previous mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a realistic context providing students with an opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

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

Prerequisite: Grade 9 Mathematics

Foundations of Mathematics, Grade 10, Applied (MFM2P)

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

Prerequisite: Grade 9 Mathematics

Functions, Grade 11, University (MCR3U)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Functions and Applications, Grade 11, University/College (MCF3M)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied (Note: Students coming from MFM2P should see Guidance before selecting MCF3M)

Foundations for College Mathematics, Grade 11, College (MBF3C)

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Mathematics for Work and Everyday Life, Grade 11, Workplace (MEL3E)

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

Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a Grade 10 Mathematics Essentials course

Advanced Functions, Grade 12, University (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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 taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

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

Calculus and Vectors, Grade 12, University (MCV4U)

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

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

Mathematics of Data Management, Grade 12, University (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation 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, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Foundations for College Mathematics, Grade 12, College (MAP4C)

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; solve financial problems connected with annuities, budgets, and renting or owning accommodation; 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.

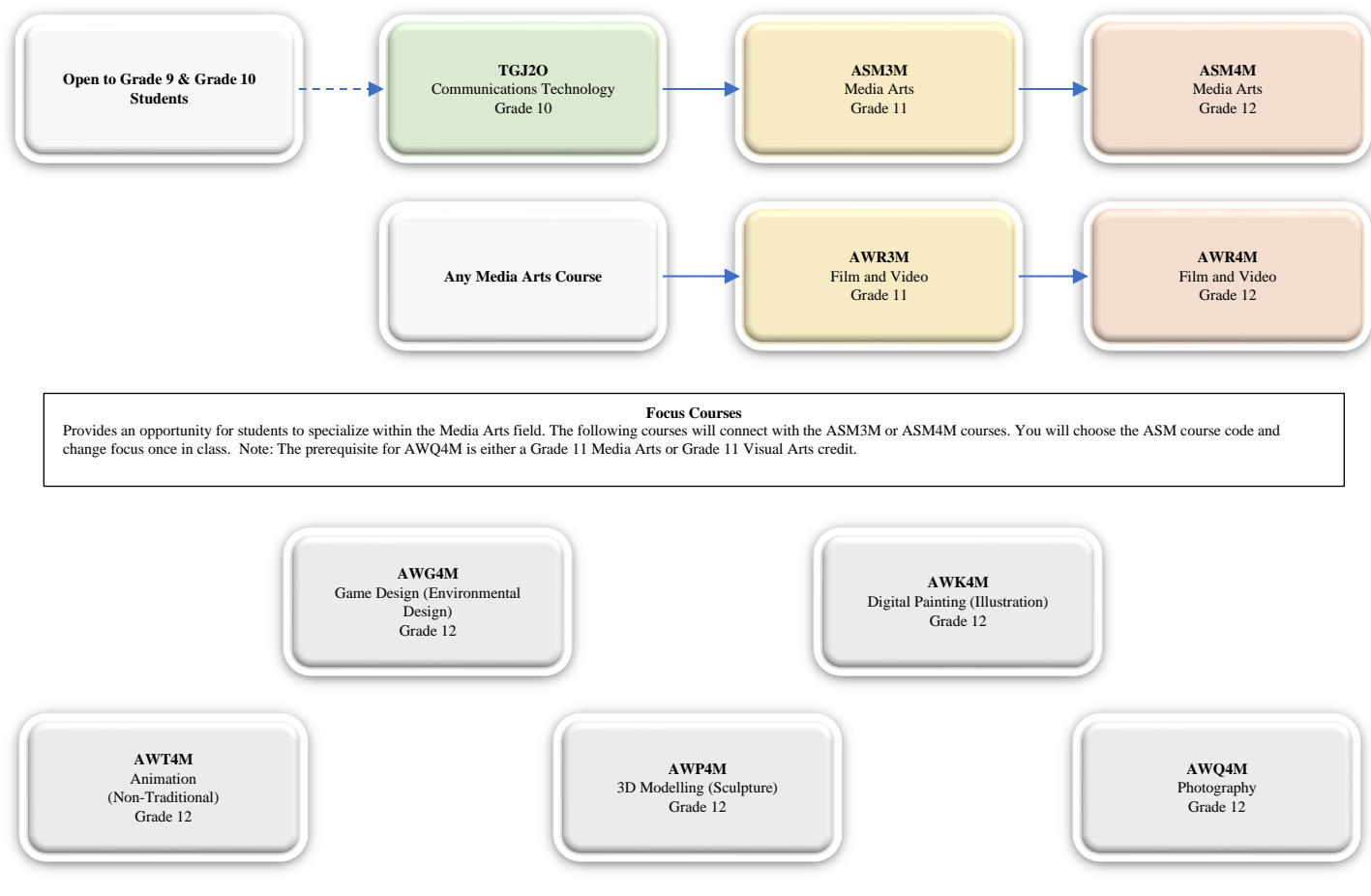
Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Mathematics for Work and Everyday Life, Grade 12, Workplace (MEL4E)

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, create household budgets, and prepare a personal income tax return; 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

COMM. TECH. / MEDIA ARTS



Course Descriptions: Communications Technology / Media Arts

Communications Technology, Grade 10, Open (TGJ20)

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

Prerequisite: None

Media Arts, Grade 11, University/College (ASM3M)

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Prerequisite: Communications Technology, Grade 10, Open OR Media Arts, Grade 10, Open

Media Arts, Grade 12, University/College (ASM4M)

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: Media Arts, Grade 11, University/College Preparation

Media Arts, Grade 11, Open (ASM3O)

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

Prerequisite: None

FOCUS COURSES: Provides an opportunity for students to specialize within the Media Arts field.

Media Arts – Game Design, Grade 11/12, University/College (AWG3/4M)

This course develops your ability to create 2D (ex: Super Mario Brothers, Little Big Planet) or 'First Person' (ex: Halo, Skyrim, GTA) video games. Students learn how to use the game engine: Unity. Students also explore how to use their drawings, paintings, or 3d models in their games.

Prerequisite: Any Media Arts course

Media Arts – Digital Painting (illustration), Grade 11/12, University/College (AWK3/4M) This allows students to learn how to create illustrations digitally. Students can choose to learn how to use one or more of the following: Photoshop, Flash, painting APPs, as well as a digital drawing pad. Students also learn how to transfer their basic drawing and painting skills to digital mediums.

Prerequisite: Any Visual or Media Arts course

Media Arts - Animation, Grade 11/12, University/College (AWT3/4M)

This course allows students to create animations by either specializing in a single type, or exploring different methods:

2D - Classical (Hand drawn)

2D -Computer (Flash)

3D -Computer (3D max or Maya)

Stop Motion

Prerequisite: Any Visual or Media Arts course

Media Arts – 3D Modelling (Sculpture), Grade 11/12, University/College (AWP3/4M)

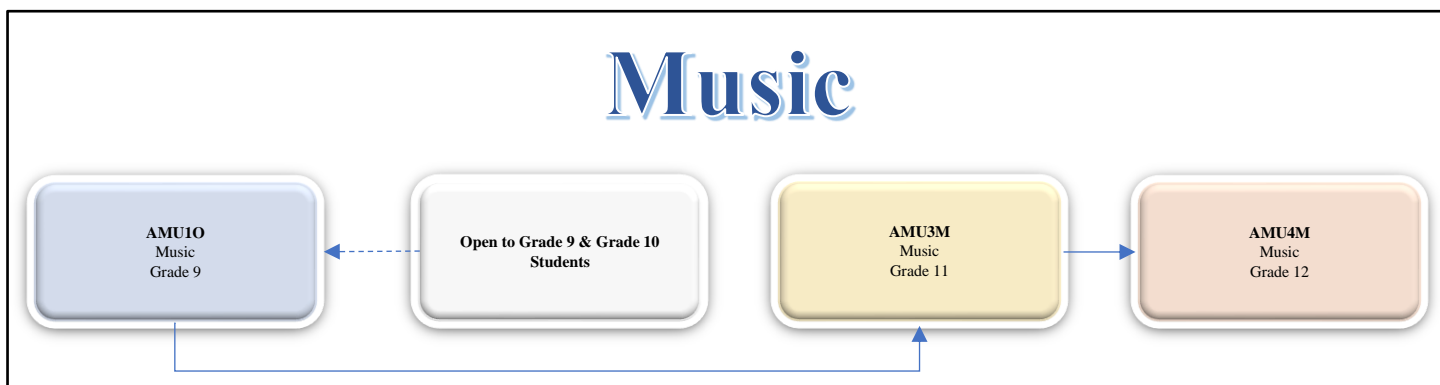
This course allows students to focus specifically on modelling objects, locations and. or characters in 3D, using either 3d Studio Max or Maya. Students will also learn how to use a 3d scanner and create a 3D print of at least one of their modelled objects.

Prerequisite: Any Media Arts course

Media Arts – Photography, Grade 12, University/College (AWQ4M)

The main goal of photography is to have students examine the world around them seeking fresh perspectives on familiar objects and places by finding the extraordinary in the ordinary. Students will use technology to enhance and edit their original images, but the capture of a well composed, original image is of primary importance - technology and editing is secondary. The course focuses on students developing their own perceptive skills, creative thinking, collaboration, critical analysis and creating an aesthetic or style that is self-reflective. Students will be interpreting who they are and how they see their community all with an aim to further create their own unique style. The course focuses on learning to understand how they see the world and communicating their unique vision with the world.

Prerequisite: Any Grade 11 or 12 Visual Arts or Media Arts course



Course Descriptions: Music

Music, Grade 9, Open (AMU1O)

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

Music, Grade 11, University/College (AMU3M)

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

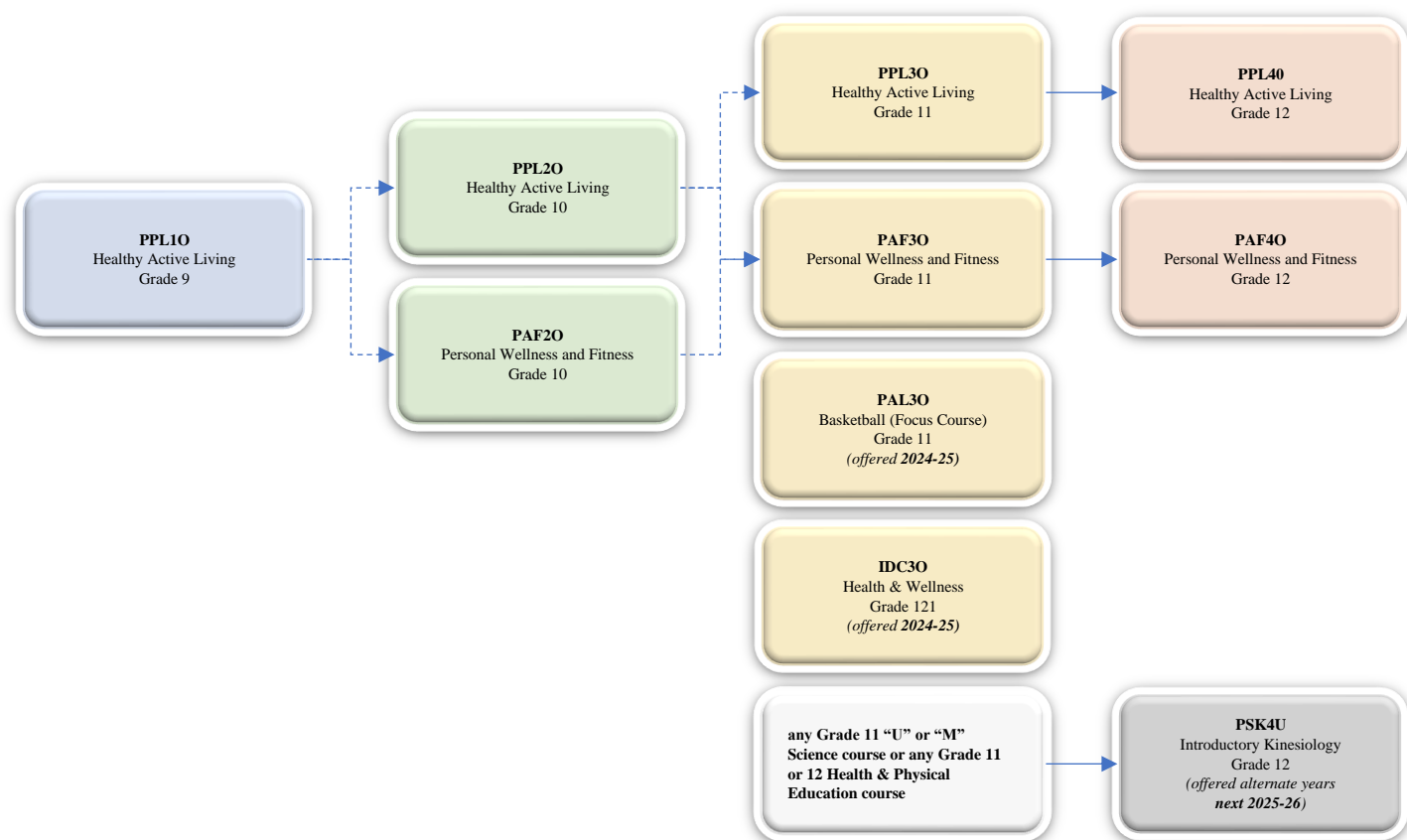
Prerequisite: Music, Grade 9/10, Open

Music, Grade 11, University/College (AMU4M)

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

Prerequisite: Music, Grade 10, Open

PHYSICAL EDUCATION



Course Descriptions: Physical Education

Healthy Active Living Education, Grade 9, Open (PPL10)

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

Prerequisite: None

Healthy Active Living Education, Grade 10,11, 12 Open (PPL20/30/40)

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

Prerequisite: None

Healthy Living and Personal and Fitness Activities, Grade 10/11/12, Open (PAF2/3/40)

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote lifelong healthy active living. Student learning will include the application of fitness principles, an introduction to human physiology and anatomy, nutrition, body image, healthy sexuality, and substance use and abuse. Students will develop their own training programs and participate in rigorous daily fitness activities that enhance fitness as well as knowledge and understanding of the human body.

Prerequisite: None

Basketball (Focus Course), Grade 11, Open (PAL3O)

This course enables students to develop the knowledge and skills related to the sport of basketball. Through participation in individual and small group activities, students will develop their movement competencies and personal fitness to increase their enjoyment of basketball now and in the future. Through the study of basketball theory, participation in basketball drills and leadership opportunities, students also acquire an understanding of the factors and skills that contribute to healthy development to build a sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Health & Wellness, Grade 11, Open (IDC3O)

This health course enables students to examine the factors that influence their own health practices and behaviours. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, mental, social, financial, spiritual, vocational, and environmental – with a focus on promoting healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices to promote optimal wellness in many aspects of their life. The course supports students in gaining the knowledge and skills necessary for a healthy life into adulthood.

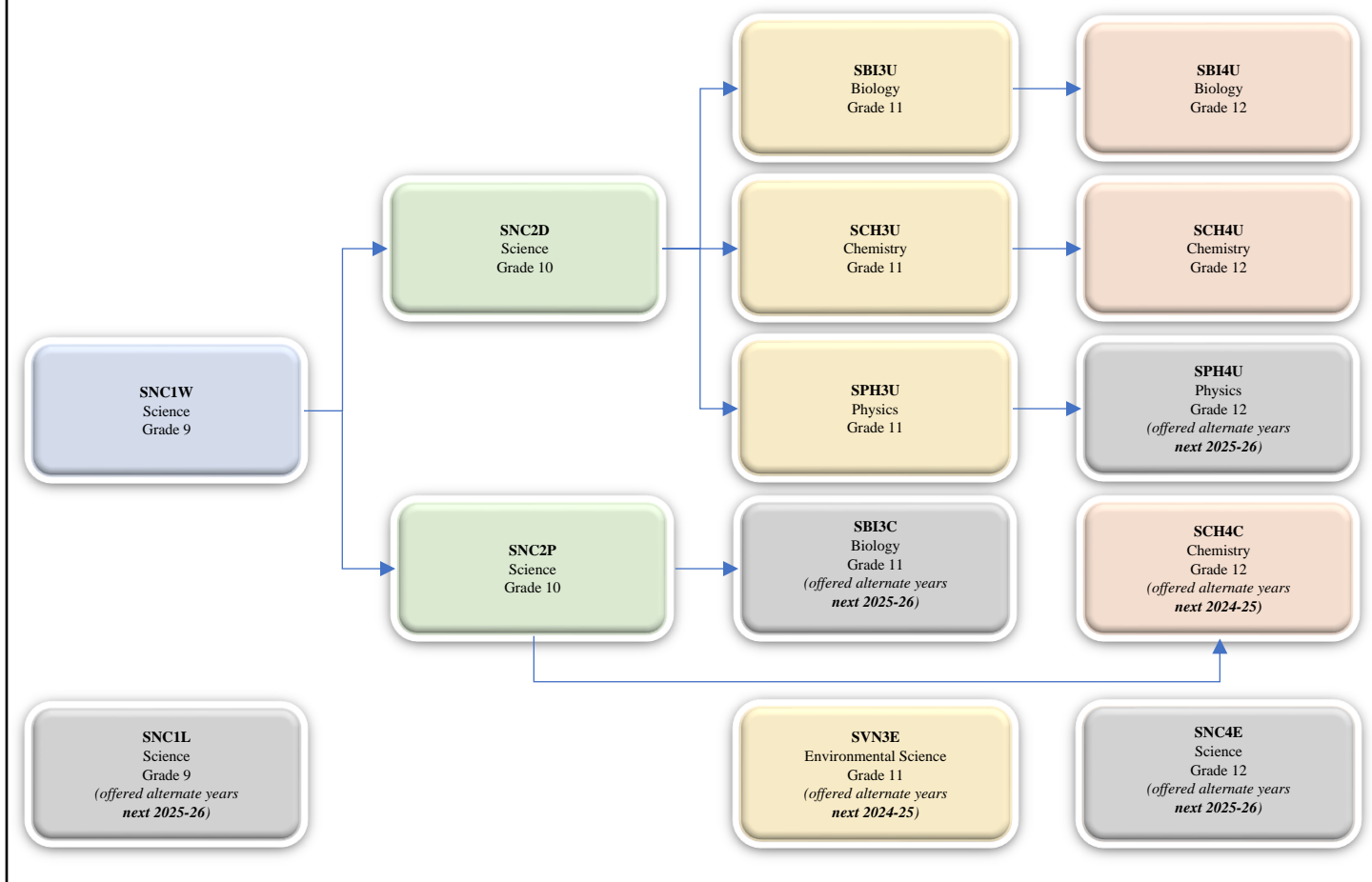
Prerequisite: None

Introductory Kinesiology, Grade 12, University (PSK4U)

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

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

SCIENCE



Course Descriptions: Science

Science, Grade 9. De-streamed (SNC1W)

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

Prerequisite: None

Science, Grade 9/10, Essentials (SNC1L)

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communications skills.

Prerequisite: None

Science, Grade 10, Academic (SNC2D)

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: Grade 9 Science, Academic or Applied

Science, Grade 10, Applied (SNC2P)

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, Grade 11, University (SBI3U)

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: Grade 10 Science, Academic

Biology, Grade 11, College (SBI3C)

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

Prerequisite: Grade 10 Science, Academic or Applied

Biology, Grade 12, University (SBI4U)

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: Grade 11 Biology, University Preparation

Chemistry, Grade 11, University (SCH3U)

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

Chemistry, Grade 12, University (SCH4U)

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: Grade 11 Chemistry, University Preparation

Chemistry, Grade 12, College (SCH4C)

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: Grade 10 Science, Academic or Applied

Physics, Grade 11, University (SPH3U)

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: Grade 10 Science, Academic

Physics, Grade 12, University (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related 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: Grade 11 Physics, University Preparation*

Environmental Science, Grade 11, Workplace (SVN3E)

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.

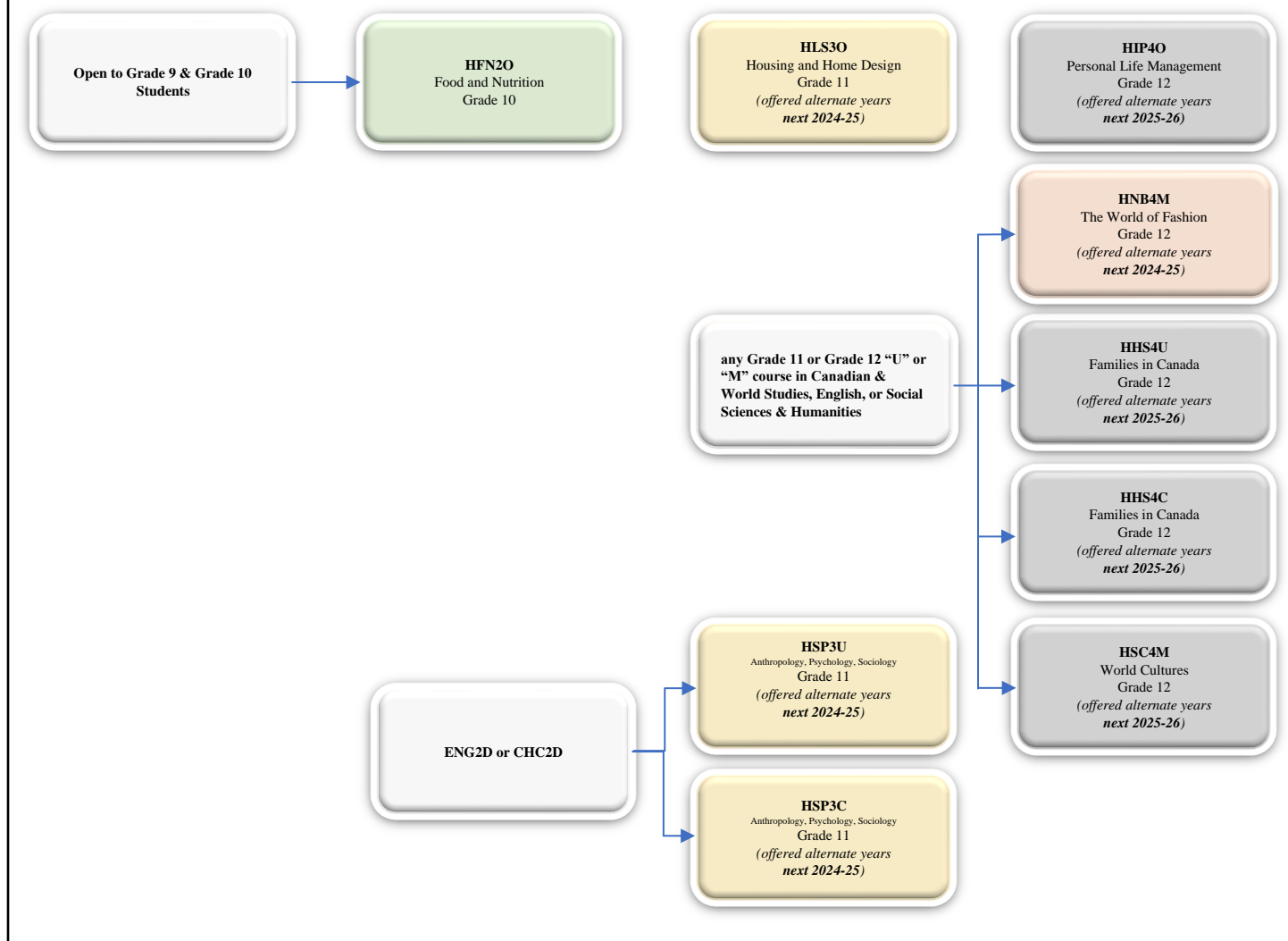
Prerequisite: Grade 9 Science, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

Science, Grade 12, Workplace (SNC4E)

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

Prerequisite: Grade 10 Science, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science Biology

SOCIAL SCIENCES



Course Descriptions: Social Sciences

Food and Nutrition, Grade 10, Open (HFN20)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

Introduction to Anthropology, Psychology, and Sociology, (HSP3U) Grade 11, University

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

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

Introduction to Anthropology, Psychology, and Sociology, (HSP3C) Grade 11, College

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. Students 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

Housing and Home Design, Grade 11, Open (HLS3O)

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

Prerequisite: None

The World of Fashion, Grade 12, University/College (HNB4M)

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

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

World Issues, Grade 12, University/College (HSC4M)

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

Families in Canada, Grade 12, University (HHS4U)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

Families in Canada, Grade 12, College (HHS4C)

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

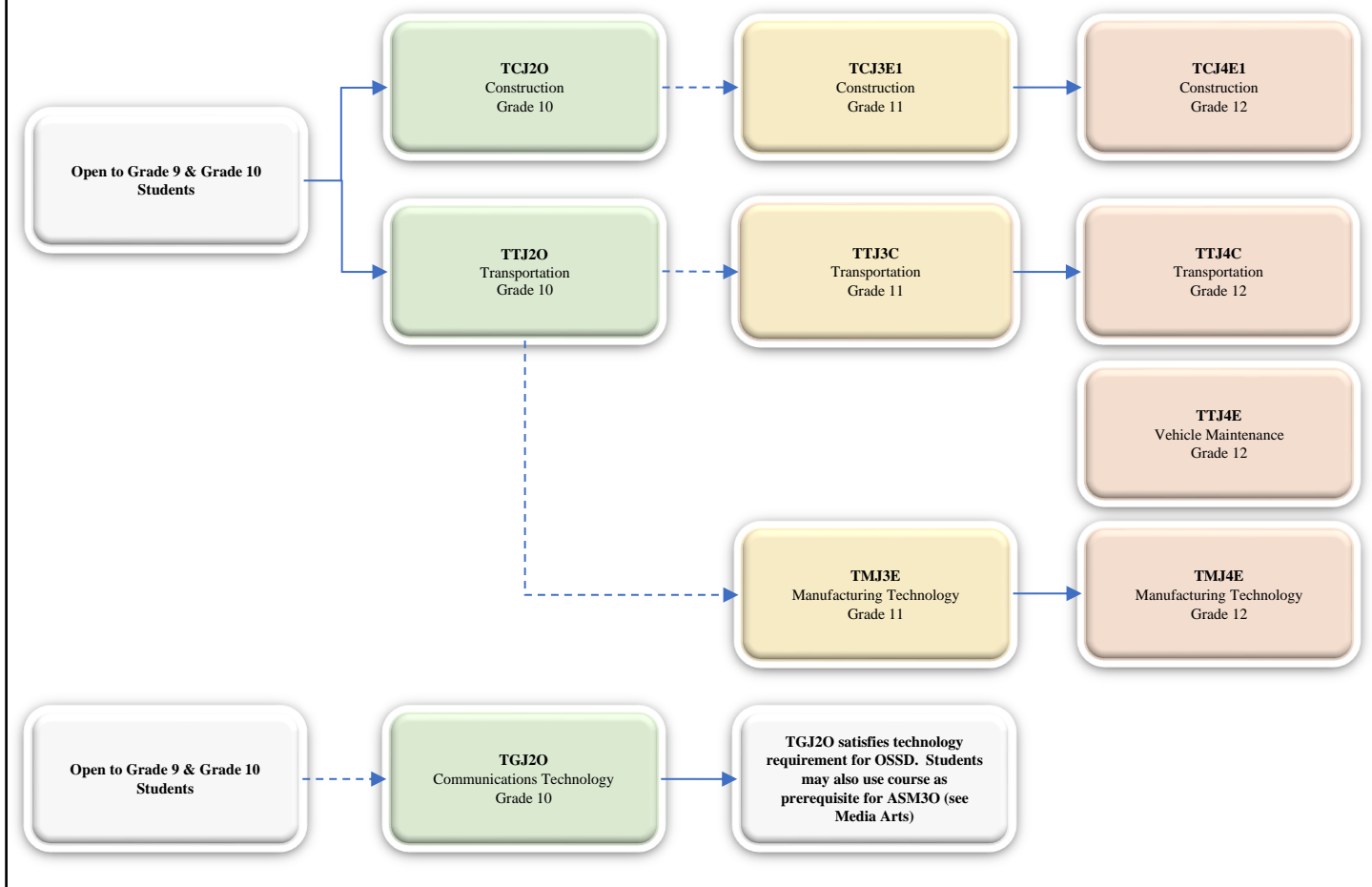
Prerequisite: Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

Personal Life Management, Grade 12, Open (HIP4O)

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

Prerequisite: None

TECHNOLOGY



Course Descriptions: Technology

Transportation Technology, Grade 10, Open (TTJ20)

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

Prerequisite: None

Transportation Technology, Grade 11, College (TTJ3C)

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

Prerequisite: None

Transportation Technology, Grade 12, College (TTJ4C)

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

Prerequisite: Transportation Technology, Grade 11, College Preparation

Transportation Technology: Vehicle Maintenance, Grade 12, Workplace (TTJ4E)

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation, and will learn about careers in the transportation industry and the skills and training required for them.

Prerequisite: None

Manufacturing Technology, Grade 11, Workplace (TMJ3E)

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

Prerequisite: None

Manufacturing Technology, Grade 12, Workplace (TMJ4E)

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

The emphasis in this Manufacturing course is on welding and fabrication.

Prerequisite: Manufacturing Technology, Grade 11, Workplace Preparation

Construction Technology, Grade 10, Open (TCJ2O)

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

Prerequisite: None

Construction Technology, Grade 11, Workplace (TCJ3E)

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, layout, 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 will explore postsecondary and career opportunities in the field.

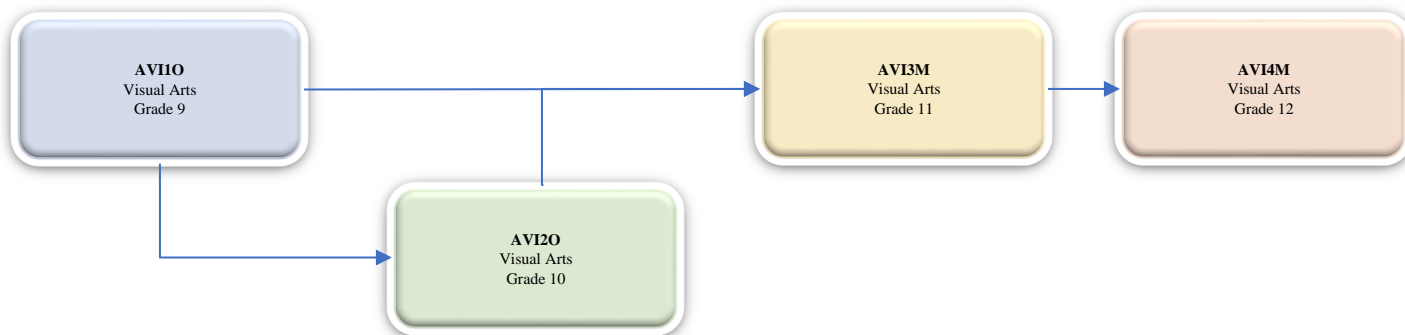
Prerequisite: None

Construction Technology, Grade 12, Workplace (TCJ4E)

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 will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

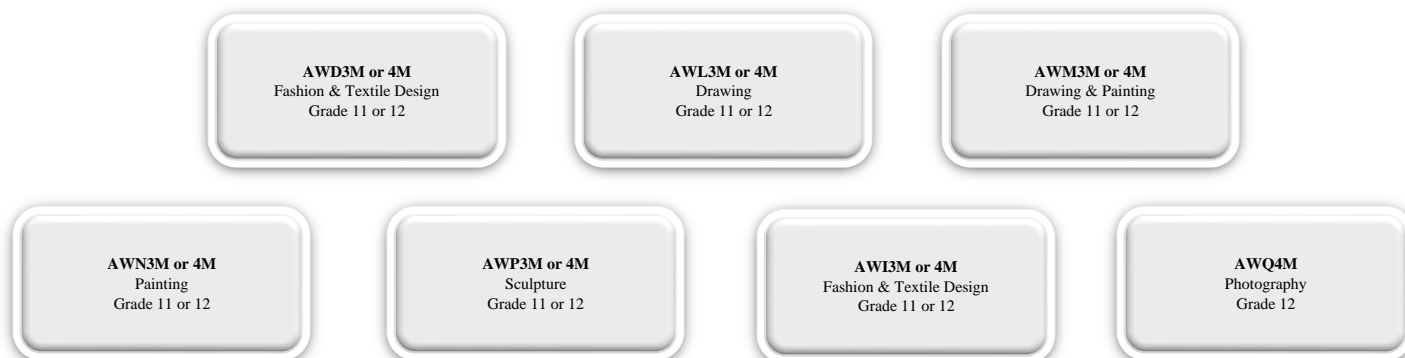
Prerequisite: Construction Technology, Grade 11, Workplace Preparation

VISUAL ARTS



Focus Courses

Provides an opportunity for students to specialize within the Visual Arts field. The following courses will connect with the AVI3M or AVI4M courses. You will choose the AVI course code and change focus once in class. Note: The prerequisite for AWQ4M is either a Grade 11 Media Arts or Grade 11 Visual Arts credit.



Course Descriptions: Visual Arts

Visual Arts, Grade 9, Open (AVI10)

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

Visual Arts, Grade 10, Open (AVI20)

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

Visual Arts, Grade 11, University/College (AVI3M)

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 emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, University/College (AVI4M)

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

FOCUS COURSES: Provides an opportunity for students to specialize within the Visual Arts field.

Visual Arts – Fashion Textile Design, Grade 11/12, University/College (AWI3/4M)

This course focuses on the refinement of students' skills and knowledge in fashion arts. Students will analyze fashion art forms and produce fashion art of their own. There will be hands-on activities with readymade patterns as well as the opportunity to create their own patterns. We will look at the fashion industry worldwide and research current social issues of concern in the world of fashion.

Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts – Applied Design, Grade 11/12, University/College (AWD3/4M1)

This course provides students with opportunities to further develop their skills and knowledge in visual arts to prepare for college or university studies. Students will explore a range of subject matter through two and three-dimensional studio activities such as glass-fusion jewellery, logo and brochure design and graphic design and advertising. Students will invent or revise existing products and discover original ways to advertise them. Whether pursuing further studies in business or the arts, this course will give students the creative edge in their future careers, teaching students how to "think outside of the box". Students will learn to see like a designer as well as analyse art works and study related aspects of Western, Canadian and art history from other parts of the world.

Prerequisite: Any Visual Art course

Visual Arts – Drawing, Grade 11/12, University/College (AWL3/4M1)

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 includes drawing and works using emergent technologies. Students will use the critical analysis process when evaluation their own work and the work of others.

Prerequisite: Any Visual Art course

Visual Arts – Drawing and Painting, Grade 11/12, University/College (AWM3M/4M1)

This course provides students with opportunities to further develop their skills and knowledge in visual arts to prepare for college or university studies. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills in drawing, painting, printmaking, and photography. Students will develop the ability to see, interpret and render, using a range of classical drawing, painting and printmaking techniques. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

Prerequisite: Any Visual Art course

Visual Arts – Painting, Grade 11/12, University/College (AWN3/4M1)

Students will develop skills and techniques in painting using a variety of tools and materials. They will design creative solutions to problems as they discover vehicles for effective visual communication. A critical study of works by historical and contemporary artists will be integrated throughout this course.

Prerequisite: Any Visual Art course

Visual Arts – Sculpture, Grade 11/12, University/College (AWP3/4M1)

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will create a number of sculptures in a variety of materials while encountering issues and technical challenges unique to three-dimensional art production. Concurrently, students will study the history of sculpture by examining work selected from the history of art.

Prerequisite: Any Visual Art course

Visual Arts – Photography, Grade 12, University/College (AWQ4M)

The main goal of photography is to have students examine the world around them seeking fresh perspectives on familiar objects and places by finding the extraordinary in the ordinary. Students will use technology to enhance and edit their original images, but the capture of a well composed, original image is of primary importance - technology and editing is secondary. The course focuses on students developing their own perceptive skills, creative thinking, collaboration, critical analysis and creating an aesthetic or style that is self-reflective. Students will be interpreting who they are and how they see their community all with an aim to further create their own unique style. The course focuses on learning to understand how they see the world and communicating their unique vision with the world.

Prerequisite: Any Grade 11 or 12 Visual Arts or Media Arts course

UCDSB: Online Courses Offered 2024-25

Below is a list of potential courses offered online by Upper Canada District School Board. All online UCDSB courses are delivered synchronously at a set time during the school day. It is possible to take these courses asynchronously, but teachers are only online during the set period. *For more information about the expectations of students taking online classes, please see the On-line Programming information found in this document on page 16.*

Visual Arts, Grade 11, University/College (AVI3M)

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 emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

Film Studies Love movies?, Grade 12, University/College (AWR4M)

This course is an introduction to the art, history, and analysis of film. Students will learn about the technical, aesthetic, and cultural elements of modern films, and will develop the skills necessary to analyze and interpret films. The course will cover a range of film movements, styles, and genres, and will consider the ways in which films reflect and shape the societies in which they are produced.

Prerequisite: None

Financial Accounting Fundamentals, Grade 11, University/College (BAF3M)

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 ethics and current issues in accounting.

Prerequisite: None

International Business Fundamentals, Grade 12, University/College (BBB4M)

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

Entrepreneurship: The Venture, Grade 11, College (BDI3C)

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

Leadership: Management Fundamentals, Grade 12, University/College (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

Forces of Nature: Physical Processes and Disasters, Grade 11, University/College (CGF3M)

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

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

French Immersion - Forces of Nature: Physical Processes and Disasters, Grade 11, University/College (CGF3MF)

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

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

Travel and Tourism: A Geographic Perspective, Grade 11, Open (CGG3O)

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

Geography: The Environment and Resource Management, Grade 12, University/College (CGR4M)

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

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

World Issues: A Geographic Analysis, Grade 12, University (CGW4U)

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts 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

Canada: History, Identity, and Culture, Grade 12, University (CHI4U)

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. 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 the people, events, and forces that have shaped Canada.

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

French Immersion - Civics and Citizenship, Grade 10, Open (CHV2OF)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

Civics and Citizenship, Grade 10, Open (CHV2O)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

Immersion - Career Studies, Grade 10, Open (GLC2OF)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Career Studies, Grade 10, Open (GLC2O)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

World History to the End of the Fifteenth Century, Grade 11, University/College (CHW3M)

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. 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

World History since the Fifteenth Century, Grade 12, University (CHY4U)

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 ideas and assess societal progress or decline in world history.

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

Analysing Economic Issues, Grade 12, University (CIA4U)

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

Canadian and International Law, Grade 12, University (CLN4U)

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

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

Understanding Canadian Law, Grade 11, University/College (CLU3M)

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 laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

Media Studies, Grade 11, Open (EMS3O)

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

Prerequisite: English, Grade 10, Academic or Applied

English, Grade 12, College (ENG4C)

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

Prerequisite: English, Grade 11, College Preparation

English, Grade 12, University (ENG4U)

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

Prerequisite: English, Grade 11, University Preparation

The Writer's Craft, Grade 12, University (EWC4U)

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

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS4O)

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

Prerequisite: None

Designing Your Future, Grade 11, Open (GWL3O)

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

Health and Nutrition, Grade 12, University (HFA4U)

This social science course focuses on food literacy and the relationship between health and nutrition at different stages of life (healthy eating, safe food prep practices) as well as global issues and food production (food security, environmental responsibility, sustainability...) while using social science research and inquiry methods. Food literacy means knowing where food comes from, what impacts our food choices have on the environment, knowing what grows locally and what is imported, what foods are in season, and what food is healthy.

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

Families in Canada, Grade 12, University (HHS4U)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent child relationships.

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

Housing and Home Design, Grade 11, Open (HLS3O)

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfils; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

Prerequisite: None

Understanding Fashion, Grade 11, College (HNC3C)

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion related products.

Prerequisite: None

Raising Healthy Children, Grade 11, Open (HPC3O)

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

Challenge and Change in Society, Grade 12, University (HSB4U)

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 preparation course in social sciences and humanities, English, or Canadian and world studies

French Immersion - Challenge and Change in Society, Grade 12, University (HSB4UF)

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 preparation course in social sciences and humanities, English, or Canadian and world studies

World Cultures, Grade 12, University/College (HSC4M)

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

Equity and Social Justice: From Theory to Practice, Grade 12, University/College (HSE4M)

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

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

Gender Studies, Grade 11, University/College (HSG3M)

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity. *Prerequisite: None* HSP3C 11 Social Sciences Humanities Introduction to Anthropology, Psychology, and Sociology 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. Students 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

Introduction to Anthropology, Psychology, and Sociology, Grade 11, College (HSP3C)

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. Students 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

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University (HSP3U)

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

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

French Immersion - Introduction to Anthropology, Psychology, and Sociology, Grade 11, University (HSP3UF)

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

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

Philosophy: Questions and Theories, Grade 12, University (HZZ4U)

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

Introduction to Computer Programming, Grade 11, College (ICS3C)

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Prerequisite: None

Introduction to Computer Science, Grade 11, University (ICS3U)

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

Prerequisite: None

Computer Programming, Grade 12, College (ICS4C)

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

Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation

Computer Science, Grade 12, University (ICS4U)

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.

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

Foundations for College Mathematics, Grade 12, College (MAP4C)

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; solve financial problems connected with annuities, budgets, and renting or owning accommodation; 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, or Functions and Applications, Grade 11, University/College Preparation

Foundations for College Mathematics, Grade 11, College (MBF3C)

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

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Functions, Grade 11, University (MCR3U)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

MCV4U 12 Mathematics Calculus and Vectors, Grade 12, University (MCV4U)

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

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Data Management, Grade 12, University (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation 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, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Advanced Functions, Grade 12, University (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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 taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

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

Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University (NBE3U)

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self determination, sovereignty, or self governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: English, Grade 10, Academic

Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O)

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

Health for Life, Grade 11, College (PPZ3C)

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

Prerequisite: None

Introductory Kinesiology, Grade 12, University (PSK4U)

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

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

Biology, Grade 11, College (SBI3C)

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

Prerequisite: Science, Grade 10, Academic or Applied

Biology, Grade 11, University (SBI3U)

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

Chemistry, Grade 11, University (SCH3U)

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

Prerequisite: Science, Grade 10, Academic

Chemistry, Grade 12, College (SCH4C)

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

Chemistry, Grade 12, University (SCH4U)

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

Prerequisite: Chemistry, Grade 11, University Preparation

Earth and Space Science, Grade 12, University (SES4U)

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

Prerequisite: Science, Grade 10, Academic

Science, Grade 12, University/College (SNC4M)

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

Physics, Grade 11, University (SPH3U)

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

Physics, Grade 12, College (SPH4C)

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

Physics, Grade 12, University (SPH4U)

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

Technology Communications - Smartphone Photography Addicted to your smartphone?, Grade 11, University/College (TGP3M)

Use it to your advantage and learn how to increase your followers and likes by sharing lit photos you took! In this course, you'll learn the history of photography, tips for taking amazing photos with your smartphone, photo editing techniques for enhancing those photos and how to build a portfolio worthy of a college application. (smartphones will not be provided)

Green Industries, Grade 11, University/College (THJ3M)

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

Prerequisite: None

Healthcare (Practical Nursing), Grade 11, University/College (TPJ3M)

Course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

Prerequisite: None

Child Development and Gerontology, Grade 12, College (TOJ4C)

This course enables students to examine the stages of child development and the aging process. Students will study the processes of disease and factors contributing to health and well-being in early and later life, and will develop skills required to meet the needs of children and older adults (care skills). Students will also learn about legislation governing the care of children and older adults; evaluate social and recreational activities, programs, and services for improving quality of life; and develop an awareness of health and safety issues, environmental and social issues, and career opportunities related to childcare and gerontology.

Prerequisite: None