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OUR SHARED VISION FOR ALL STUDENTS IS:

In an environment that is safe, secure and respectful, we provide programs and services that recognize the distinct characteristics and diverse needs of our students. Our goal is to enable all students to acquire knowledge, skills and experiences that prepare them to become contributing and caring members of society.

If you started Grade 9 in 2023 or earlier:

Compulsory credits
You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

Group 1, 2 and 3 compulsory credits

GROUP 1 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education**

GROUP 2 1 additional credit in health and physical education, or the arts, or business studies or co-operative education**

GROUP 3 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9-12) or computer studies (Grades 10-12) or co-operative education**

**** A maximum of 2 credits in cooperative education can count as compulsory credits.**

Optional credits
You must earn 12 optional credits.

If you started Grade 9 in Fall 2024 or after:

Compulsory credits
You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language

- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group
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STEM-related course group
Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits
You must earn 13 optional credits.

The Ontario Ministry of Education has mandated that secondary students complete a minimum of **two eLearning credits** as part of the 30 credits required for the Ontario Secondary School Diploma (OSSD). This requirement begins with the cohort of students who entered secondary school in the 2020-2021 school year. An opt out form is available online or in the library.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate is granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:
Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in Mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

- 7 credits selected by the student from available courses

REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT

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

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students **must** complete a minimum of **40 hours** of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (co-operative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours - that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Further information about community involvement and the forms required for recording participation will be provided by the teacher advisor and are also available in the Guidance Office.

THE PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT

All students must successfully complete the Provincial Secondary School Literacy test or the Grade 12 literacy course (OLC 4O1) in order to earn a secondary school diploma. The test will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.

Students who are unsuccessful may try the test again each year when it is administered by the Education Quality and Accountability Office. (EQAO)

Accommodations

The necessary accommodations must be offered to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals

If a parent or an adult student requests a deferral, the Principal will determine whether or not a deferral should be granted and, if so, for what period of time. A Principal may also initiate consideration of a deferral.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the Principal, be exempted from participating in the secondary school literacy test.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, Principals may replace up to

three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

MORE WAYS TO SUCCEED IN HIGH SCHOOL

Every student is an individual with unique interests, goals and strengths and each student should be given the same opportunity to succeed in high school. We have developed innovative programs that are at the heart of our Student Success initiative. They give Ontario high school students more ways to accumulate credits to graduate, while allowing students to customize their high school experience around studies that are relevant to them.

Student Success Teams
Port Hope High School has a Student Success team made up of the Principal, Vice Principal, Special Education Resource Teacher, Student Success Teacher, Guidance Counsellor, Cooperative Education Teacher and School Board Counsellors. This team helps identify and support struggling students, provides options for learning and monitors student progress.
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Grade 8-9 Transition
As Grade 8 and 9 students transition from elementary to high school, supports are provided for transitioning students. This initiative includes improved tracking of grade 9 students and their progress and supports from the Student Success teacher, Guidance and Special Education.

Expanded Co-op Credit
Now high school students in Ontario can apply two co-op credits towards their core graduation requirements, which broaden opportunities for experiential learning and gives more students a chance to start working and “test-drive” career options.

Specialist High Skills Major
In September 2007, the Ministry of Education launched a Specialist High Skills Major Program that will allow students to earn a secondary school diploma and focus on a career path that matches individual skills and interests. Majors include Manufacturing, Construction and Environmental Resource Studies. Please refer to the school website or Guidance for more detailed information.

Dual Credit Program
Students can take courses that count towards their high school diploma and their post secondary diploma, degree or apprenticeship certification. Previous Dual Credit opportunities have been in the area of Environment Science and Art and Physical and Health Education.

ALTERNATE WAYS OF EARNING CREDITS

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in courses offered in their secondary school; however, a number may wish to consider alternative ways of earning the required credits. The options available to such students include:

- Centre for Individual Studies
- Correspondence Courses offered through the Independent Learning Centre
- Independent Study
- Private Study
- Continuing Education (including summer school)
- PLAR (Prior Learning Assessment and Recognition)

Note: Additional information concerning these options is available in Guidance

E-Learning – GET THE COURSES YOU NEED ONLINE

Do you have a specific course in mind, but cannot select it because the course is not offered in your school, is full, or will not fit into your timetable? Do you need an alternative setting? If you are a self-motivated learner, with good time management skills, work well independently and are comfortable learning in a computer environment consider taking an e-learning course.

E-learning is an option that allows you to select from over 100 Ontario secondary courses that you can complete in a virtual classroom on line. If you choose to take an online course you will work with a certified Ontario teacher, access course material, interact with classmates and complete your assignments and activities through the digital technology of your computer or electronic device.

Students taking elearning can access support from our dedicated elearning HUB teacher.

Please visit Guidance to discover which e-learning courses are available from Kawartha Pine Ridge District School board and its partner boards, discuss your eligibility, and the appropriateness of online delivery for you. The courses are very popular, and are filled on a first come first served basis. The list of courses offered by Kawartha Pine Ridge DSB will be made available on the board website (http://www.kprschools.ca) this spring.

HUB School eLearning Offerings

	Clarke HS		
Credit		**Credit**	
1	BBB4M International Business Fundamentals	1.0	BDI3C Entrepreneurship
1	BOH4M Business Leadership	1.0	BMI3C Marketing
		1	BOH4M Business Leadership

	Norwood District HS		
Credit		**Credit**	
1	CGG30 Travel and Tourism	1.0	EWC4C The Writer's Craft College
1	CHY4U World History	1.0	EWC4U The Writer's Craft University
1	CHY4C World History since the Fifteenth Century	1.0	CGW4U World Issues: A Geographic Analysis

	Port Hope HS		
Credit		**Credit**	
1	1 HPC3O Raising Healthy Children	1	HSP3C Introduction to Anthro/Psych/Soc
1	1 HSP3U Introduction to Anthro/Psych/Soc.	1	HSB4U Challenge and Change in Society

Online learning graduation requirement

Students are required to earn **two** online learning credits to meet the requirements to graduate with an Ontario Secondary School Diploma (OSSD). The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Students working towards an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (CoA) are not required to complete this new graduation

requirement. However, students who are completing an OSSC or CoA may still choose to enrol in e-Learning courses.

Definition of "online learning" for this graduation requirement

● Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.

● Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:

- o examinations and other final evaluations
- o occasional meetings with educators and other school staff, and
- o access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners)

In online eLearning courses in Kawartha Pine Ridge District School board, coursework is teacher-led. The content is offered through a secure learning management system, allowing students and educators to communicate and share learning and coursework online. In KPR secondary schools, students complete their online coursework with the support of a certified Ontario educator who provides instruction, ongoing feedback, assessment, evaluation, and reporting including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

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

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

Port Hope High School will work with each student and parent/guardian to determine the best option to meet this OSSD requirement.

PROGRAM PATHWAYS

A **Program Pathway** is a collection of **courses** and other supports that will prepare students for employment immediately upon leaving secondary school. **Leaving** does not always mean **graduating.** Program Pathways provide the opportunity for students to:

- complete secondary school graduation diploma or certificate requirements
- meet the entry level requirements of a specific industry
- develop employability and industry-specific skills
- obtain experience in the workplace (raise awareness in Grades 7-10 and experience employment based learning in Grades 11-12)
- earn industry-recognized certification

Specific information on the program pathways that Port Hope High School offers will be distributed with students' option sheets**.**

TYPES OF COURSES OFFERED IN THE SCHOOL AND RELATED INFORMATION

Credits
A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the Principal of a secondary school on behalf of the Minister of Education.

Types of Courses in Grades 9 and 10
Students in Grade 9 take Destreamed and Open Level courses. Students in Grade 10 take Academic, Applied, Locally Developed and Open Level courses.

Destreamed *Courses* (grade 9 only) are designed for students who were able to meet the expectations in grades 7 and 8.

Locally Developed courses are intended for students who require a measure of flexibility and support to meet compulsory credit requirements. In these courses, the emphasis will be on the continued development of basic skills and the application of these skills to real life. Locally developed courses lead to workplace level courses in Grades 11 and 12.

Academic courses (grade 10 only) develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. Academic courses lead to university level courses in Grades 11 and 12.

Applied courses (grade 10 only) focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. Applied courses lead to college level courses in Grade 11 and 12.

All courses set high expectations for students while preparing them for studies in the senior grades. The types of courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. In planning courses of study, teachers take into account the need to adapt instructional approaches and materials to reflect the differences between the two course types.

Open courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students in Grades 10 will make the choice between Academic, Locally Developed or Applied courses primarily on the basis of their strengths, interests, and needs and post-secondary pathways. Their parents and teachers will help them make their choices. The selection of courses for exceptional students should also be guided by information in the student's Individual Education Plan.

Types of Courses in Grades 11 and 12
In Grades 11 and 12, students will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation.

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

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

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

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

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

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

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

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

Courses will only run that have sufficient enrolment. In some cases classes will be combined for programming purposes.

Gifted/talented students will be invited to participate in a variety of enrichment activities which include:

- Camp Enterprise
- Mini Enrichment Programs (Queen's, Shad Valley)
- Math, Chemistry, Biology Contests
- Rotary Exchange
- School Reach
- Interact Club

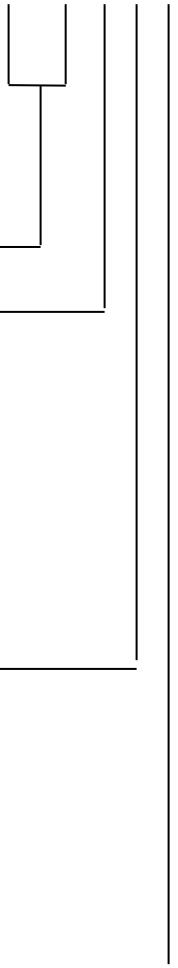
School Organization

Port Hope High School operates on the semester system. First semester begins in September and runs until the end of January. Each course is taken every day, and the credits are completed in the five month period. Second semester begins in February, and is completed at the end of June.

In each semester, a progress report is issued approximately five weeks into the semester (followed by a Parents' Night), with a mid-term report issued half way through the semester. Final reports are completed at the end of each semester.

Explanation of Course Codes

A V I 1 O 1



The first three characters of the course codes are those given in the Ministry's list of common course codes.

This digit indicates the GRADE of a course.

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

The fifth letter indicates the COURSE LEVEL

D = Academic	C = College
P = Applied	M = University/College
O = Open	U = University
L = Locally Developed	E = Workplace
W = Destreamed	DH = Destreamed

The final character indicates the credit value of the course:

5 = 0.5 credit
1 = 1.0 credit
2 = 2.0 credits

CO-OP

D = 2 Co-op credits
2 = 2 additional (2nd semester) Co-op credits
4 = 4 Co-op credits (Full Day)
Y = OYAP (4 Co-op credits)

SELECTION OF COURSES

Students should exercise great care in the selection of courses, and in particular, the selection of course levels. Students may select one or more course levels in their educational program, and they are encouraged to select courses that meet their needs, abilities and interests, as well as the Ministry of Education's diploma requirements.

SELECTING COURSE LEVELS FOR SUCCESS

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

GRADE 10 STUDENTS:

It is ***strongly recommended*** that grade 10 students:

- have a minimum of 70% in an Academic level subject to select the grade 11 University level
- have a minimum of 70% in an Applied level subject to select the grade 11 College level
- with a mark below 70% in an Applied level subject to select the Workplace level

GRADE 11 STUDENTS:

It is ***strongly recommended*** that grade 11 students:

- have a minimum of 70% in a University level subject to continue at the grade 12 University level
- have a minimum of 70% in a College level subject to continue at the grade 12 College level
- with a mark below 70% in a College level subject to select the Workplace level

THE GUIDANCE AND 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 in order to learn effectively, to live and to work co-operatively 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 is 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 ***Creating Pathways To Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements K-12, 2013***

The new policy's goals are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning

Appointments can be requested by talking with the Secretary in main office or by contacting a Guidance Counsellor.

THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- the student's final result on the Provincial Secondary School Literacy requirement
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

SPECIAL EDUCATION

PHHS will continue to support students with exceptional needs by offering a continuum of services. The majority of students with special needs will receive integrated service delivery through regular classroom programming. Program modifications (changes in grade level expectations or changes in the number and/or complexity of expectations) or accommodations (changes in teaching, classroom/school environment and/or assessment methods) will be clearly outlined in each student's Individual Education Plan. Alternative (non-credit) courses refer to areas of learning other than the Ontario curriculum.

Individual Education Plans are completed within thirty days of the start of the school year and sent out to parents and students. A copy of the IEP also accompanies the report card at the end of each term. IEP's are made available to teachers and implemented in the classroom and Resource Room settings. IEP's are working documents and changes can be made to them in consultation with the Special Education Department at the school throughout the academic year.

The Identification, Placement and Review Committee (IPRC) process occurs annually. At these meetings, parents and students have the opportunity to discuss and give input into the writing of the Individual Education Plan for the following school year.

Learning and Life Skills Program – LLS

The Learning and Life Skills Program is an intensive specialized program provided by Special Education Teachers qualified in teaching students with a developmental disability. The program's focus is on academic programming with an understanding of the need for life skills to be developed. Students are taught in congregated classes within the regular school setting and there is a strong emphasis on integration.

Students will learn how to develop and apply literacy, numeracy, personal care, culinary, and social skills to improve their success in the school and community setting. Work placement opportunities and community involvement are a strong component of the program.

For further information contact the Special Education Resource Teacher

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Special Education Advisory Committee is a legislated standing committee of the Board. The community representatives are nominated by their association and their appointment is approved by the Board. It is the role of the Special Education Advisory Committee to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students.

The Kawartha Pine Ridge SEAC endeavors to:

- create an environment of quality education and equity, while promoting community awareness of the special needs of children
- foster understanding and trust to improve family and school communication
- review and respond to provincial legislation as it affects students with special needs
- ensure that the Board is able to make informed decisions as they relate to students with special needs.

SEAC members are:

- mandated to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students
- available to receive phone calls from families and staff who are seeking information and resources related to specific exceptionalities
- available to provide support and guidance to families in procedural matters
- willing to attend meetings at the school as an advocate or liaison at the request of either the family or the school
- attending workshops and monthly SEAC meetings to keep up-to-date with the Board and Ministry of Education and Training programs
- attending conferences and staying in constant contact with associations to maintain knowledge of current trends and research in their areas of expertise
- available to share information and act as a resource to both school staff and families
- endeavoring to promote understanding of all students with special needs.

The Kawartha Pine Ridge District School Board invites all parents and interested members of the public to attend Special Education Advisory Committee meetings.

Please contact the Board Office at 877-741-4577, extension 2174, or a committee member for information or confirmation of attendance if you plan to attend.

STUDENT SUCCESS TEACHER

The main idea behind the student success initiative is to ensure that all students are provided with the best possible opportunities to learn. The student success teacher tracks the progress of students who have the potential to disengage from secondary school. He or she also provides direct support and instruction to these students in order to improve achievement, retention, and transitions.

CREDIT RECOVERY

What is credit recovery?

Credit recovery is a form of alternative programming which provides students with an opportunity to "recover", or achieve a passing mark in, a course which has been previously attempted unsuccessfully. Rather than repeating the entire course, a student will complete assignments based on individual needs and previous course expectations.

Who is eligible?

A student may be eligible to recover a credit if he or she has previously failed a credit. The **Credit Recovery Team** meets to determine who will be placed in credit recovery classes. This team is made up of the principal, the vice principal, the student success teacher, the special education coordinator, and the guidance coordinator. ***It is important to note that not everyone who fails a course will automatically be eligible to recover the credit.***

SCHOOL POLICIES AND PROCEDURES

Assessment & Evaluation

Port Hope High School's assessment & evaluation policy is included in the student handbook which is posted in EDSBY and on the school's website: http://porthopehigh.kprdsb.ca/

Attendance

On December 20, 2006 the Ontario Legislature proclaimed sections of Bill 52. As a result, all youth are required to attend school to age 18 or graduation.

Regular attendance on the part of the student is vital to the process of learning. Normally, the plan of a lesson employs a variety of processes, including discussions among the students themselves. A unit of study usually involves the development of a sequence of related understandings. When the processes and content of learning are disrupted by irregular attendance, both the individual and their classmates suffer a loss of experiences that cannot be entirely regained. A student who misses classes on a regular basis will suffer in the evaluation process because his/her participation and achievement cannot be fully assessed.

Students with irregular attendance will be referred to the Vice-Principal and/or Guidance. Parents will be contacted and an interview may be required to assess the situation.

NOTES:

Course Transfer during the Year: Students and parents should be aware that timetable preparation begins with the students' selections made in December/January. Students should be well informed before making selections and **should be prepared to remain in courses which they select for the entire school year**.

Course changes in interest subjects are not encouraged; however, changes required because of an unsuitable level of difficulty for the student will be considered. Students should contact the Guidance Department for advice.
* All grade 11 and 12 courses will be recorded on the permanent transcript, UNLESS they are dropped by the end of the five day period following the mid-term report.

Notice to Parents: Outlines of the courses of study are available at the school for your perusal.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education.

SPECIALIST HIGH SKILLS MAJOR

Specialist High Skills Major ~ Customize your High School Education at PHHS:
Specialist High Skills Major programs were developed by the Ontario Ministry of Education to provide students with specialized knowledge and skills in an area of study. They enable students to customize their high school experience to suit their interests and talents. The goal is to prepare for a successful post - secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma. Through the SHSM program, students will gain sector specific credits, skills, knowledge and certifications.

When do students start a SHSM?
Students are able to enter a SHSM based on readiness and alignment of the program with their interests and postsecondary goals. Entry should occur no later than grade 11 in order for the student to be appropriately scheduled into the required courses.

Required Components of each Program:

1. A bundle of nine or ten grade 11 and 12 credits.

Construction: 10 Environment: 9
Manufacturing: 9

This includes two credits of Co - operative Education: Students pursuing a university pathway are advised to complete their co - op credits in Grade 11 or through summer school in order to allow room in Grade 12 for credits to meet university entrance requirements.

2. General and Sector specific certifications
3. Experiential learning and career exploration activities
4. Reach ahead experiences - visit a workplace/college or university
5. Essential Skills and Work Habits and the Ontario Skills Passport (OSP)

Benefits:

- Graduate with a SHSM seal of designation on your secondary school diploma
- Earn a Specialist High skills major designation on your OSSD transcript
- Gain valuable industry specific work experience through a co - op placement

PHHS PROGRAMS: Construction Environment and Resource Studies
Manufacturing

For more Information contact:

Jason Warner	**Manufacturing/Construction**	jason_warner@kprdsb.ca
Karen Foster	**Environment**	karen_foster@kprdsb.ca
Natalie Gavel	**SHSM Coordinator**	natalie_gavel@kprdsb.ca

CONSTRUCTION

Why should I get involved?

- There is a growing demand in skilled construction related jobs
- Explore a variety of related career options in the construction industry
- Get a jump start on your career in construction related fields
- Receive industry standard certifications that appeal to employers and post - secondary institutions.
- Acquire specific skills in classroom and workplace settings related to their postsecondary pathway

What skills will I develop while in the SHSM Construction program?

- door and window installation
- door and window build ins
- dry walling - installation plus mudding and tapping
- stair building
- roof construction
- residential plumbing
- basic residential wiring

What certifications can I receive?

- Standard First Aid *
- Cardiopulmonary Resuscitation (CPR) Level C - includes automated external defibrillation (AED)*
- Workplace Hazardous Materials Information System (WHMIS)*
- Working at Heights*
- Health and Safety - basic* *** Compulsory**
- *Hoisting and Rigging~*
- *PPE - Personal Protection Equipment~* ***~ Students complete two of these***
- *Elevated Platform Training~*
- *Confined Space Awareness~*

What courses do I need to take to complete the SHSM in Construction?

- 4 Major Credits
    - 2 Woodworking/Construction credits (1 in both grade 11 and 12)
    - 2 Other Major credits in courses - see chart

- 3 Other Required Courses

Apprenticeship/College/University 1 Senior English plus
2 Senior Math - Gr 11 and 12
Workplace 2 English - Gr 11 and 12 plus
1 Math
Both require: 1 Senior Science (A third Co - op credit can be used as a substitution)

- Cooperative Education
    - 2 credit co - op in a Construction setting

SPECIALIST HIGH SKILLS MAJOR - CONSTRUCTION

Requirements	Course Options		Dual Credit
Major Subjects Choose 4 Must have at least one grade 11 and one grade 12 May be substituted with 3 additional co-op credits	TWJ3E - Woodworking TMJ3E - Manufacturing TTJ3E - Transportation TMJ3C - Manufacturing TTJ3C - Transportation AVI3M - Visual Arts TEJ3M - Computer Programing SPH3U - Physics	TCJ4E - Construction TMJ4E - Manufacturing TTJ4E - Transportation CGW4U* - Canada and World Issues TCJ4C - Construction TMJ4C - Manufacturing TTJ4C - Transportation SPH4C - Physics CGW4U* - Canada and World Issues AVI4M - Visual Arts SPH4U - Physics	TSB4Y Plumber TSA4Y Carpenter TNA4Y Electrician TLA4Y Welder **Accelerated OYAP Program**
English	ENG3E ENG3U ENG3C OLC3O	ENG4E OLC4O ENG4C ENG4U	
Math *Workplace* - choose 1 *College/University* requires grade 11 and 12 math	MEL3E MCF3M MBF3C MCR3U	MAP4C MDM4U MCT4C* MHF4U MEL4E MCV4U	
Other - choose 1 May be substituted with 1 additional Co-op credit or major credit	MEL3E - Gr. 11 Workplace Math SVN3E - Environmental Science BDI3C* - Entrepreneurship BDP3O* - The Enterprising Person BMI3C***** - Intro to Marketing ICS3C- Computer & Information Science SBI3C - Biology BAF3M*- Financial Accounting ICS3U - Computer & Information Science SVN3M - Environmental Science SPH3U - Physics SCH3U - Chemistry SBI3U - Biology	MEL4E - Gr.12 Workplace Math ICS4C - Computer & Information Science SPH4C - Physics SCH4C - Chemistry OLC4O – Literacy Course BAT4M*– Financial Accounting Principles BBB4M* - International Business BOH4M*–Business Management Fundamentals ICS4U – Computer & Information Science SPH4U - Physics SCH4U - Chemistry SBI4U – Biology	
Co-op	2 Credits – Tied to a SHSM major course	**(*) Indicates a course offered through E-learning**	

Environment and Resource Studies

Why get involved?

- This is a great program for anyone interested in any of the following fields: air quality, water quality, waste management, ecological restoration and reclamation, human and environmental health and safety, environmental protection management, fisheries and wildlife, forestry, agriculture, mining, energy, parks and natural reserves, natural resources management, education, environmental research and development, environmental policy and legislation, and sustainable development
- Get a jump start in a related career in these exciting, in demand, fields of expertise
- Acquire specific skills in classroom and workplace settings related to their post - secondary pathway
- Experiential learning activities may include job shadowing a professional in an environment - related field of work, involvement in habitat restoration projects, visits to professional trade shows, in - class demonstrations, and field trips to local environmental workplaces
- “Reach Ahead” activities such as spending a day at Fleming College, Durham College, and Trent University to experience a first year class or laboratory and talk to instructors about specific post - secondary education opportunities.

What skills will I develop while in the SHSM Environmental and Resource program?

- Collecting/ identifying benthic invertebrates & analyzing water quality in a river
- Interpreting maps and GPS to navigate and mark locations
- Analyzing soil and drinking water using test kits
- Evaluating data to determine environmentally conscious lifestyle decisions
- Learning methods to protect and restore natural ecosystems and habitats

What Certifications do Students Obtain in the Environment and Resource Studies SHSM?

- Standard First Aid
- Cardiopulmonary Resuscitation (CPR) Level C - includes automated external defibrillation
- Geographical Positioning System (GPS)
- WHMIS training
- Advanced Technology - Aquaponics
- Habitat Restoration
- Stream Assessment

What courses do I have to complete to do the Environment and Resource Studies program?

- 4 Major Credits
    - 1 Environmental Science credit in Gr 11
    - 3 Other Major credits in courses - see chart

- 3 Other Required Courses
    - 2 Senior English, Gr 11 and Gr 12
    - 1 Senior Math

- Cooperative Education
    - 2 credits co - op in an Environmental/Resource setting

SPECIALIST HIGH SKILLS MAJOR - ENVIRONMENT

Requirements	**Course Options**	
Major Subjects Must take SVN3E / SVN3M Choose three others Must have at least one grade 11 and one grade 12 3 credits may be substituted with additional Co-op credits	**SVN3E – Environmental Science** **SVN3M – Environmental Science** TMJ3E - Manufacturing AWG3O – Guitar CGG3O* - Travel and Tourism GPP3O* - Leadership and Peer Support PPL3O – Physical Education NBV3C – Aboriginal Studies PPZ3C* - Health for Life SBI3C - Biology TMJ3C - Manufacturing TTJ3C – Transportation BAF3M***** - Financial Accounting Fundamentals CHW3M***** - World History CLU3M – Canadian Law TGJ3M - Communications Technology SCH3U - Chemistry SBI3U - Biology SPH3U - Physics	**CGR4M – Resource Management** TCJ4E - Construction TMJ4E - Manufacturing TTJ4E - Transportation PPL4O - Physical Education SCH4C - Chemistry SPH4C – Physics TCJ4C – Construction TFJ4C - Hospitality and Tourism TMJ4C - Manufacturing TTJ4C - Transportation BAT4M***** - Financial Accounting Principals BBB4M* - International Business CGR4M***** - Environment and Resource Management TGJ4M - Communications Technology BOH4M*****- Business Management Fundamentals CGW4U***** - Canadian and World Issues CLN4U - Canadian and International Law PSK4U* - Introduction to Kinesiology SCH4U - Chemistry SBI4U – Biology SPH4U - Physics
English – choose 1 grade 11 and 1 grade 12	ENG3E ENG3U ENG3C OLC3O	ENG4E ENG4U ENG4C OLC4O
Math - choose 1	MEL3E MBF3C MCF3M MCR3U MEL4E MHF4U MDM4U MAP4C MCV4U	
Co-op	2 Credits – Tied to a SHSM major course	**(*) Indicates a course offered through e-learning**

MANUFACTURING

Why should I get involved?

- There will be an increasing demand for skilled workers in the manufacturing industry
- Explore a variety of different career opportunities in the manufacturing industry
- Get a jump start on your career in manufacturing
- Gain valuable work experience in specific industry sectors through co-op placements
- Receive industry standard certifications that appeal to employers and post - secondary institutions
- Reach ahead opportunities such as industry trade shows and provincial skills challenges

What skills will I develop while in the SHSM Manufacturing program?

- The ability to machine steel and aluminum using a variety of techniques
- The ability to operate lathes, mills, drills, grinders and plastic injection moulding
- Experience with a variety of different welding techniques. SMAW, MIG, TIG using steel and aluminum

What Certifications can I receive?

- Standard First Aid*
- Cardiopulmonary Resuscitation (CPR) Level C - includes automated external defibrillation (AED)*
- Workplace Hazardous Materials Information System (WHMIS*)
- *Hoisting and Rigging~*
- *Lockout/tagging~* ****Compulsory***
- *Confined Space Awareness~*
- *Elevated work platforms~* ***~Choose two***
- *Transportation of dangerous goods~*

What courses do I need to take to complete the SHSM in Manufacturing?

- 4 Major Credits
  - 2 Manufacturing credits (1 in both grade 11 and 12)
  - 2 Other Major credits in courses - see chart

- 3 Other Required Courses
  - 1 Senior English
  - 1 Senior Math
  - 1 Senior Science (A third Co - op credit can be used as a substitution for this)

- Cooperative Education
  - 2 credit co - op in a Manufacturing setting

SPECIALIST HIGH SKILLS MAJOR – MANUFACTURING

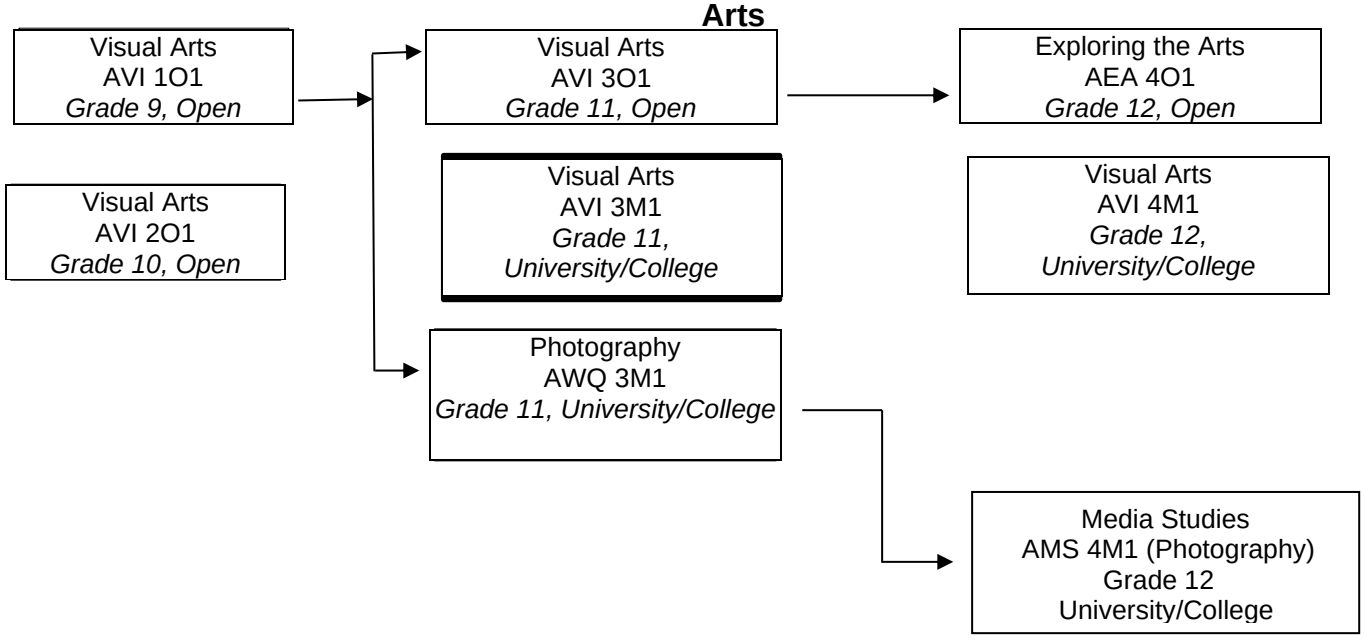
Requirements	**Course Options**		**Dual Credit**
Major Subjects Choose 4 Must have at least one grade 11 and one grade 12 3 credits may be substituted with additional Co-op credit	TMJ3E - Manufacturing TWJ3E - Woodworking TTJ3O - Transportation TMJ3C - Manufacturing TTJ3C - Transportation HNC3C - Understanding Fashion ICS3C - Computer and Information Science TEJ3M - Computer Programming ICS3U - Computer and Information Science SCH3U - Chemistry SPH3U - Physics TGJ3M - Communications Technology	TMJ4E - Manufacturing TCJ4E - Construction TTJ4E - Transportation TMJ4C - Manufacturing TCJ4C - Construction TTJ4C - Transportation SPH4C - Physics SCH4C - Chemistry ICS4U - Computer and Information Science MCV4U - Calculus and Vectors MHF4U - Functions SCH4U - Chemistry SPH4U - Physics TGJ4M - Communications Technology	TLA4Y Manufacturing TNA4Y Electrician TSB4Y Plumber TRC4Y Industrial Mechanic Millwright **Accelerated OYAP program**
English - choose 1	ENG3E ENG3C ENG3U OLC30 OLC40		
Math - choose 1	MEL3E MBF3C MCF3M MCR3U		
Other- choose 1 May be substituted with 1 additional Co - op credit or additional major credit	MEL3E – Workplace Math SVN3E - Environnemental Science BDI3C* - Entrepreneurship ICS3C – Computer and Information Science SBI3C - Biology ICS3U – Computer and Information Science SVN3M - Environnemental Science SBI3U - Biology SCH3U - Chemistry SPH3U - Physics	MEL4E – Workplace Math ICS4C – Computer and Information Science OLC4O – Literacy Course SPH4C - Physics SCH4C – Chemistry ICS4U – Computer and Information Science SBI4U – Biology SCH4U - Chemistry SPH4U - Physics	

COURSES OF STUDY

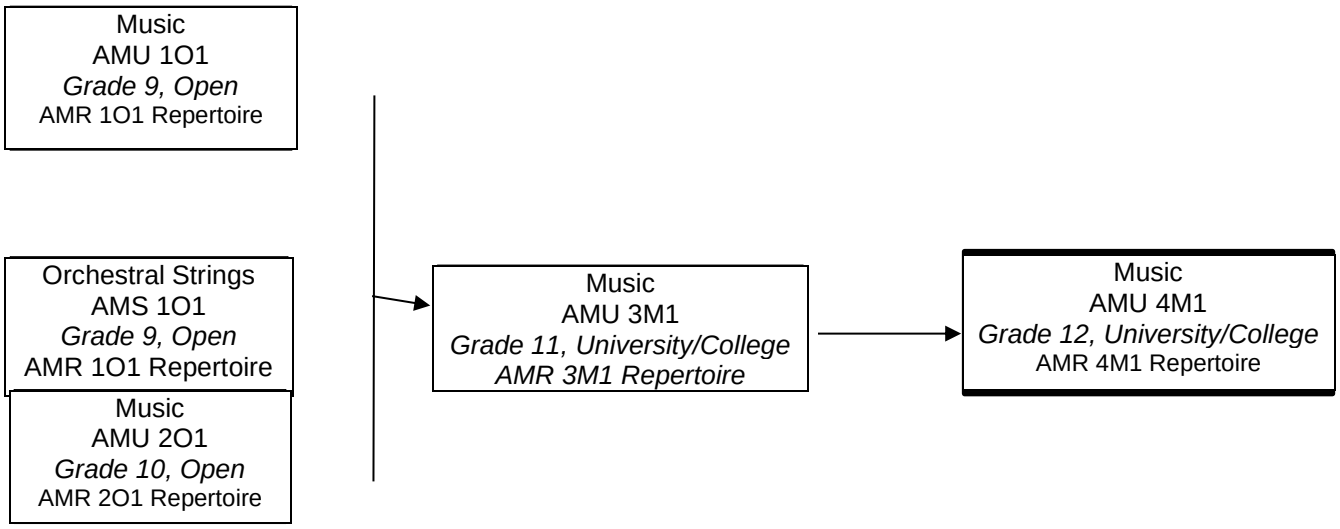
Prerequisite Chart for the Arts

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.
It does not attempt to depict all possible movements from course to course.

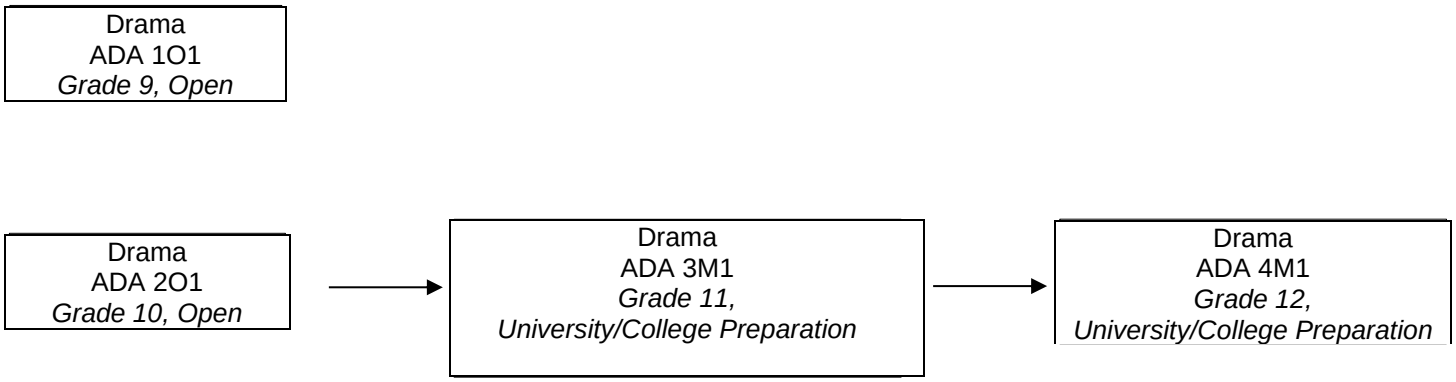
Arts



Music



Drama



DRAMA

Drama ADA 1O1 (OPEN)

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

Drama ADA 2O1 (OPEN)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. (May be combined with ADA 3M1 & ADA 4M1)

Prerequisite: None

Drama ADA 3M1 (UNIVERSITY/COLLEGE)

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. (May be combined with ADA 4M1 and ADA 2O1)

Prerequisite: ADA 1O1 or ADA 2O1

Drama ADA 4M1 (UNIVERSITY/COLLEGE)

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. (May be combined with ADA 3M1 and ADA2O1)

Prerequisite: ADA 3M1

****PLEASE NOTE: DRAMA COURSES MAY BE COMBINED FOR PROGRAMMING PURPOSES****

MUSIC

Instrumental Music AMU 1O1 (OPEN)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. Students will have an opportunity to purchase their own reed. In the first month students will learn an orchestral string instrument. They will then have an opportunity to either continue on strings or return to their wind instrument or percussion**. (Instruments are provided)**

Orchestral Strings AMS1O1 (OPEN)

This course is for experienced string players who wish to continue on their current string instrument. 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.
(Instruments are provided)

Instrumental Music AMU 2O1 (OPEN)

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. Students will have an opportunity to purchase their own reed.
Prerequisite: AMU1O1, Grade 8 Instrumental Music or Teacher permission. **(Instruments are provided)**

Instrumental Music [Guitar] AMG 2O1 (OPEN)

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

Instrumental Music AMU 3M1 (UNIVERSITY/COLLEGE)

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. Students will have an opportunity to purchase their own reed. (May be combined with AMU1O1, AMU2O1, AMU4M1)
Prerequisite: AMU 1O1 or AMU 2O1 **(Instruments are provided)**

Instrumental Music AMU 4M1 (UNIVERSITY/COLLEGE)

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. Students will have an opportunity to purchase their own reed. (May be combined with AMU1O1, AMU2O1, AMU3M1)
Prerequisite: AMU 3M1 **(Instruments are provided)**

VISUAL ARTS

Visual Arts AVI 1O1 (OPEN)

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

Visual Arts AVI 2O1 (OPEN)

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. (May be combined with AVI3O1)

Prerequisite: None

Visual Arts AVI 3O1 (OPEN)

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: None

Visual Arts AVI 3M1 (UNIVERSITY/COLLEGE)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information (design). (May be combined with AVI 4M1)

Prerequisite: AVI 1O1 or AVI 2O1

Visual Arts AVI 4M1 (UNIVERSITY/COLLEGE)

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. (May be combined with AVI 3M1)

Prerequisite: AVI 3M1

Exploring the Arts AEA 4O1 (OPEN)

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyze art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society. (May be combined with AVI 4M1)

Prerequisite: None, AVI 3O1 is advised.

Photography AWQ 3M1 (UNIVERSITY/ COLLEGE)

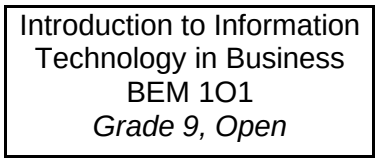
Fundamental technical aspects of cameras/darkroom/digital technology as well as compositional principles will be covered and students will study the history, impact and career opportunities of photography. Students will provide their own digital camera for the course. This course provides students with 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 also analyze art works and study aspects of western art history, as well as Canadian art forms and art forms from various parts of the world.
Prerequisite: None

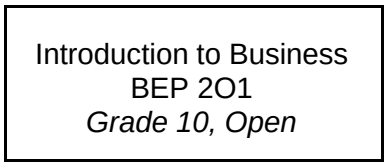
Media Studies (Photography) ASM 4M1 (UNIVERSITY/COLLEGE)

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 post-secondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values.
Prerequisite: AWQ 3M1 or permission from instructor

****PLEASE NOTE: ARTS COURSES MAY BE COMBINED FOR PROGRAMMING PURPOSES****

Prerequisite Chart for Business Studies





Building the Entrepreneurial Mindset, Grade 9, Open (BEM1O)

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**

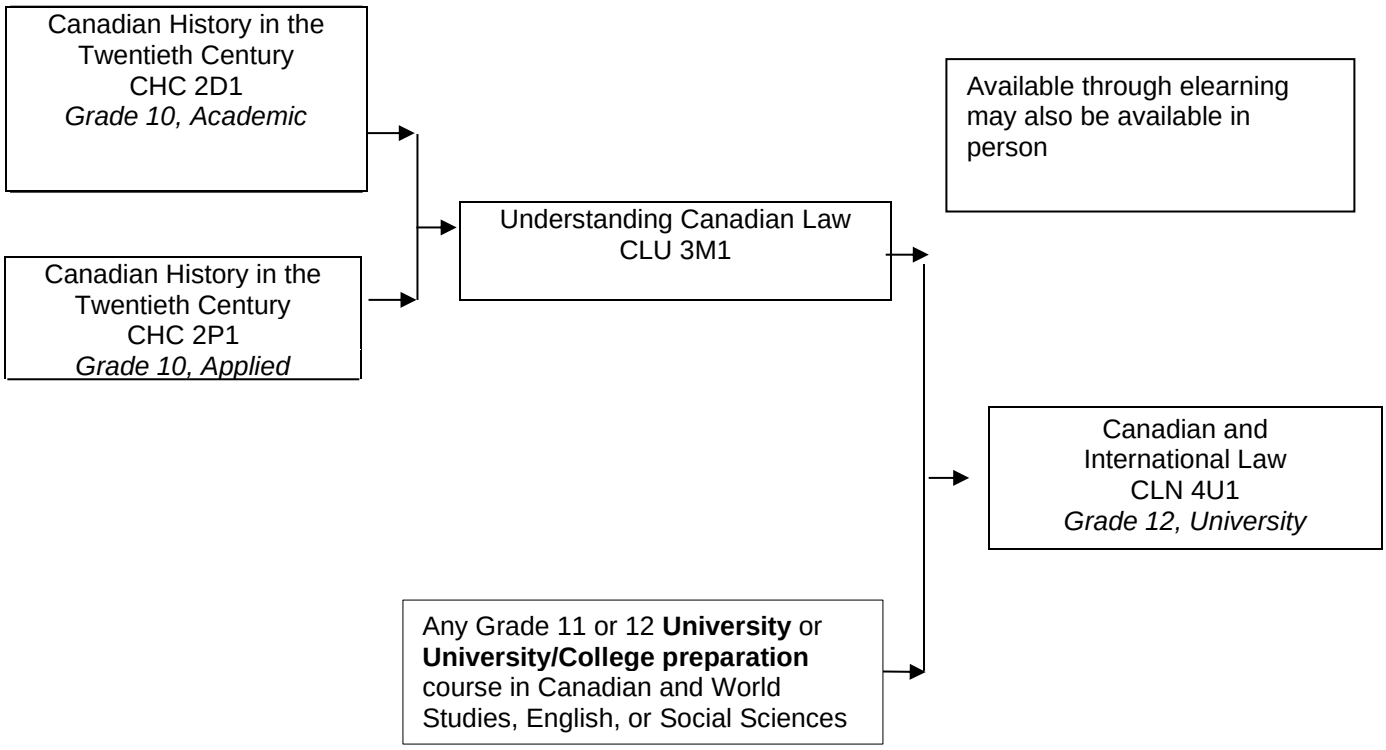
Launching and Leading a Business, Grade 10, Open (BEP2O)

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

***Prerequisite*: None**

Prerequisite Chart for Canadian and World Studies - Law

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.
It does not attempt to depict all possible movements from course to course.



CANADIAN AND WORLD STUDIES

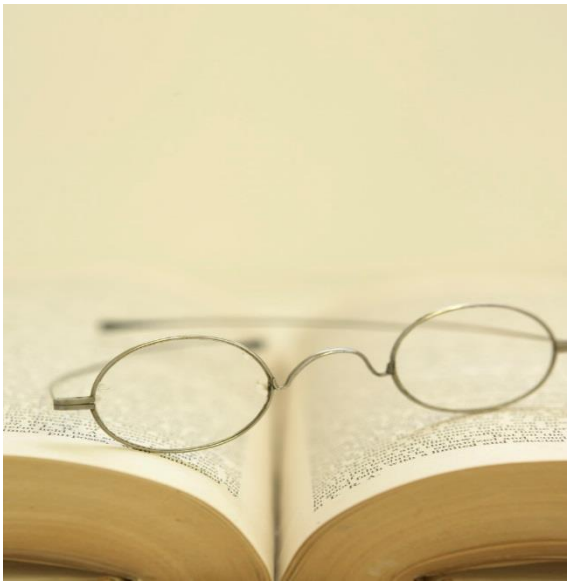
Economics, Law and Politics

Understanding Canadian Law CLU 3M1 (UNIVERSITY/COLLEGE)

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.
Prerequisite: CHC 2D1 or CHC 2DF, or CHC 2P1

Canadian and International Law CLN 4U1 (UNIVERSITY)

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.
Prerequisite: Any University or University/College preparation course in Canadian and World Studies, English, or Social Sciences and Humanities



Prerequisite Chart for Canadian and World Studies - Geography

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.
It does not attempt to depict all possible movements from course to course.

Geography of Canada
CGC 1W1
Grade 9, Destreamed

Environmental & Resource Management
CGR 4M1
Grade 12, University/College

GEOGRAPHY

Exploring Canadian Geography CGC1W1 (DESTREAMED)

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

Environmental and Resource Management CGR 4M1 (UNIVERSITY/COLLEGE)

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustainability, and strategies for resource management, with a focus on the challenges of environmental degradation and resource depletion. Students will use geo-technologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

Prerequisite: Any University, University/College preparation course in Canadian and World Studies, English, Social Science and Humanities or SVN 3MI.

HISTORY

Aboriginal Peoples in Canada NAC 2O1 (OPEN)

This course emphasizes historical and contemporary issues that affect the relationship between Aboriginal peoples and Canadian governments. Students will examine legal, political, social, and economic issues; key aspects of the Indian Act and its revisions that have an impact on daily lives of Aboriginal persons; the different types of relationships and Aboriginal peoples have established with other nations throughout history; and the methodology of historical inquiry. (May be combined with NBV 3C1/3E1)
Prerequisite: None

Aboriginal Beliefs, Values and Aspirations in Contemporary Society NBV 3C1/3E1 (COMBINED COLLEGE/WORKPLACE)

This course is designed as a study of how beliefs and values shape Aboriginal peoples' history, culture, and aspirations. This course elaborates on how values, beliefs, and spirituality from Aboriginal peoples' identity and how colonial experiences have threatened and impacted on Aboriginal peoples. Students examine how Aboriginal peoples understand their natural and cosmological environment and explore how their world views and philosophies have had an impact on relationships with Euro-Canadian society both historically and in the present. The relevant topics of this course are representation, colonialism, world views, accomplishment, renewal, reconciliation, and revitalization. Students will use geo-technologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Aboriginals in Canada and in a world that is interdependent and constantly changing. (May be combined with NAC 2O1)
Prerequisite: None

Canadian History Since World War I CHC 2D1 (ACADEMIC)

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

Canadian History Since World War I CHC 2P1 (APPLIED)

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

Civics CHV 2O5 (OPEN) 0.5 Credit

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

COOPERATIVE EDUCATION

Cooperative Education (Grade 11-12 Open)

2 credit co-op COP4XD
2 credit co-op COP4X2
4 credit co-op COP4X4

(If you wish a half day Co-op in both semesters choose COP4XD and COP4X2

Co-op Education is an exciting concept that allows students to combine in-school instruction with on-the-job experience as an alternative way of earning credits towards an Ontario Secondary School Diploma. It provides students with the opportunity to discover their skills and career interests in the workplace while still attending school. It enables students to make informed career decisions when the time comes to select their post-secondary path. Cooperative education helps students to develop work ethic, interpersonal and employability skills, while at the same time exploring a career for interest and earning from 2 (half day) to 4 (full day) credits that are tied to a related subject area.

The Cooperative Education Program combines a full semester, half-day or full day work placement in the community with classroom theory. The classroom component includes pre-employment sessions prior to attending a community placement and reflective sessions throughout the semester. The in-school sessions will include training in health and safety, human rights and harassment, confidentiality, work ethics, the role of unions, the Employment Standards Act, workplace skills and career research.

Cooperative Education Placement and Related Course "Tie-in"
Each Co-op placement must be "tied" to a related course. The course must be from an Ontario curriculum policy document or a ministry-approved locally developed course taken prior to or at the same time as the Co-op course. Students will take the skills and knowledge developed in that course and apply them in a relevant workplace.

Ontario Youth Apprenticeship Program (OYAP)

The **Ontario Youth Apprenticeship Program** allows Ontario secondary school students to fast track into a skilled trade of their choice. **There are two types of OYAP opportunities available to students:**

The **first option** is a unique combination of **in-school trades training** combined with a high school **Cooperative Education Program**. Students are registered as apprentices and attend a Trades School one to three days a week to earn their Level 1 trade certification. Students spend the remainder of the week at work placements earning two to three high school credits while accumulating hours toward their apprenticeship requirements. This full-day program takes place during the second semester of their grade 12 year.

- Positions in this program are only available to students in Grade 12 who are eligible to graduate.
- Students who return for a fifth year will only be allowed to participate with special permission.
- Community Involvement hours must be completed and documented when the program commences.
- Candidates demonstrating success in the recommended Math, Science, English, and Technological

Studies will be interviewed by a panel from both education and industry to gain entrance into the program.

- Successful candidates will require registration in a 4-credit Cooperative Education Program. ***A related Cooperative Education placement during Grade 11 is highly recommended. Where possible, enrollment in a related Specialist High Skills Major program is also an asset.***
- A transportation allowance is available to subsidize the cost of attending the Training Delivery Agent.
- The cost of training is absorbed by the Ministry of Labour, Immigration, Training and Skills Development.

Note: OYAP Level 1 program students will receive Dual Credits along with their Co-op credits. For further information about Dual Credits, speak to a Guidance Counsellor at your school.

Accelerated Programs for February 2024

Program / Training Delivery Agent	Auto Service Tech	Welding	Hairstylist	Plumbing	General Carpenter	Industrial Mechanic Millwright	Cook	Electrician
Fleming College					X			X
Durham College	X	X		X		X	X	X
Durham D.S.B.			X					

A second form of OYAP participation is available to any **Cooperative Education** student, with a **placement** in a skilled trade, who is at least 15 years of age and has 14 credits. These OYAP students do not complete their trade's Level 1 certification. Instead, Student Learning Plans are developed for them based on training standards for their trade.

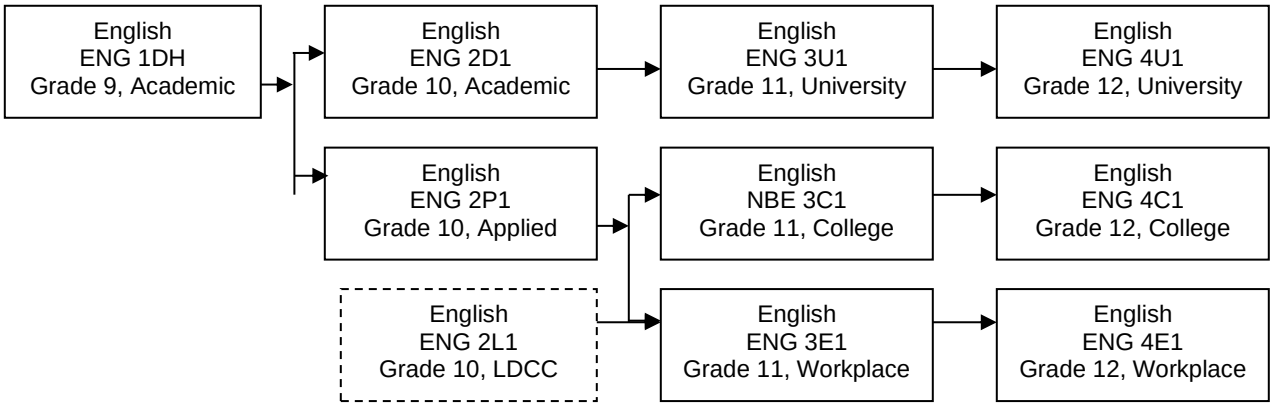
- Students can be registered as apprentices and apply any competencies achieved through their Co-op placement toward their apprenticeship.
- An OYAP student in this program can participate in any of 144 recognized trades and potentially earn between two and four secondary credits.

For more information, contact your Guidance or Co-op Department or visit oyapkprdsb.ca.

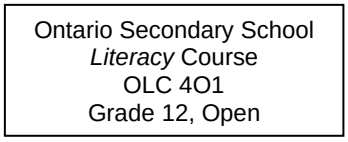
Prerequisite Charts for English, Grades 9-12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

Compulsory Courses



Optional Courses



ENGLISH

English ENL1W1 (DESTREAMED)

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

English ENG 2D1 (ACADEMIC)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze 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: ENG 1D1 or ENG 1P1

English ENG 2P1 (APPLIED)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: ENG 1D1 or ENG 1P1

English ENG 2L1 (LOCALLY DEVELOPED)

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English grade 11 workplace preparation course. This course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
Prerequisite: ENG 1L1

English – Understanding Contemporary First Nations, Metis and Inuit Voices NBE 3C1 (COLLEGE)

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural and media text forms emerging from First Nations, Metis, 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, relationships 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. **Prerequisite: ENG 2P1**

English: Understanding Contemporary First Nations, Métis, and Inuit Voices (NBE3U1)

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: ENG2D1

English: Understanding Contemporary First Nations, Métis, and Inuit Voices (NBE3C1)

This course explores the themes, forms, and stylistic elements 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: ENG2P1, ENG2D1

English: Understanding Contemporary First Nations, Métis, and Inuit Voices (NBE3E1)

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: ENG2L1, ENG2P1, ENG2D1

English ENG 4U1 (UNIVERSITY)

This course emphasizes consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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 or college.

Prerequisite: ENG 3U1

English ENG 4C1 (COLLEGE)

This course emphasizes consolidation of literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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: ENG 3C1

ENGLISH ENG 4E1 (WORKPLACE)

This course emphasizes consolidation of literacy, communication skills, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyze informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purpose. 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: ENG 3E1

Ontario Secondary School Literacy Course OLC 4O1 (OPEN)

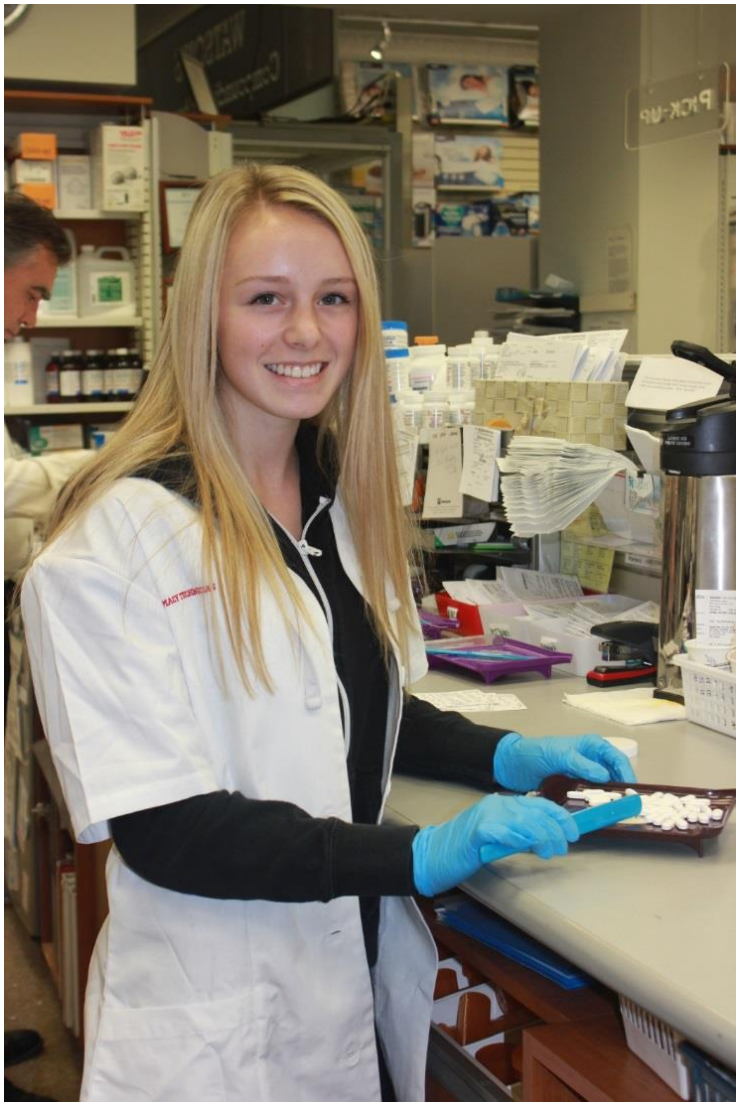
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety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

Prerequisite: students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit in English and their literacy credential for graduation.

GUIDANCE AND CAREER EDUCATION

Career Studies GLC 2O5 (OPEN) (0.5 Credit)

This course teaches student 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 post-secondary 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.



CORE FRENCH
FSF 1DH
Grade 9 Academic

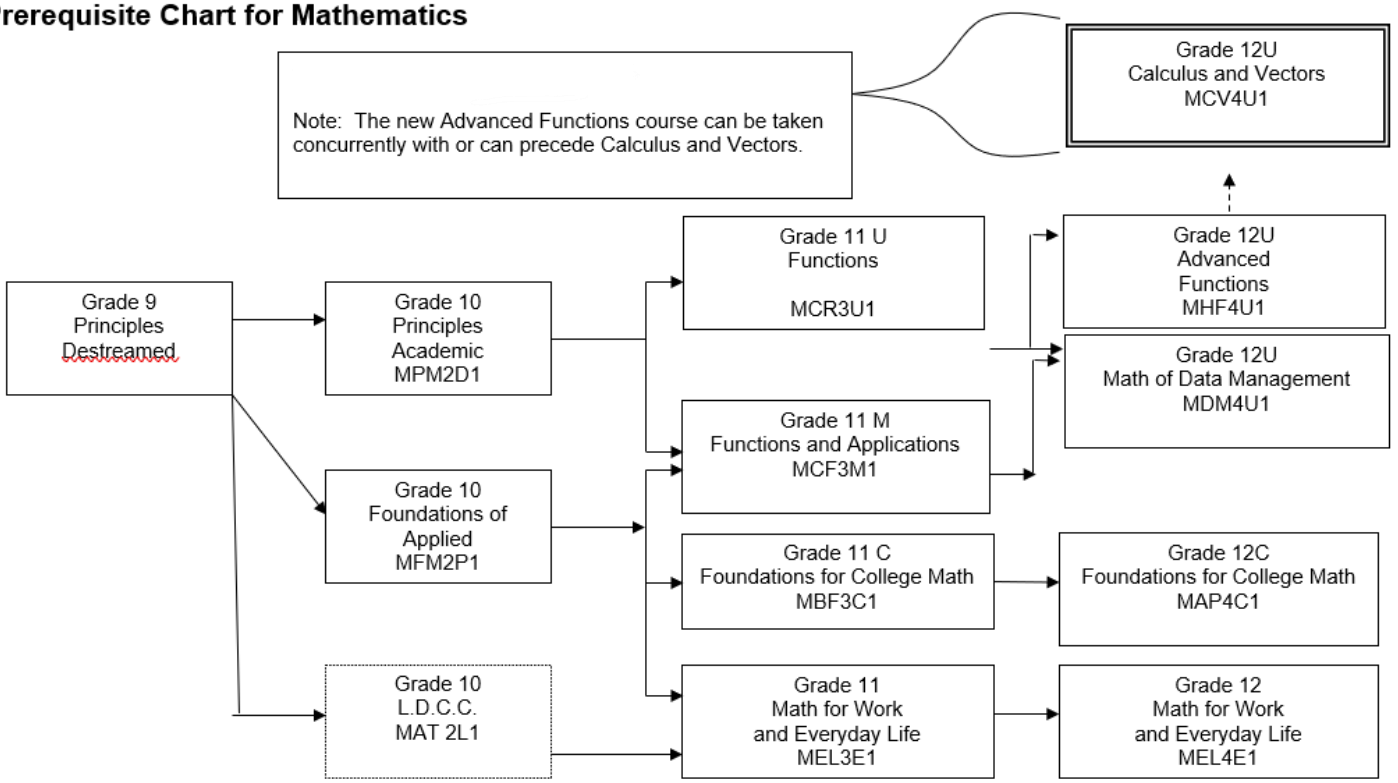
LANGUAGES

French

Core French FSF 1DH (ACADEMIC)

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Prerequisite Chart for Mathematics



This chart maps out all the courses in the discipline and shows the links between courses and the minimum requirements for them. It does not attempt to depict all possible movements from course to course.

T – Transfer Course
L.D.C.C. – Locally Developed Credit Course

MATHEMATICS

Principles of Mathematics MTH 1WH (DESTREAMED)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.
Prerequisite: None

Mathematics MAT 1L1 (LOCALLY DEVELOPED)

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 (LDCC) Locally Developed course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. This course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Principles of Mathematics MPM 2D1 (ACADEMIC)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic 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 multistep problems.
Prerequisite: MTH 1WH (Level 3 strongly recommended)

Foundations of Mathematics MFM 2P1 (APPLIED)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: MTW 1WH

Mathematics MAT 2L1 (LOCALLY DEVELOPED)

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

Functions MCR 3U1 (UNIVERSITY)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: MPM 2D1 (Level 3 strongly recommended)

Functions and Applications MCF 3M1 (UNIVERSITY/COLLEGE)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: MFM 2P1 (Level 4 Recommended) or MPM 2D1 (Offered in 2019-2020 Semester1)

Foundations for College Mathematics MBF 3C1 (COLLEGE)

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: MFM 2P1 or MPM 2D1

Mathematics for Work and Everyday Life MEL 3E1 (WORKPLACE)

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: MAT 2L1, MPM 1D1, MFM 1P1

Mathematics for Work and Everyday Life MEL 4E1 (WORKPLACE)

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: MEL 3E1

Foundations for College Mathematics MAP 4C1 (COLLEGE)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
Prerequisite: MBF 3C1 or MCF 3M1

Advanced Functions MHF 4U1 (UNIVERSITY)

This course extends on students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: MCR 3U1 or MCT4C1 (Level 3 strongly recommended for both courses)

Calculus and Vectors MCV 4U1 (UNIVERSITY)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **Note**: The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors

Prerequisite: MHF 4U1 (Level 3 strongly recommended)

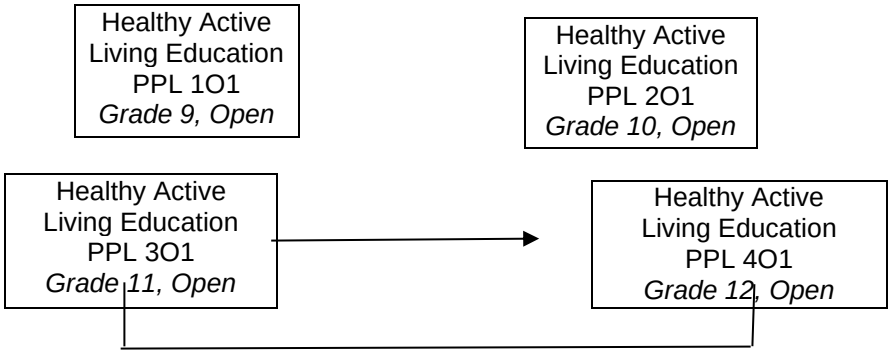
Mathematics of Data Management MDM 4U1 (UNIVERSITY)

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

Prerequisite: MCR 3U1 or MCF 3M1

PHYSICAL AND HEALTH EDUCATION

Prerequisite Chart for Health and Physical Education
This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.
It does not attempt to depict all possible movements from course to course.



Healthy Active Living Education PPL 1O1

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

Healthy Active Living Education PPL 2O1

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

Healthy Active Living Education PPL 3O1

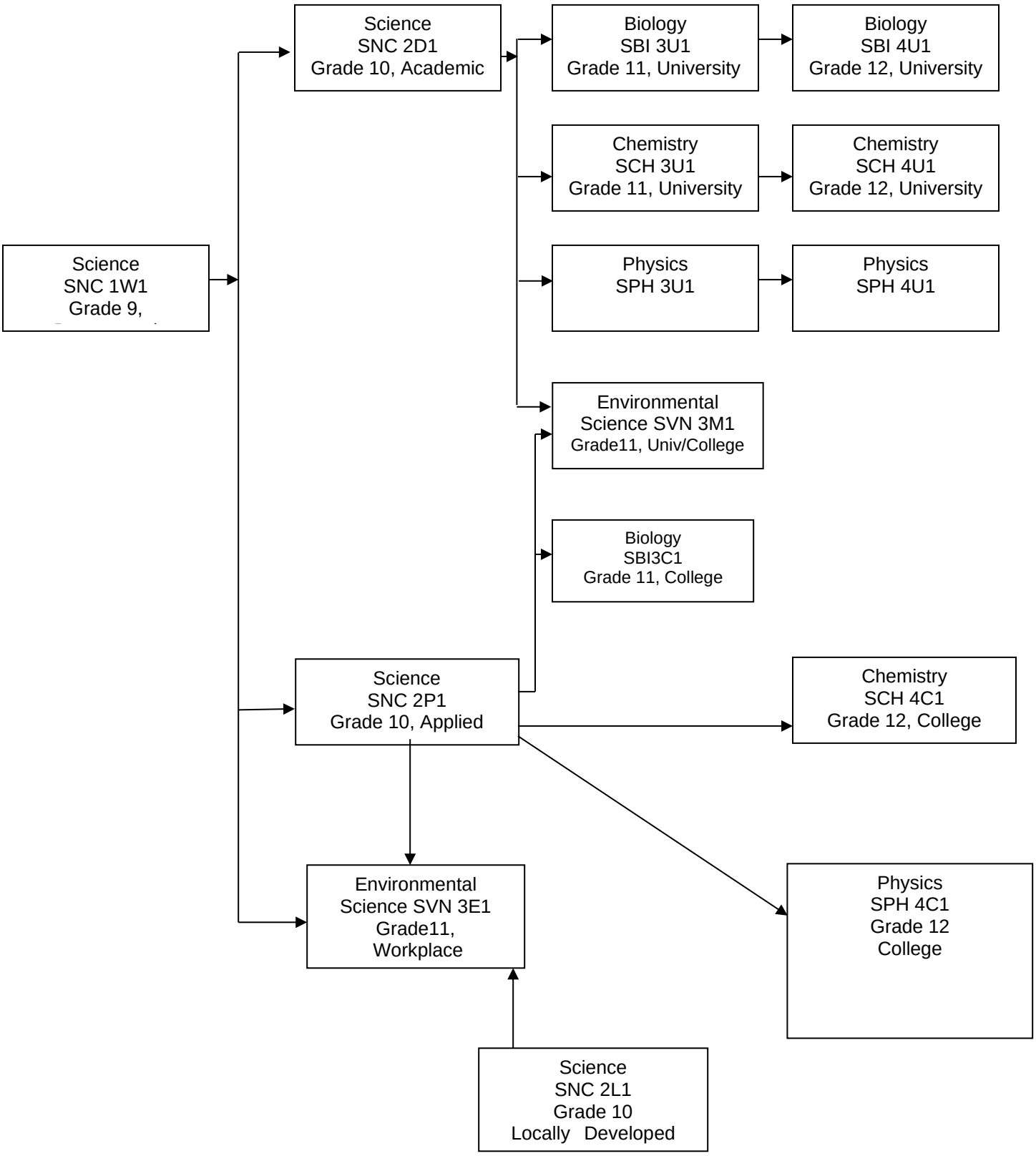
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. The learning in this program is enhanced by field trips, and a fee may be collected to offset the cost of these optional activities.

Healthy Active Living Education PPL 4O1

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. The learning in this program is enhanced by field trips, and a fee may be collected to offset the cost of these optional activities.

Prerequisite Chart for Science

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



SCIENCE

Science SNC 1W1 (DESTREAMED)

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.

Science SNC 2D1 (ACADEMIC)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: SNC 1WH

Science SNC 2P1 (APPLIED)

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
Prerequisite: SNC 1WH

Science SNC 2L1 (LOCALLY DEVELOPED)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace in the Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interaction of common materials**,** interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

BIOLOGY

Biology SBI 3U1 (UNIVERSITY)
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: SNC 2D1

Biology SBI 3C1 (COLLEGE)
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: SNC 2D1 or SNC 2P1

Biology SBI 4U1 (UNIVERSITY)
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: SBI 3U1

CHEMISTRY

Chemistry SCH 3U1 (UNIVERSITY)
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: SNC 2D1

Chemistry SCH 4U1 (UNIVERSITY)
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: SCH 3U1

Chemistry SCH 4C1 (COLLEGE)
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: SNC 2D1 or SNC 2P1

ENVIRONMENTAL SCIENCE

Environmental Science SVN 3M1 (UNIVERSITY/COLLEGE)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. (This may be combined with SVN 3E1)
Prerequisite: SNC 2D1 or SNC 2P1

Environmental Science SVN 3E1 (WORKPLACE)

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. (May be combined with SVN 3M1)
Prerequisite: SNC 1D1, SNC 1P1, SNC 1L1, or SNC 2L1

PHYSICS

Physics SPH 3U1 (UNIVERSITY)

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: SNC 2D1

Physics SPH 4U1 (UNIVERSITY)

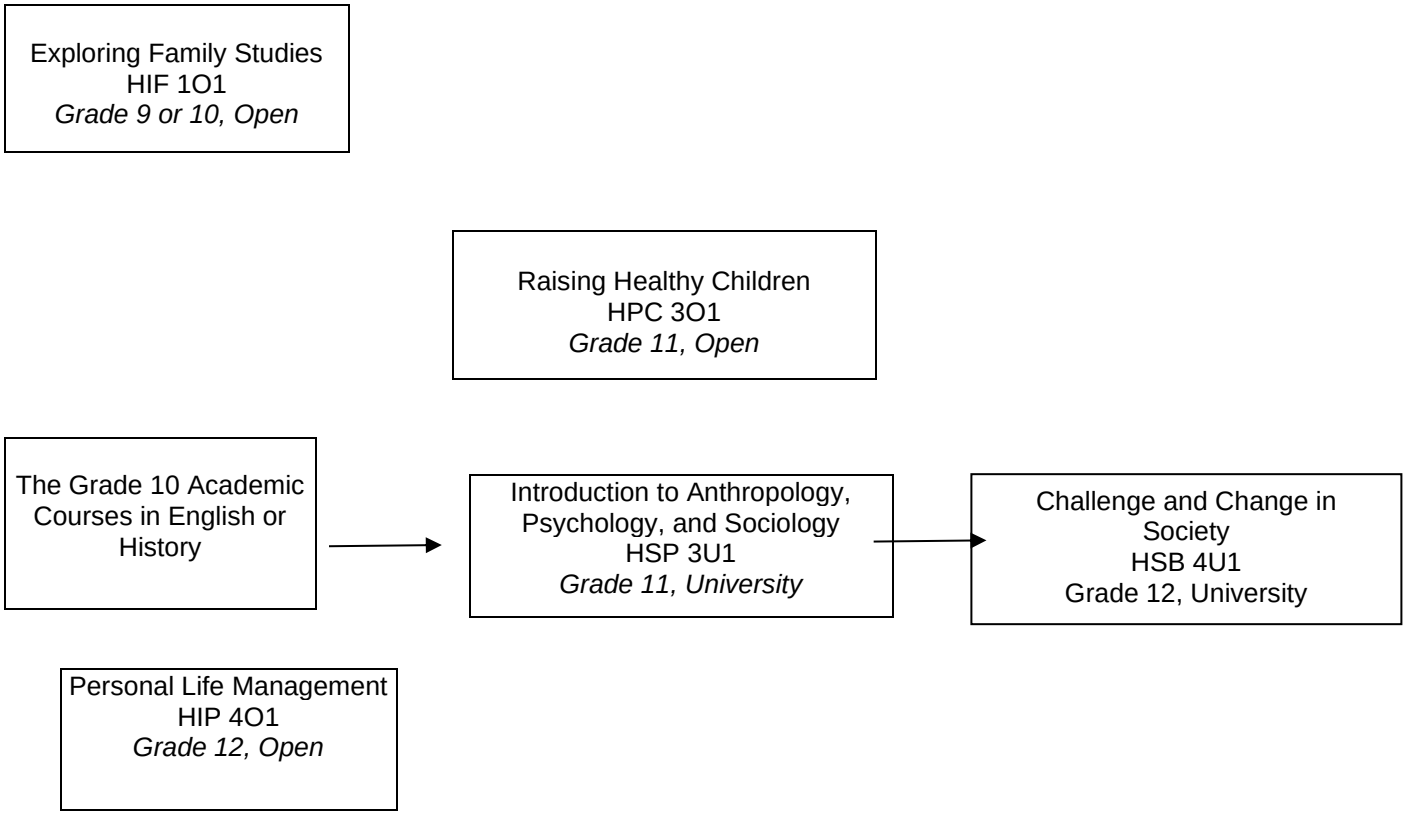
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students 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 analyze, 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: SPH 3U1

Physics SPH 4C1 (COLLEGE)

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: SNC 2D1 or SNC 2P1

Prerequisite Chart for Social Sciences and Humanities

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



SOCIAL SCIENCE

Exploring Family Studies HIF 1O1 (OPEN)

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.
Prerequisite: None

Food and Nutrition HFN 2O1 (OPEN)

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

Raising Healthy Children HPC 3O1 (OPEN)

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

Introduction to Anthropology, Psychology, and Sociology HSP 3C1 (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. (Offered through eLearning)
Prerequisite: None

Introduction to Anthropology, Psychology, and Sociology HSP 3U1 (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. (Offered through e-learning) - May be combined with HSP 3C1.**Prerequisite:** ENG 2D1 or CHC 2D1

Challenge and Change in Society HSB 4U1 (UNIVERSITY)

This course focuses on the use of social science theories, perspectives, and methodologies and investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will critically analyze how and why cultural, social, and behavioral patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze 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. (Offered through e-learning).
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English or Canadian and world studies.

Food and Healthy Living HFL4E1 (WORKPLACE)

This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition.

Personal Life Management HIP 4O1 (OPEN)

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

HOSPITALITY AND TOURISM

Hospitality and Tourism TFJ 3C1 (COLLEGE)

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. (May be combined with TFJ3E1)
Prerequisite: None

Hospitality and Tourism TFJ 3E1 (WORKPLACE)

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. (May be combined with TFJ3C1)
Prerequisite: None

Hospitality and Tourism TFJ 4C1 (COLLEGE) (SINGLE CREDIT)

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. (May be combined with TFJ4E1)
Prerequisite: TFJ 3C1

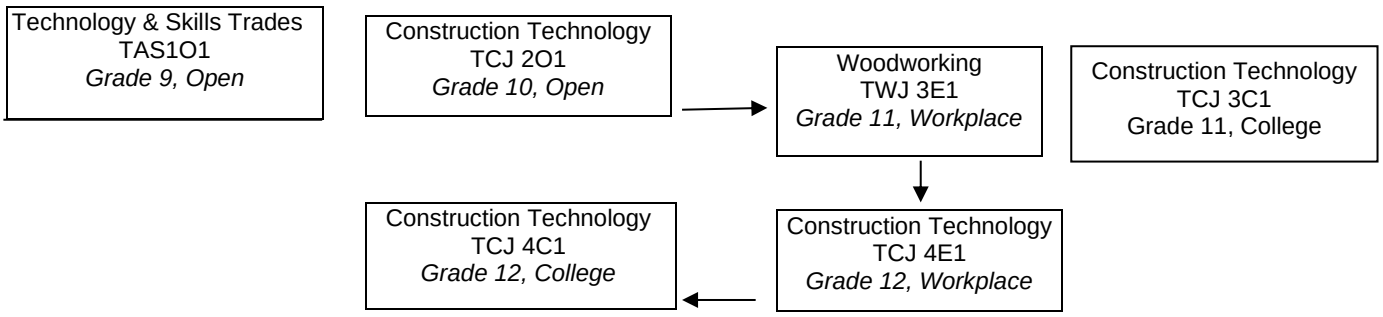
Hospitality and Tourism TFJ 4E1 (WORKPLACE)

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. (May be combined with TFJ4C1)
Prerequisite: TFJ 3E1

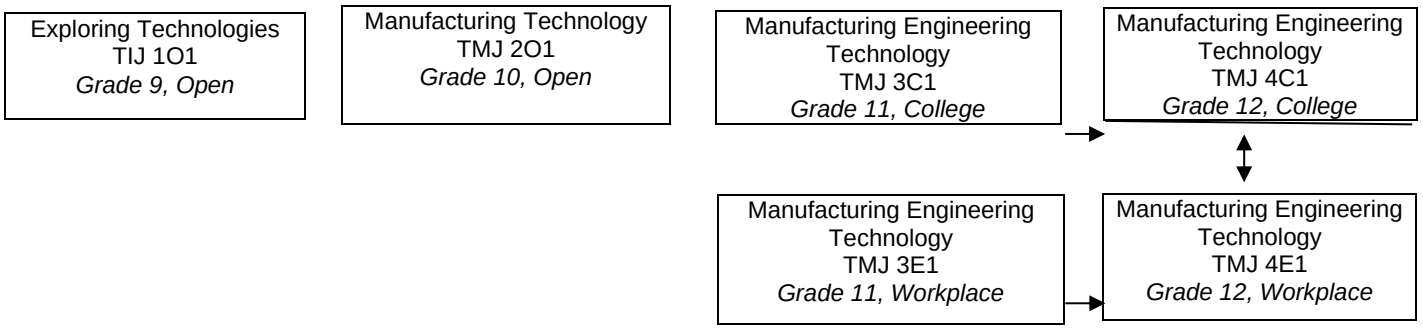
Prerequisite Chart for Technological Education

This chart maps out all the courses in the discipline and shows the link between courses and the possible prerequisites for them.

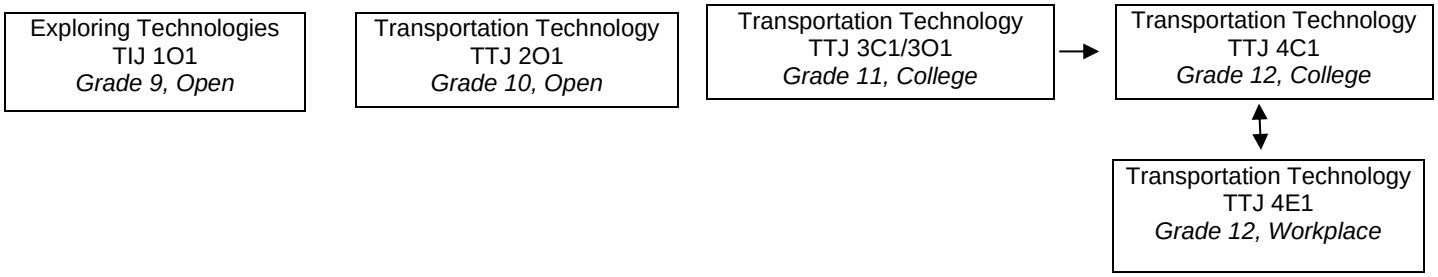
Construction Technology



Manufacturing Technology



Transportation Technology



TECHNOLOGY

1. **Safety glasses and work boots are mandatory in all classes – students will have an opportunity to purchase their own pair.**
2. **Materials other than those supplied must be paid for and supplied by the student.**
3. **The learning in this program is enhanced by field trips and activities which may include an additional cost.**

Technology and Skilled Trades, Grade 9, TAS 1O1 (OPEN)

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

***Prerequisite*: None**

CONSTRUCTION

Construction Technology TCJ 2O1 (OPEN)

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. Students must have a tape measure.
Prerequisite: None

Construction Technology TCJ 3C1 (COLLEGE)

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

Woodworking TWJ 3E1 (WORKPLACE)

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

Construction Engineering Technology TCJ 4C1 (COLLEGE)

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will

continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field. Students must have a tape measure.
Prerequisite: TCJ 3C1

Construction Technology TCJ 4E1 (WORKPLACE)

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. Students must have a tape measure.
Prerequisite: TCJ 3E1

MANUFACTURING

Manufacturing Technology TMJ 2O1 (OPEN)

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawings, properties and preparation of materials, and manufacturing techniques. Students will create projects which will use processes such as machining, welding, plastic injection moulding and computerized machining. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry.
Prerequisite: None

Manufacturing Technology TMJ 3E1 (WORKPLACE)

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and numerous styles of welding and fabricating. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.
Prerequisite: None

Manufacturing Technology TMJ 3C1 (COLLEGE)

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

Manufacturing Technology TMJ 4E1 (WORKPLACE)

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, various types of welding, plastic injection moulding, sheet metal equipment, computer numerical controlled 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.
Prerequisite: TMJ 3E1

Manufacturing Technology TMJ 4C1 (COLLEGE)

This course enables students to further develop knowledge and skills related to machining, welding, blueprint reading, computer numerical control (CNC), and design. Students will extend their knowledge and skills related to the use of engine lathes, milling machines, various types of welding, plastic injection moulding, sheet metal equipment and other tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. In this project-based learning environment students may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.
Prerequisite: TMJ 3C1

TRANSPORTATION

Transportation Technology TTJ 2O1 (OPEN)

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

Transportation Technology TTJ 3C1/3O1 (COLLEGE/OPEN)

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. In addition, this course will enable students to become familiar with the options and features of various vehicles, issues of registration and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.
Prerequisite: None

Transportation Technology: Vehicle Maintenance TTJ 4E1 (WORKPLACE)

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

Transportation Technology TTJ 4C1 (COLLEGE)

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.
Prerequisite: TTJ 3C1