

# **KENNER CVI**

## **COURSE CATALOGUE**



**2022 - 2023**

## Welcome Students,

You are the most important  
People in this school.

You are not here for us;  
We are here for you.

What you learn today  
You become tomorrow.

Your voice empowers others;  
Your purpose is our purpose.



This world needs you;  
Your impact matters.

We are inclusive.  
We are diverse.  
We are strong

**You are the leaders  
of tomorrow.**

**Sincerely,  
Your Kenner Community.**

**KENNER COLLEGIATE VOCATIONAL INSTITUTE  
633 Monaghan Road South, Peterborough, Ontario, K9J 5J2**

<b>Telephone:</b>	<b>705-743-2181</b>
<b>Principal:</b>	<b>Ms. Skye Jordan</b>
<b>Vice-Principal:</b>	<b>Ms. Deb Callahan</b>
<b>Kenner Intermediate Principal:</b>	<b>Mr. Jason Huffman</b>
<b>Head of Guidance:</b>	<b>Mr. Fred Blowes</b>
<b>Head of Special Services:</b>	<b>Ms. Janine MacDonald</b>
<b>International Baccalaureate Coordinator:</b>	<b>Mr. Peter Mullins</b>
<b>Organizational Structure:</b>	<b>Grade 9 – 12</b>
	<b>Semestered</b>
<b>Size:</b>	<b>520 Students</b>
	<b>40 Teachers</b>
<b>School Colours:</b>	<b>Blue and Gold</b>
<b>School Team Name:</b>	<b>Rams</b>

*Inclusive. Diverse. Strong.*



# **KENNER COLLEGIATE**

At KCVI, we believe that you have what it takes to be successful.

**ARRIVE ON TIME**

**FOCUS ON THE CLASS**

**ASK FOR HELP**

**KEEP ORGANIZED NOTES**

**COMPLETE ASSIGNMENTS**

**PERSEVERE**

The Faculty of KCVI believe in the responsible use of digital tools when they support student learning.

*Our mission in the Kenner Family of Schools is to Engage, Activate, and Inspire our students to be global citizens where we live, learn, and play.*



*Inclusive. Diverse. Strong.*



# **KENNER COLLEGIATE**

The Faculty of KCVI have HIGH EXPECTATIONS  
for the success of our students.

**BE A LEADER**  
**SET GOALS**  
**GET INVOLVED**  
**TAKE RISKS**  
**INNOVATE**  
**BE ADAPTABLE**  
**WORK HARD**  
**BE KIND**

*Our mission in the Kenner Family of Schools is to  
**Engage, Activate, and Inspire** our students to be  
global citizens where we live, learn, and play.*



**KENNER COLLEGIATE VOCATIONAL INSTITUTE**  
**COURSE CALENDAR 2022-2023**  
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## KENNER MISSION STATEMENT

**Welcome Students! The staff and students at Kenner share a common purpose – “student growth through learning.” At Kenner, we provide an inviting learning environment where students and staff are willing to work to enhance personal growth and build a better community. In this safe and tolerant atmosphere, individuals may dare to dream of excellence in achievement and fulfillment of their potential for the future in our ever-changing world.**

### **MOTTO:**

***Daring to Dream...Willing to Work...Striving to Succeed***

### **How to Succeed at Kenner:**

At Kenner Collegiate we offer a wide range of courses to match every student’s learning needs and aspirations.

Our Specialist High Skills Major program includes intense training in Hospitality, Health and Wellness, Construction or Transportation and gives students an outstanding preparation for college studies or the world of work.

Our exciting and rigorous International Baccalaureate program offers students a level of academic challenge that prepares these students for university studies.

At Kenner we do, indeed, offer courses and a program to fit every student’s interest.

As you review your current program and identify your future learning needs, it is important that you select courses that match your interests and abilities. We make every attempt to give you your top choices, but this cannot always be accomplished.

It is also important that you choose courses in the stream that is appropriate for you (academic/applied/workplace). This will maximize your chances of success.

All students are encouraged to participate in extra-curricular activities, which truly enhance the high school experience. Over 85 activities are available to Kenner students in the arts, sports and other areas of interest.

Kenner is a safe, friendly and positive learning environment with excellent, dedicated teachers who come together every day with terrific, engaged students.

If you will be a new student in September 2022, a very warm welcome to our great school, and if you are a returning student, we look forward to seeing you again.

We are all here to assist you and to help make your experience during these special years of high school the best possible - hopefully leading you to success and happiness in your future lives.

Skye Jordan, Principal

## REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma, a student must:

- earn 18 compulsory credits;
- earn 12 optional credits;
- complete 40 hours of community involvement activities;
- and successfully complete the provincial secondary school literacy requirement.

Students must earn the following compulsory credits:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credit in civics
- .5 credit in career studies
- 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
- 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education
- 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9–12), or cooperative education (a maximum of 2 credits in cooperative education can count as compulsory credits)

## ONLINE LEARNING GRADUATION REQUIREMENTS

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

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

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.

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

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.

Kenner CVI will work with each student and parent/guardian to determine the best option to meet this OSSD requirement.

## **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 are over 18 and 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 businesses, 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 (example: cooperative education and work experience), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours – i.e., 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 are available in the Guidance Office.

## **PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT**

All students who enter Grade 9 in the 2000–2001 school year or in subsequent years must successfully complete the Ontario Secondary School Literacy Test (OSSLT) 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). Students may also have the option of completing the OSSLT requirement via the Ontario Literacy Course (OLC30). Please see Guidance for more information on this option.

## **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. 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.

## **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 test
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

## COURSE CODES

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

The fourth character indicates the grade of a course, as follows:

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

The fifth character indicates the type of course, as follows:

C – College Preparation	O – Open
D – Academic	P – Applied
E – Workplace Preparation	T – Transfer
L – Compulsory Locally Developed	U – University Preparation
M – University/College Preparation	W – De-Streamed

## COURSES OFFERED AT KENNER 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.

### Types of Secondary School Courses

The curriculum for secondary school is organized into several types of courses. The system of courses is intended to enable students to choose courses that are suited to their strengths, interests, and goals. In Grade 9, students have two pathways available to them, de-streamed and Locally Developed programs. In Grade 10, three types of courses are offered: academic, applied, and Locally Developed. Courses in Grades 11 and 12 are designed to prepare students for a post-secondary destination – that is, for university, college, apprenticeship training, or the workplace.

### Types of Courses in Grades 9 and 10

The types of courses in Grades 9 and 10 are defined as follows:

**Academic** courses 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 and will prepare students for any pathway in the following year.

**De-streamed** courses in grade 9 develop students' knowledge and skills through the study of theory and application. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications and will prepare students for either the academic or the applied pathway in grade 10.

**Open** courses are the only type of course offered in most subjects other than those listed above. They teach concepts and skills 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. Optional courses in Grade 9 are offered as Open level courses.

**Locally Developed Compulsory Credit** courses are courses that have been designed to meet the particular needs of students in their schools. The Ministry of Education has granted school boards permission to allow students to earn up to six credits towards the Ontario Secondary School Diploma through Locally Developed Compulsory Credit Courses. The Kawartha Pine Ridge District School Board has developed the following Locally Developed Compulsory Credit Courses:

Grade 9	English – ENG1L1	Math – MAT1L1	Science – SNC1L1	
Grade 10	English – ENG2L1	Math – MAT2L1	Science – SNC2L1	History – CHC2L1

Students moving into Grades 9 will select common compulsory courses in math (MTH1W), science (SNC1W), English (ENG1D), geography (CGC1D), and French (FSF1D), and will select elective courses based on their interests at the open level. These courses will provide students a pathway to all courses in Grade 10.

Students moving into Grade 10 will make the choice between academic and applied courses primarily on the basis of their strengths, interests, and needs. Both types of courses set high expectations for students while preparing them for studies in the senior grades. The two 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. Their parents/guardians and teachers, including their teacher-advisor, will help them make their choices, which will be reflected in their annual education plan. The selection of courses for exceptional students should also be guided by information in the student's Individual Education Plan.

Grade 10 academic, applied, and Locally Developed pathways will prepare students for particular Grade 11 courses for which prerequisites are specified in the curriculum policy documents for Grades 11 and 12.

### **Types of Courses in Grades 11 and 12**

In Grades 11 and 12, students will choose from among several course types:

**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.

Students will make their choices based on 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. Senior courses 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. Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

### **Credit Recovery**

This credit is offered to selected students who can reasonably be expected to complete the missing work required to obtain their credit.

### **Transfer Courses**

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one

destination-related stream to another in a particular subject may often do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but who decides to enter the university preparation course in Grade 11 may do so by taking a transfer course. Transfer courses will be offered for students who wish to change from one course type to another in the same subject between Grade 10 and Grade 11 or between Grade 11 and Grade 12. A transfer course can be taken as a summer course or as an independent-study or partial-credit course within school hours.

The availability of transfer courses will depend on the number of students requesting the program. A list of Ministry of Education approved transfer courses is available from the Guidance Department.

## **ALTERNATIVE WAYS OF EARNING CREDITS**

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

- Independent Study
- Private Study
- Private school
- Correspondence Courses (offered by PACE, must be over 18)
- Continuing Education (including summer school)
- eLearning Courses

Further information concerning these options are available from the Guidance Department.

## **ELEARNING**

Having trouble getting a course because it is not offered at your school, it is filled, or it does not fit into your timetable? Perhaps eLearning may be the answer. If you are self-motivated, have good time management skills, can work independently, and like learning on a computer, then eLearning allows you to select from over 100 Ontario secondary courses offered through KPRDSB and its eLearning partner school boards that you complete online in a virtual classroom. If you select an online course, you will be enrolled in an Ontario Ministry of Education course being taught by an Ontario qualified teacher. You will have classmates with whom you will interact and assignments and activities with which you will be engaged. The major difference is that your classroom is virtual so you will not be in the physical presence of your teacher or your classmates. The major advantage is that you can access your course at any time, from any place you can connect to the Internet.

Students are required to meet with their Guidance Counsellor if they are interested in taking eLearning courses. It is recommended that students are eligible for eLearning courses if a chosen course does not fit into a regular school timetable or is not offered in their school. For a list of KPRDSB online courses available, check the KPR website or visit your school Guidance Office.

## **ASSESSMENT, EVALUATION AND REPORTING GUIDELINES**

Evaluation is a part of the learning process for both students and teachers. At the beginning of a course, the teacher will outline the expectations and the methods of evaluation used in the course. Student evaluation in a course is based on a combination of classroom participation, classroom assignments, group work, homework, tests and an examination. The purpose is to assess and evaluate the student's achievement in relation to the expectations of the course. Procedures for evaluating student's progress are varied to meet the requirements of different individuals and groups of students, different courses and the various levels of difficulty.

At Kenner, there are three reporting periods each semester. At the end of each report period, a Report Card will be produced. During each semester, a student will receive a progress report card, a mid-term report card and a final report card.

## **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

The PLAR process involves two components: “challenge” and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Determining equivalency involves the assessment of credentials from other jurisdictions.

A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Students may challenge courses when they have been in place for at least one year.

### **PLAR CHALLENGE PROCESS**

If students are interested in challenging a course for credit, they should obtain an information package from the Principal. This package will outline the detailed, subject specific requirements for the process. Students and their parents or guardians should be aware of the following:

- The challenge process must be completed independently.
- School staff and resources will not be provided.
- The process will require that the student present compelling evidence that they are likely to be successful in the challenge before their application is accepted.
- All costs related to collecting the required evidence, carrying out the preparatory work for the credit and attending the final assessment for the course are the responsibility of the student.

The challenge and equivalency procedures are also available to mature students – that is, students who are eighteen years of age or over (i.e., adults) who are returning to school to earn a diploma after being out of high school for at least one year – but requirements concerning application of these procedures differ for this group because of their broader life experience. Principals will determine the number of credits, including compulsory credits, which a mature student needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

- They may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
- They may present education and/or training credentials for assessment through the equivalency process;
- They may take the course.

Mature students will earn a minimum of four Grade 11 and 12 credits by taking the course at a secondary school, through correspondence, or through any of the alternative ways described below. Mature students working towards the OSSD under OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy test. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

### **PROCEDURES FOR COURSE CHANGES**

Through the process of educational planning, students are encouraged to choose their courses carefully based on their academic ability and progress to date, as well as their tentative destination. Revisions to course selection may be advisable and should be requested by making a guidance appointment to discuss the changes with a guidance counsellor. Advisability and availability of the requested change will be discussed and course changes will be made only after parent approval has been received (for a student under the age of 18 years). For a course in progress, requests for a course change should be made within the first ten days of the semester. Requests to drop a course will

be subject to school policy on dropping courses and the rules of full disclosure may apply. Under the policy of full disclosure, which was implemented by the Ministry of Education in September 1999, a senior course which is dropped after five days following the mid-term report will show on the student's transcript as a withdrawn course and a mark at time of withdrawal will be entered. Consult the Guidance Department for more information.

## **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 cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program is delivered through various means, including classroom instruction, the teacher-advisor program, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counseling.

The goals of the Guidance and Career Education Program are outlined in the policy document entitled ***Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999***. As stated in this document, students are expected to:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- apply this learning in their daily lives both at school and in the community.

To help students achieve these goals, the content of the Guidance and Career Education Program is organized into three areas of learning:

- student development (i.e., the development of habits and skills necessary for learning)
- interpersonal development (i.e., the development of knowledge and skills needed in getting along with others)
- career development (i.e., the development of knowledge and skills needed for setting short-and long-term goals and for planning for the future).

## **CO-OPERATIVE EDUCATION PROGRAM**

Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning and work experience, and is often an integral part of school to work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed.

The cooperative education course and the related course (or courses) together constitute a student's cooperative education program designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component comprising pre-placement and integration activities and a placement component. Students earn credits through cooperative education by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course.

Students apply to take a cooperative education course during the course selection process. Students normally select a two-credit half-day Co-operative Education program. A counselling and interviewing process – conducted by cooperative education teachers in collaboration with guidance counsellors, teacher-advisers, and administrators – determines applicants' suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program. In collaboration with students, subject teachers, and placement supervisors, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their

placements. Cooperative education teachers also conduct placement learning assessments and evaluate their students' performance in pre-placement, placement, and reflective learning activities. Students share and analyse their placement experiences with their teachers and peers in structured integration sessions.

**TRANSPORTATION TO YOUR CO-OP PLACEMENT IS THE RESPONSIBILITY OF THE STUDENT**



**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 programs available to students:

The **first option** is a unique combination of **community college trades training** and a high school **Cooperative Education Program**. Students are registered as apprentices and attend college one to three days a week to earn their Basic Level 1 of the trade qualifications. 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 usually takes place during the second semester.

- 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.
- Student involvement hours must be completed and documented at the time of indenturing.
- 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 two or three credit Cooperative Education Program and two Dual Credits during second semester. *A related Cooperative Education placement during Grade 11 is highly recommended.*
- A transportation allowance is available to subsidize the cost of attending the College Program.
- The cost of training is absorbed by the Ministry of Labour, Training and Skills Development.

**Note:** In some cases, OYAP Level 1 program students will receive Dual Credits along with their Coop credits. For further information about Dual Credits, speak to a Guidance Counsellor at your school.

**Tentative Accelerated Programs for February 2023**

Program Training Delivery Agent	Auto Service Tech	Welding	Hairstylist	Plumbing	General Carpenter	Industrial Mechanic Millwright	Cook	Electrical
Fleming College					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 an Apprenticeship Trade, who is at least 15 years of age and has 14 credits. These OYAP students do not complete their trade's Basic Level 1 course. 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 Coop placement toward their apprenticeship.
- An OYAP student in this program can participate in any of more than 144 recognized trades and earn potentially between two and four secondary credits.

For more information, contact your Guidance, Tech or Cooperative Education Teacher, or visit [www.kprschools.ca](http://www.kprschools.ca).

## **SUPPORT SERVICES AT KENNER**

Students who are experiencing academic difficulties can benefit from some of the support services offered at Kenner, such as peer tutoring, and, for students with an IEP, the resources of the Special Education Department. In addition to academic counselling, guidance counsellors also offer personal counselling and may make referrals to the school board mental health clinician or to community agencies. Students with attendance problems may be referred to the school board attendance counsellor. Students who are experiencing academic, social or personal difficulties are encouraged to make an appointment with a guidance counsellor.

## **SPECIAL EDUCATION PROGRAM**

Kenner CVI values and supports all students and their chosen pathways. We are committed to providing Special Education services to all students identified through an Identification, Placement and Review Committee (I.P.R.C.) so that they reach their full potential. Kenner CVI is pleased to announce an inclusionary model of program delivery for those students wishing a world of work focus through a combination of credit and non-credit bearing opportunities. They will have the opportunity to access credit based courses, and potentially earn credits towards their Ontario Secondary Certificate or Certificate of Accomplishment.

## **SPECIALIZED PROGRAMS AT KENNER**

Kenner offers several specialized programs that may appeal to students' specific interests and provide unique opportunities for learning. For 2022-2023, the following programs are planned:

### **1. SPECIALIST HIGH SKILLS MAJOR (SHSM)**

Specialist High Skills Major programmes offer bundles of courses and certifications that help students explore opportunities for future careers before leaving high school. We currently offer four SHSM programmes that give students a special SHSM seal on their graduation diploma as well as skills that they can take with them to college, university or the world of work. The SHSM is a Ministry approved specialized program that allows students to focus their learning on a specific employment sector while meeting the requirements for the Ontario Secondary School Diploma. All programs are run in fully equipped labs that meet the standards of each industry. Students participate in hands-on learning as well as experiential learning which may include job shadowing, the Skills Canada competition, reach ahead experiences and possible visits to related industries and/or business training facilities.

#### ***TRANSPORTATION SHSM***

The program focusses on program design, automotive diagnostics, maintenance and repair with an emphasis on the student's ability to problem solve and use tools in a safe and productive manner. They also acquire skills and an in-depth understanding of vehicle design and automotive systems such as engines, cooling, lubrication, fuel, brakes, steering, suspensions, and body components. This course is offered in a fully functioning automotive repair facility that exists in the school.

#### ***HOSPITALITY & TOURISM SHSM***

This course focusses on advanced food preparation and presentation skills - event and activity planning. Students study the nutritional value of foods, plan menus and recipes and develop management techniques. They also explore careers, the impact of the hospitality and tourism industry on society and the environment, and health and safety standards in the workplace.

#### ***HEALTH & WELLNESS SHSM***

This program will help students develop a personalized approach to healthy living. They will examine the factors that affect their own health and the health of individuals as members of the community. The program will also focus on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize and implement recreational events.



They will also learn how to promote the value of physical fitness, personal wellbeing and personal safety to others through mentoring.

**CONSTRUCTION SHSM**

This program is designed for the student who is interested in a career in the construction field and for the student who wishes to learn practical building skills. The student will be introduced to a broad range of knowledge with an opportunity to apply transferable skills and problem solving techniques in the carpentry and construction field. The primary focus of this course will be community-based projects such as building fences, decks and home repairs.

**2. DUAL CREDITS (SHSM)**

Kenner offers Dual Credits in Hospitality and Welding with Fleming College. Senior (Grade 12) students registered in Hospitality and Transportation will receive both an Academic Subject Credit as well as a corresponding College Credit. There is no fee for these programs. For more information on the Dual Credit Programs, please contact Mr. Frank Moloney.

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

The International Baccalaureate (IB) is an internationally recognized pre-university course of studies. The IB Programme was first conceived by the International School of Geneva, Switzerland in the early 1960's. From its small beginnings the IB has grown steadily; the internationally acclaimed program operates in over 1000 schools in over 100 countries. Its comprehensive curriculum has a dual purpose:

1. To provide a curriculum which will challenge the whole student body beyond the traditional realm of the secondary school experience.
2. To prepare bright, motivated students for entrance into internationally renowned post-secondary institutions throughout the world.

The IB is offered at KCVI in the final two years of secondary school. On completion of the programme our students earn the internationally recognized IB diploma as well as the Ontario Secondary School Diploma. Universities within Ontario, Canada, and internationally, recognize the diploma and may provide course credit or advanced placement opportunities, as well as additional access to scholarships and other student benefits.

**The IB Diploma**

All diploma candidates (students) are required to engage in the study of languages, science, mathematics and humanities. This broad programme is a deliberate compromise between the specialization of some academic programmes and the emphasis of breadth preferred by others. Students will learn how to learn, to analyze and to reach informed conclusions about other people, their culture and the scientific forces of the environment.

To earn the IB Diploma, a student must successfully complete one course from each of the six subject groups shown below:

<b>Group 1: Language A</b> - English HL	<b>Group 2: Language B</b> - French SL
<b>Group 3: Individuals and Society</b> - History HL    - Geography SL	<b>Group 4: Experimental Sciences</b> - Biology HL    - Physics SL    - Chemistry SL
<b>Group 5: Mathematics</b> - Math SL        - Math Studies SL	<b>Group 6: Arts and Electives</b> - a second Group 3 or Group 4 subject    - Arts

HL or higher level courses consist of 240 hours whereas SL or standard level courses are 150 hours. Students must complete at least three and no more than four of their IB courses at the higher level.

To earn the full IB Diploma, students must also complete the following requirements:

- Theory of Knowledge (TOK) - a course that challenges the student to question the conventional basis of knowledge. The student is assisted in the development of critical thinking skills and the presentation of rational arguments.
- Extended Essay (EE) - Students are required to undertake original research and write an “extended essay of 3,000 to 4,000 words”. This project offers the opportunity to investigate a topic of special interest and acquaints the student with the kinds of independent research and writing skills expected in university. The topic is usually associated with some aspect of the student’s own course of study and personal interest.
- CAS (Creativity, Action and Service) - CAS is a fundamental and unique part of the diploma curriculum. Through a minimum of 150 hours of balanced extracurricular involvements, students learn to appreciate the importance of life outside the world of academics.

### Foundation Years

To prepare students for the challenge of the IB curriculum, potential IB candidates will be introduced to IB course concepts and skills through enrichment activities and prerequisite material in Grades 9 and 10. The Foundation Years are common to most IB schools and allow students, parents and teachers to determine if the IB Diploma Programme is an appropriate educational choice for the student. Course selections for the students in Grades 9 and 10 preparing for the IB Programme will be determined on an individual basis in conjunction with our IB Coordinator and Guidance Teachers.

The IB Programme at KCVI is open to students who are highly motivated and enjoy an academic challenge. Any Grade 8 or 9 student in the Kawartha Pine Ridge District School Board may apply to be part of this programme. Please note that there are fees associated with the IB Programme at Kenner CVI. Transportation is provided to students who live outside of the walking boundaries for Kenner CVI.

## INTERNATIONAL BACCALAUREATE DIPLOMA PATHWAY 2022-2023

FOUNDATIONS YEARS GRADE 9	
CGC1D1	Geography
ENG1D1	English
FSF1D1	French
MTH1W1	Mathematics
SNC1W1	Science
PPL1OB/PPL1OG	Healthy Active Living
Plus 2 Electives	

FOUNDATION YEARS GRADE 10			
SEMESTER ONE		SEMESTER TWO	
MPM2DM	Math	CHC2DM	History
SNC2DM	Science	ENG2DM	English
		MCR3UM	Mathematics
FSF2DM French			
Offered in Semester One and/or Semester Two.			
Plus 2 Electives			

Students interested in taking Grade 11 University Physics (SPH3U1) must take the course as an elective in Grade 10. Depending on numbers, it will be available via elearning or in-person.

IB GRADE 11			
SEMESTER ONE		SEMESTER TWO	
ENG3UM	IB English	HZT4UM	IB Theory of Knowledge
SBI3UM	IB Biology	SCH3UM	IB Chemistry
FSF3UM	IB SL French	FSF3UM	IB SL French
CHW3MM	IB History	MHF4UM	IB SL Mathematics

Students will write the IB SL French Exam in May.

IB GRADE 12			
SEMESTER ONE		SEMESTER TWO	
SBI4UM	IB HL Biology	SNC4MM	IB HL Science Top Up
ENG4UM	IB HL English	ETS4UM	IB HL English
CHY4UM	IB HL/SL History	IDC4UM	IB HL Eng/History Top Up
Students choose one of:		MCV4UM	IB SL Mathematics
SCH4UM	IB HL/SL Chemistry		
AWR4MM	IB Film Studies		
ATC4MM	IB Dance		
AMU4MM	IB Music		

HL = Higher Level IB Course  
SL = Standard Level IB Course

FOR MORE INFORMATION CONTACT MR. MULLINS, IB COORDINATOR  
705-743-2181 ext. 259 peter\_mullins@kprdsb.ca

## **STATEMENT OF RIGHTS AND RESPONSIBILITIES**

*(School community members will include Students, Staff and Parents)*

### **RIGHTS**

Everyone has the right to:

- take part in an environment that is safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse
- be treated with sensitivity, respect and dignity
- be treated as a unique individual

### **Student Rights**

Each student has the additional right to:

- receive instruction appropriate to his/her abilities
- learn
- be treated as an individual
- access courses of study
- have a full awareness of how he/she is evaluated

### **Teaching Staff Rights**

Every teacher has the additional right to:

- be treated with sensitivity, respect and dignity
- teach

### **Parent/Guardian Rights**

Parents/guardians have the additional right to:

- be informed of their son's or daughter's programs and progress in a timely fashion
- access courses of study and course profiles

### **RESPONSIBILITIES**

Every school community member has the responsibility to:

- be a partner in the school community and to work co-operatively with each other
- model appropriate behaviour and to support the code of behaviour
- treat all persons with respect and dignity
- treat all school property and the property of others with respect and care
- dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message
- use problem solving in the resolution of difficulties
- report to the office upon entering the facility as a visitor

### **Student Responsibilities**

Each student has the additional responsibility to:

- exercise self-discipline and accept responsibility for their actions based on age and individual ability
- work diligently to the best of their ability and do assigned tasks
- follow instructions
- abide by the rules of the school
- attend school regularly, be on time and be prepared for all classes and school activities

**Teaching Staff  
Responsibilities**

Teaching staff have the additional responsibility to:

- plan and conduct an effective learning program
- develop working partnerships with parent(s)/guardian(s) to ensure effective communication
- discipline fairly and consistently in a manner in keeping with the Administrative Regulation on Discipline and the school Code of Behaviour
- assess, evaluate and report student progress

**Parent/Guardian  
Responsibilities**

Parents/guardians have the additional responsibility to:

- assist their son or daughter in developing responsible behaviour
- communicate relevant information concerning their son's or daughter's individual needs
- provide co-operation between home and school to enhance the educational and social growth of each student
- ensure and facilitate regular attendance and notify the school when their son or daughter is absent

Furthermore, it is anticipated that parents/guardians will take an active role to:

- support the school as partners working in the best interest of their son or daughter
- support disciplinary measures taken by the staff which comply with the Administrative Regulation on Discipline

## APPENDIX A: COURSE DESCRIPTIONS AND PREREQUISITES

### ARTS

#### **MUSIC**

##### **AMU1O1, Music, Grade 9, Open**

Prerequisite: None

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.

##### **AMU2O1, Music, Grade 10, Open**

Prerequisite: None

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.

##### **AMU3M1, Music, Grade 11, University/College Preparation**

Prerequisite: AMU1O1/AMU2O1

Appreciation, analysis and performance of music, including traditional, commercial and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

##### **AMU4M1, Music, Grade 12, University/College Preparation**

Prerequisite: AMU3M1

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 music 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 analyze how to apply skills developed in music to their life and careers.

#### **DANCE**

##### **ATC1O1, Dance, Grade 9, Open**

Prerequisite: None

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

##### **ATC2O1, Dance, Grade 10, Open**

Prerequisite: None

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

##### **ATC3M1, Dance, Grade 11, University/College**

Prerequisite: ATC1O1/ATC2O1

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

##### **ATC3O1, Dance, Grade 11, Open**

Prerequisite: ATC1O1/ATC2O1

This course emphasizes the development of students' movement vocabulary relating to global dance genres, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers.

They will apply technologies and techniques throughout the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity.

**ATC4M1, Dance, Grade 12, University/College Preparation**

Prerequisite: ATC3O1/ATC3M1

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

**VISUAL ARTS**

**AVI1O1, Visual Arts, Grade 9, Open**

Prerequisite: None

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.

**AVI2O1, Visual Arts, Grade 10, Open**

Prerequisite: None

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.

**AVI3M1, Visual Arts, Grade 11, University/College Preparation**

Prerequisite: AVI1O1/AVI2O1

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 focussed on a particular art form (e.g. photography, video, computer graphics, and information design).

**AVI4M1, Visual Arts, Grade 12, University/College Preparation**

Prerequisite: AVI3M1

This course focusses 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 reconstruct 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.

**AWA2O1, Visual Arts, Crafts General, Grade 10**

Prerequisite: None

This course emphasizes hands-on creativity and learning through practice. Students are introduced to a variety of new materials, approaches and applications, which contribute to the Applied and Crafted Arts. Mediums may include the following: paper arts, textile arts, ceramics, mosaics, batik, assemblage, carving, silkscreen/t-shirt design, pinhole camera, theatre props, murals, calligraphy, digital imaging, etc.

**AWA3O1, Visual Arts, Crafts General, Grade 11**

Prerequisite: None

This course emphasizes hands-on creativity and learning through practice. Students are introduced to a variety of new materials, approaches and applications that contribute to the Applied and Crafted Arts. Mediums may include the following: paper arts, textile arts, ceramics, mosaics, batik, assemblage, carving, silkscreen/t-shirt design, pinhole camera, theatre props, murals, calligraphy, digital imaging, etc.

**AWQ3O8, Visual Arts – Photography, Grade 11**

Prerequisite: None

This course is an introduction to digital photography exploring fundamental camera techniques and challenges students to work in a variety of photographic genres. Emphasis is placed on technical quality and the development of personal responses and innovative imagery. Students will investigate photographic history as applied to digital photography and apply a full range of analytical criteria to photographic works. The emphasis is on professional standards and applications. This course is designed for those students who have little or no experience with DSLR cameras. Emphasis will be placed on photographic techniques using manual mode.

## **BUSINESS**

**BTT1O1, Information and Communication Technology in Business, Grade 9,** Prerequisite: None

### **Open**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. This first-rate introductory computer course provides an excellent set of computer skills to the Grade 9 student.

## **CANADIAN AND WORLD STUDIES**

**CGC1D1, Issues in Canadian Geography, Grade 9, Academic** Prerequisite: None

This course draws on a variety of frameworks such as the Eco zone framework, and principles of physical, human, and economic geography to explore Canada's distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian Eco zones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world.

**CHV2O5, Civics, Grade 10, Open (0.5 Credit)** Prerequisite: None

This course explores what it means to be an informed participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions and learn how to think and act critically and creatively about public issues.

**CHC2D1, Canadian History in the Twentieth Century, Grade 10, Academic** Prerequisite: None

This course explores Canadian participation in global events and traces our development as a country through changes in population, economy and technology. Students will analyze the elements that constitute Canadian identity, learn the stories of both individuals and communities and study the evolution of political and social structures. Students will learn about differing interpretations of the past and will come to understand the importance in historical studies of chronology and cause-and-effect relationships. They will also learn to develop and support a thesis, conduct research and analysis and effectively communicate the results of their inquiries.

**CHC2L1, History, Grade 10, Locally Developed** Prerequisite: None

This course emphasizes strengthening history-related knowledge and skills and to prepare students for success in everyday life, in the workplace, and in Grade 11 Workplace courses. Students are given the opportunity to continue developing their skills in reading, writing and oral language through relevant and practical History activities. They are given opportunities to improve their subject area knowledge and skills and to practice using them in order to strengthen their literacy skills. This course encourages students to examine their conceptual understandings and beliefs, develop and enhance their critical thinking skills and engage in meaningful dialogue with teachers and with peers.

**CHC2P1, Canadian History in the Twentieth Century, Grade 10, Applied** Prerequisite: None

This course traces Canadian history from Wilfrid Laurier's pronouncement that the twentieth century belongs to Canada to the United Nations' recognition of Canada as one of the best countries in which to live. Students will learn about various expressions of Canadian identity, the stories of individuals and communities and changes in political and social structures. Students will discover the importance in historical studies of chronology and cause-and-effect relationships. As well, they will be given opportunities to formulate appropriate questions, develop informed opinions and present information in a variety of ways.

**CHY4U1, World History: The West and the World, Grade 12, University Preparation** Prerequisite: U, M or C level course in social sciences and humanities, English, or CWS

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. The skills and knowledge developed in this course will enable the student to understand and appreciate both the character of historical change and the historical roots of contemporary issues.



## **ENGLISH**

### **ENG1D1, English, Grade 9, Academic**

Prerequisite: None

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

### **ENG1L1, English, Grade 9, Locally Developed**

Prerequisite: None

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 2L Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

### **ENG2D1, English, Grade 10, Academic**

Prerequisite: ENG1D1

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 literacy 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.

### **ENG2L1, English, Grade 10, Locally Developed**

Prerequisite: ENG1L1 or ENG1D1

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 level course. The 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, engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in the areas.

### **ENG2P1, English, Grade 10, Applied**

Prerequisite: ENG1D1

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary 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.

### **NBE3C1, English, Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College**

Prerequisite: ENG2D1 or ENG2P1

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

### **NBE3E1, English, Contemporary First Nations, Métis, and Inuit Voices, Grade 11, Workplace Preparation**

Prerequisite: ENG2L1 or ENG2P1

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literacy and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

**NBE3U1, English, Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation**

Prerequisite: ENG2D1

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

**ENG4C1, English, Grade 12, College Preparation**

Prerequisite: NBE3C1 or NBE3U1

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.

**ENG4E1, English, Grade 12, Workplace Preparation**

Prerequisite: NBE3E1, NBE3C1 or OLC3OL

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

**ENG4U1, English, Grade 12, University Preparation**

Prerequisite: NBE3U1

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, college, or the workplace.

**OLC3OL, Literacy Course, Grade 11, Open**

Prerequisite: see Guidance for information

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

**FRENCH**

**FSF1D1, Core French, Grade 9, Academic**

Prerequisite: None

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, social 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.

**FSF2D1, Core French, Grade 10, Academic**

Prerequisite: FSF1D1

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

**GUIDANCE AND CAREER EDUCATION**

**GLC2O5, Career Studies, Grade 10, Open (.5 Credit)**

Prerequisite: None

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace

trends, work opportunities and ways to search for work. The course explores 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.

**IDC301, Interdisciplinary Studies (Film Studies), Grade 11, Open**

Prerequisite: None

This Film Studies course will explore the origins and evolution of film in the past century and how it has emerged as the leading genre in the entertainment industry. There will be a focus on the techniques used by filmmakers to express particular viewpoints and to communicate options. From early film by Chaplin and Hitchcock to more recent films by George Lucas, Steven Spielberg, and Peter Jackson, we will analyze, select, evaluate and communicate information using film by creating our own student and class-made production. These objectives will be achieved through a close analysis of film and how it enriches our lives by informing, entertaining, and educating us across a variety of cultures, ages and demographics.

**IDC401/4M1, Interdisciplinary Studies (Film Studies), Grade 12, Open**

Prerequisite: IDC301

This Film Studies course will explore the origins and evolution of film in the past century and how it has emerged as the leading genre in the entertainment industry. There will be a focus on the techniques used by filmmakers to express particular viewpoints and to communicate options. From early film by Chaplin and Hitchcock to more recent films by George Lucas, Steven Spielberg, and Peter Jackson, we will analyze, select, evaluate and communicate information using film by creating our own student and class-made production. These objectives will be achieved through a close analysis of film and how it enriches our lives by informing, entertaining, and educating us across a variety of cultures, ages and demographics.

**HEALTH AND PHYSICAL EDUCATION**

**PPL10B/PPL10G, Healthy Active Living Education, Grade 9, Open**

Prerequisite: None

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

**PAF201, PAF301, PAF401 Personal & Fitness Activities, Open**

Prerequisite: None

This course focusses 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. This course offers students the opportunity to focus on their personal fitness.

**PPL20B/PPL20G, Healthy Active Living Education, Grade 10, Open**

Prerequisite: None

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

**PPL30B/PPL30G, Healthy Active Living Education, Grade 11, Open**

Prerequisite: None

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

**PPL40B/PPL40G, Healthy Active Living Education, Grade 12, Open**

Prerequisite: None

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

world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

## **LAW**

### **CLU3M1, Understanding Canadian Law, Grade 11, University/College**

Prerequisite: CHC2D1 or CHC2P1

#### **Preparation**

This course explores legal issues that directly affect students' lives. Students will acquire a practical knowledge of Canada's legal system and learn how to analyze legal issues. They will also be given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways and settings, including legal research projects, mock trials and debates.

### **CLN4U1, Canadian and International Law, Grade 12, University Preparation**

Prerequisite: U, M or C level course in social sciences and humanities, English, or CWS.

This course explores elements of Canadian law and the role of law in social, political and global contexts. Students will learn about the connections between the historical and philosophical sources of law and issues in contemporary society. They will also learn to analyze legal issues, conduct independent research and communicate the results of their inquiries in a variety of ways.

## **MATHEMATICS**

### **MAT1L1, Mathematics, Grade 9, Locally Developed**

Prerequisite: None

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 course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The 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.

### **MTH1W1, Mathematics, Grade 9, De-streamed**

Prerequisite: None

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.

### **MAT2L1, Mathematics, Grade 10, Locally Developed**

Prerequisite: Any Grade 9 Math Credit

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. The 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.

### **MFM2P1, Foundations of Mathematics, Grade 10, Applied**

Prerequisite: MTH1W1

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course.

### **MPM2D1, Principles of Mathematics, Grade 10, Academic**

Prerequisite: MTH1W1

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their

applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

**MBF3C1, Foundations for College Mathematics, Grade 11, College Preparation**

Prerequisite: MFM2P1 or MPM2D1

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.

**MCR3U1, Functions, Grade 11, University Preparation**

Prerequisite: MPM2D1

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.

**MEL3E1, Mathematics for Work and Everyday Life, Grade 11, Workplace**

Prerequisite: MTH1W1 or MAT2L1

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.

**MAP4C1, Foundations for College Mathematics, Grade 12, College Preparation**

Prerequisite: MBF3C1, MCR3U1 or MCF3M1

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

**MEL4E1, Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation**

Prerequisite: MEL3E1

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

**MHF4U1, Advanced Functions, Grade 12, University Preparation**

Prerequisite: MCR3U1

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

**SCIENCE**

**SNC1W1, Science, Grade 9, De-streamed**

Prerequisite: None

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.

**SNC1L1, Science, Grade 9, Locally Developed**

Prerequisite: None

This course prepares students for Grade 10 Locally-developed Science (SNC2L) and/or Grade 11 Workplace Science (SVN3E). This course reinforces and strengthens science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society and the environment. Students explore a range of topics including Science in Daily Life, Properties of Common Materials, Staying Alive: Life Sustaining Processes, and Electrical Circuits.

**SNC2D1, Science, Grade 10, Academic**

Prerequisite: SNC1W1

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.

**SNC2P1, Science, Grade 10, Applied**

Prerequisite: SNC1W1

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.

**SBI3C1, Biology, Grade 11, College Preparation**

Prerequisite: SNC1W1, SNC2D1 or SNC2P1

This course focusses 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.

**SBI3U1, Biology, Grade 11, University Preparation**

Prerequisite: SNC2D1

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 focusses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

**SCH3U1, Chemistry, Grade 11, University Preparation**

Prerequisite: SNC2D1

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 gasses. 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.

**SPH3U1, Physics, Grade 11, University Preparation**

Prerequisite: SNC2D1

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

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

Prerequisite: Any Grade 9 or 10 Science

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

**SBI4U1, Biology, Grade 12, University Preparation**

Prerequisite: SBI3U1

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.

**SCH4C1, Chemistry, Grade 12, College Preparation**

Prerequisite: SNC2D1 or SNC2P1

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.

**SCH4U1, Chemistry, Grade 12, University Preparation**

Prerequisite: SCH3U1

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.

**SPH4U1, Physics, Grade 12, University Preparation**

Prerequisite: SPH3U1

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

**SOCIAL SCIENCES AND HUMANITIES**

**HFN1O1, Food and Nutrition, Grade 9, Open**

Prerequisite: None

This course focusses 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. This course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

**HFC3E1, Food and Culture, Workplace**

Prerequisite: None

This course focusses on the flavors, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

**HPC3O1, Raising Healthy Children, Grade 11, Open**

Prerequisite: None

This course focusses 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.

**HPW3C1, Working with Infants and Young Children, Grade 11, College Preparation**

Prerequisite: None

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

**HSP3C1, Introduction to Anthropology, Psychology, and Sociology, Grade 11, Prerequisite: None**  
**College Preparation**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. 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.

**HSP3U1, Introduction to Anthropology, Psychology, and Sociology, Grade 11, Prerequisite: ENG2P1 or CHC2P1**  
**University Preparation**

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

**HFL4E1, Food and Healthy Living, Grade 12, Workplace Preparation Prerequisite: None**

This course focusses 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.

**HSB4U1, Challenge and Change in Society, Grade 12, University Preparation Prerequisite: U or M level course in social sciences and humanities, English, or CWS.**

This course focusses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural 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.

**TECHNOLOGICAL STUDIES**

**TIJ1O1, Exploring Technologies, Grade 9, Open Prerequisite: None**

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

**CONSTRUCTION TECHNOLOGY**

**TCJ2O1, Construction Technology, Grade 10, Open Prerequisite: None**

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.

**TCJ3C1, Construction Technology, Grade 11, College Prerequisite: None**

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

**TCJ4C1, Construction Technology, Grade 12, College Preparation Prerequisite: TCJ3C1**

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.

## **HEALTH AND PERSONAL SERVICES**

### **TXJ2O1, Hairstyling and Aesthetics, Grade 10, Open**

Prerequisite: None

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

### **TXH3E1, Hairstyling and Aesthetics, Grade 11, Workplace Preparation**

Prerequisite: None

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

### **TXH4E1, Hairstyling and Aesthetics, Grade 12, Workplace Preparation**

Prerequisite: TXH3E1

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of post-secondary destinations in the hairstyling and aesthetics industry. The emphasis of this course is on practical skills and knowledge in a salon.

## **HOSPITALITY AND TOURISM**

### **TFJ2O1, Hospitality and Tourism Technology, Grade 10 Open**

Prerequisite: None

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and post-secondary pathways leading to careers in the tourism industry. Students will also be provided with opportunity to gain real work experience in a commercial kitchen.

### **TFC3E2, Food Preparation-Commercial, Grade 11, Workplace Preparation (Cooking - 2 credits)**

Prerequisite: None

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. Students will also be provided with the opportunity to receive industry certifications.

### **TFC4E2, Food Preparation-Commercial, Grade 12, Workplace Preparation (Cooking - 2 credits)**

Prerequisite: TFC3E2

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. Students will be given opportunities to start honing their time management and supervisory skills, through positions of responsibility in the kitchen, e.g. Sous Chef, Catering Manager, etc.

## **COMMUNICATION TECHNOLOGY**

### **TGP3M1, Communication Technology, Grade 11, University/College Preparation (Photography)**

Prerequisite: None

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

**TGP4M1, Communication Technology, Grade 12, University/College Preparation (Photography)**

Prerequisite: TGP3M1

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and societal issues related to communication technology and will investigate career opportunities and challenges in a rapidly changing technological environment. The main emphasis of this course will be on digital photography.

**TRANSPORTATION**

**TTJ2O1, Transportation Technology, Grade 10, Open**

Prerequisite: None

This course requires students to build projects and to learn service procedures related to different modes of transportation. Students will learn about support systems for transporting people and products, measurement systems and methods; the analysis, design, and construction of a system to convert and make practical use of energy; the function of major vehicle system components, the impact of transportation systems on the environment, communication skills; and transportation-related careers.

**TTJ2O8, Transportation Technology, Grade 10, Open (Small Engines)**

Prerequisite: None

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, electrical/battery service, and proper care. Students will develop an awareness of related environmental and societal issues and will explore secondary and post-secondary pathways leading to careers in the transportation industry. The major emphasis of this course will be focussed within a small engine repair shop.

**TTJ3C2, Transportation Technology, Grade 11, College Preparation (2 credits)**

Prerequisite: None

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

**TTJ4C2, Transportation Technology, Grade 12, College Preparation (2 credits)**

Prerequisite: TTJ3C2

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. The major emphasis of this course will be focussed within a fully operational automotive repair facility environment.

**TTS3C1, Transportation Technology, Grade 11, College Preparation (Small Engines)**

Prerequisite: None

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

**TTS4C1, Transportation Technology, Grade 12, College Preparation (Small Engines)**

Prerequisite: TTS3C1

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 water craft; 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. The major emphasis of this course will be focussed within a small engine repair shop.