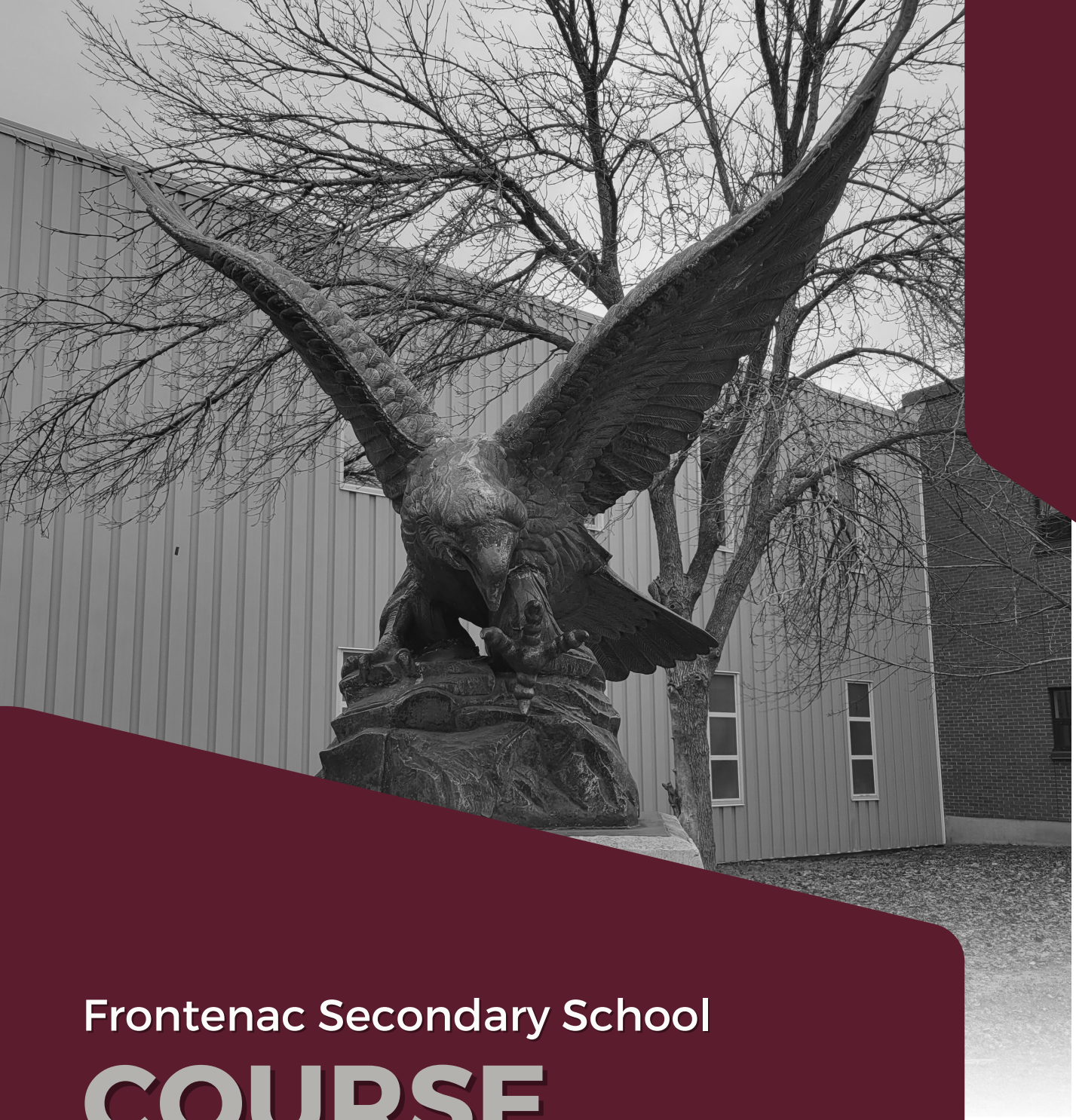

Frontenac Secondary School

COURSE CALENDAR

2024
2025

FRONTENAC SECONDARY SCHOOL

AD OPTIMA NITAMUR

Frontenac Secondary School
Course Calendar 2024-25
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Section One – School Information

The Principal's Message

This course calendar is designed to help you prepare for next year and the long term. It is very important at this stage in your education to start thinking about what you will do when you have completed high school. You may wish to continue your education by going to college or university; start an apprenticeship; or perhaps you may wish to go immediately to work. The planner provided in this calendar will help you in making these decisions. It is important to discuss options with parents/guardians, as well as rely on school staff to help guide you in your decisions. Making sound decisions now will help you in achieving your goals.

I encourage you to check out a website that has been provided for all students in the Limestone District School Board. "My Blueprint," a career planning website, where course selection takes place, can be accessed through the student login at the Minds Online tab at www.limestone.on.ca. Students can use the site to plan their future, select their courses, and find out more about themselves using some interesting aptitude tests. Students can also research apprenticeship, college, university, and workplace destinations through My Blueprint.

I cannot stress enough the importance of making well thought-out choices when you choose your courses for next year. Firstly, look at achievement. Simply passing a course can result in achieving a credit, but more importantly achieving the provincial standard of at least 70 percent or above in a course signifies that a student is prepared for the following year. Contact Student Services if you have any questions about achievement, learning skills, and appropriate choices.

Secondly, be aware that the information you provide us with now is what will determine the courses offered for next year. Specifically, the choices that you make now will drive how we build the timetable for next year to maximize student choice. If you decide to change your selections later, it may be more difficult to get the classes you need as the timetable will be built specifically to accommodate the choices you make now.

Also, provided in the calendar is some general information about student life at Frontenac Secondary School. This is an outstanding school with much to offer to its students. Together we (students, parents/ guardians, and staff) will continue the long tradition of excellence in all aspects of school life. We will leave our legacy by continuing to strive to improve ourselves, our school and community.

I am honoured to be the principal of Frontenac Secondary School and look forward to getting to know you as we learn and grow together.

James Bonham-Carter
Principal

Contact Information

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Main Office: 613-389-2130
Attendance: ext. 324

Principal
James Bonham-Carter

Vice-Principals
Sara Hamilton & Sheri Jones

Head of Student Services
Angie Lowry

Lead Student Success Teacher
Diana Truesdell

School Goals and Philosophy

Mission Statement
Powerful possibilities created through striving for our best, building integrity of character and strengthening our school family.

Striving for our best by:
- recognizing our individual and group potential
- setting personal and group goals
- reaching our individual potential in academic studies
- committing our best in extracurricular activities

Building integrity of character by:
- promoting honesty and responsible citizenship
- showing respect for self and every member of the FSS family
- helping each individual to develop his/her leadership potential
- accepting responsibility for and promoting global citizenship

Strengthening our school family by:
- promoting school spirit
- supporting and caring for each and every member
- creating a safe environment for all
- working together to achieve our goals

Code of Conduct
This code of conduct sets out the standards of behaviour which are expected of all members of the school community in order to create a positive climate in the school. Respect, responsibility, civility and academic excellence are promoted so that all members of the school community will feel safe, comfortable and accepted. The purpose of this code of conduct is:

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people in school; and
- to discourage the use of alcohol and drugs.

For the complete Code of Conduct, visit:
https://frontenacss.limestone.on.ca/our_school/policies_procedures/code_of_conduct.

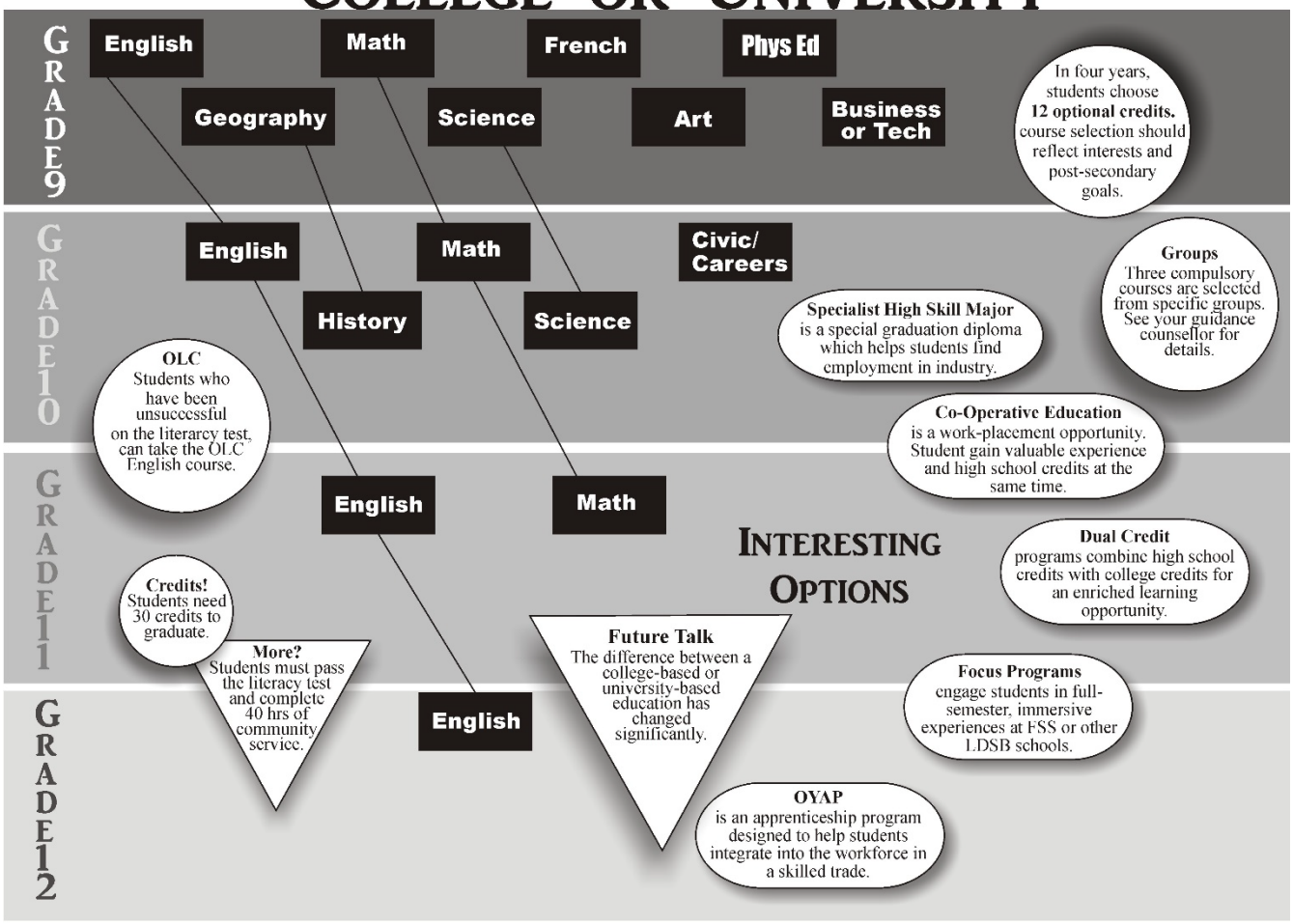
Honour Roll

Honour Roll recognizes student achievement. Students achieving an 80% average on the specified number of credits taken during the school year (September-June) are eligible.

Grade 9	*8 credits*
Grade 10	*8 credits*
Grade 11	*7 credits*
Grade 12	*6 credits*

Example of Course Pathways

College or University



POST-SECONDARY OPPORTUNITIES

College Diploma
Science Degree
College-based degree
Liberal Arts
Volunteer Work (Career Exploration)
Private Technological College
General Arts Degree
University Foundations Year
Apprenticeship
Fine Arts

SOME CAREERS IDEAS

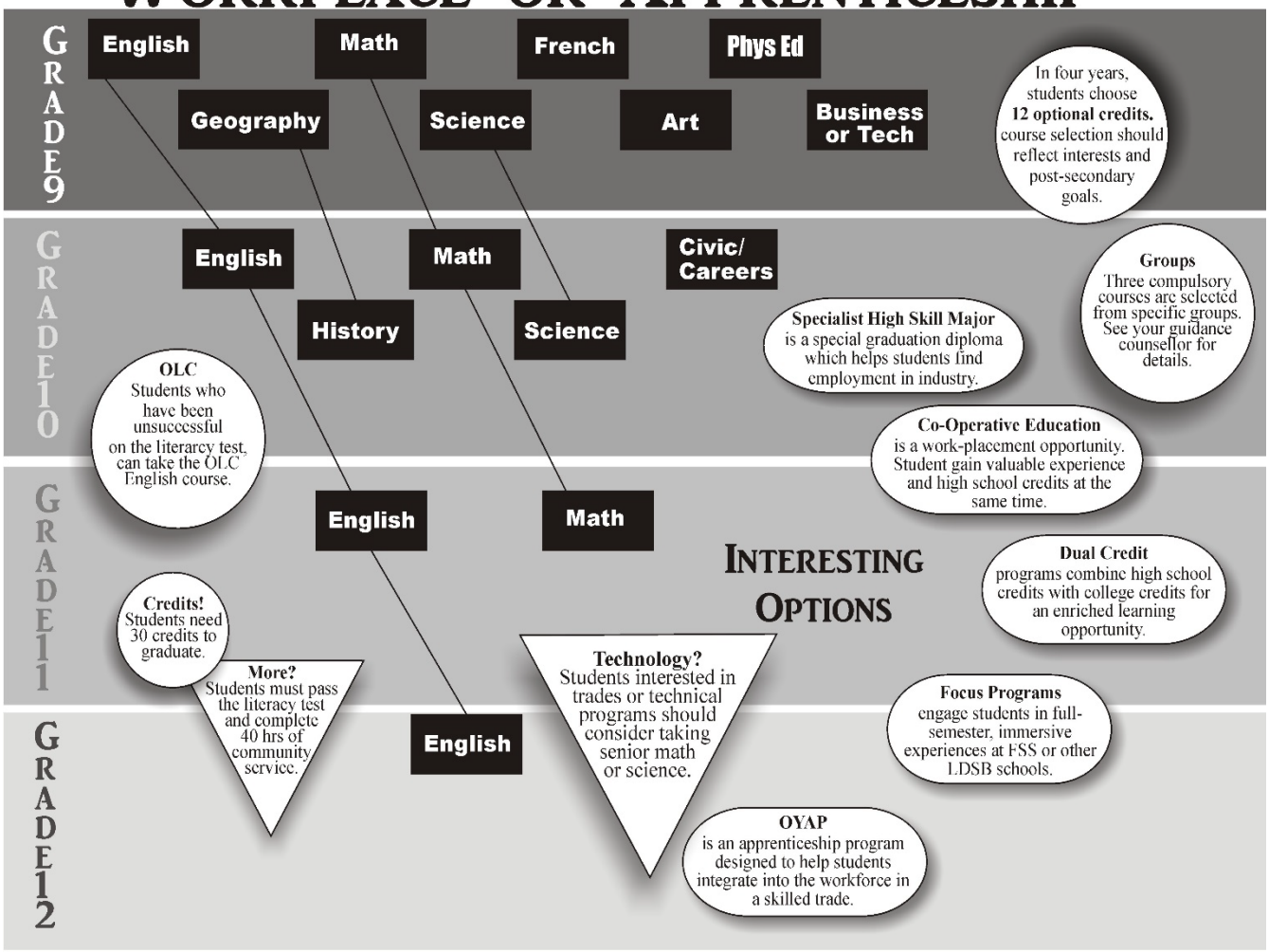
Sales and Marketing
Accounting
Medicine
Pharmacist
Advertising
Management
Engineering
Vet Med
Trade Contractor
Endless Possibilities
Military Service
Education
eDITOR
Manufacturing
Bio-Tech
Social Services
Real Estate
Software Development
Arts Technology
Business

5th Year Options?

There are many things to do that don't including coming back to high school.

Consider:
Katimavik
Canada World Youth
Work, Travel, Volunteer experiences
Part-Time College/University studies
Career Exploration

Example of Course Pathways
Workplace or Apprenticeship



POST-SECONDARY OPPORTUNITIES

Apprenticeship
Training Programs
Travel, Work Abroad
Technical and Trade Schools
Volunteer Work (Career Exploration)

SOME CAREERS IDEAS

Sales Consultant
Manufacturing
Property Management
Pharmaceutical Technician
Broadcasting
General Labourer
Secretarial Services
Tradesperson
Corrections
Endless Possibilities
Military Service
Hotel and Food Services
Transportation
Arts Technology
Custodial Services
Graphic Arts
Retail Management

This is only a small selection of the many, many opportunities that exist for you after high school! Stay curious and your life will be excellent!

Assessment & Evaluation

Our Key Beliefs

The secondary policy and procedures of the Limestone District School Board are based on a set of key beliefs that have been developed collaboratively by teachers and administrators over the past several years. The belief statements are shown below and form the basis of learning experiences for all of our students.

Assessment for Learning

•Effective assessment and evaluation methods act to support and improve student learning.
•Sharing learning goals and success criteria with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
•Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
•Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
•Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
•Differentiated instruction and assessment allow all learners to experience success.
•When teachers use diagnostic assessment and formative assessment data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.

Assessment of Learning

•Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
•Attendance, punctuality, and learning skills and work habits are key success factors for students. Students and parents value their importance when they receive reliable and ongoing information about them.
•Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the achievement chart.
•Students are able to continue to experience success when they achieve the provincial standard (level 3) or higher. Their chances of reaching this standard are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.
•Students value collaboration when they receive a mark that is based on their individual level of performance within a group.
•Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

Assessment as Learning

•Students will experience greater levels of success beyond school when they become independent learners.

•Students become independent learners when they are proficient at reflecting on their learning, and are able to develop an understanding of their current level of achievement and their next steps for improvement.
•Teachers support independent student learners by providing instruction and opportunity for students to reflect on their learning.

The Limestone District School Board Assessment & Evaluation Policy can be found in the Student Agenda

For more information and an electronic copy of Secondary Evaluation and Reporting Procedures and a Parent & Guardian's Guide to Assessment & Evaluation, please visit https://www.limestone.on.ca/families/assessment___evaluation.

Section Two: Program Planning and Course Selection

Diploma and Certificate requirements for students

Ontario Secondary School Diploma (OSSD)

The Ontario Secondary School Diploma will be granted to students who have achieved:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 1 credit in Grade 9 or 10 Technology (*for students starting Grade 9 in 2023*)
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 11 Optional credits (for students starting Grade 9 in 2023)
- 40 Hours of Community Involvement activities
- Complete the Literacy requirement (OSSLT /OLC)
- two of the credits listed above through eLearning/Online Learning (for students who entered high school in 2020 and beyond) *Please see pages 14 and 15 for more information. (eLearning/Online Learning)*

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning their diploma provided they have earned a minimum of 14 credits distributed as follows:

2 - English
1 - Canadian Geography or Canadian History
1 - Mathematics
1 - Science
1 – Healthy Active Living
1 - Arts, Technology or Computer Studies
7 - Additional optional credits

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for either the OSSD or the OSSC may be granted a Certificate of Accomplishment which will recognize achievement for those students who plan to find employment or take future training after leaving school. There is no literacy requirement with either the OSSC or Certificate of Accomplishment.

Community Involvement

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years, but it is recommended that students complete the hours in their first two years of high school. Students may start to accumulate their community involvement hours in July and August of the summer prior to the start of their grade 9 year. For more information, please contact Student Services.

Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. This 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.

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 and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, 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.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports

they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Check with your local school if you have questions regarding the registration process.

Opt-out option

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. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including grade 9. Remedial assistance is made available for students who are not successful. Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. For additional information, please contact Student Services.

The Ontario Secondary School Literacy Course (OSSLC)

Students who have been **unsuccessful** at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. 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 successfully complete the course **will meet the provincial literacy requirement for graduation.**

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 credits. To meet individual students' needs, principals may replace up to three of these credits (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Transcript. Please contact Student Services for more information.

Student Transfers

New students wishing to register at Frontenac Secondary need to make an appointment with the vice-principal. Students should bring a current transcript with them to their appointment. If you wish to transfer to Frontenac Secondary and want to participate in athletics, please contact the school's Athletic Director. You will need to complete transfer forms which will be assessed by KASSA to determine eligibility.

Course Offerings

For a description of course types, see “Types of Courses” in Section Three on p. 79.
Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. For additional information about specific curriculum content, please visit: http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html

Destreaming – *Special Note for Families*

For the 2023-24 school year, all Grade 9 students are studying the core courses at the same level. This means that for English, math, science, geography, and core French, students will all be in the same pathway. The phys ed, arts, and tech courses will continue to be Open (O-level) courses. For core subjects please follow the instructions listed below. Immersion and extended French students will also take destreamed courses and include an immersion or extended French course.

English, Geography, Math and Science have a W code accompanied by new curriculum for destreamed courses. French, however, is offered as a D code, or Academic. In MyBlueprint, students will select the core courses as either W or D codes. Select English, math, geography, and science. Select French, unless you are exempt or require additional literacy support. For more information on destreaming in Ontario, we invite you to visit the following links:
https://on360.ca/policy-papers/how-to-end-streaming-in-ontario-schools/
https://www.limestone.on.ca/students/education___career__life_planning/grade_8_9_transition/grade_9_de-_streaming

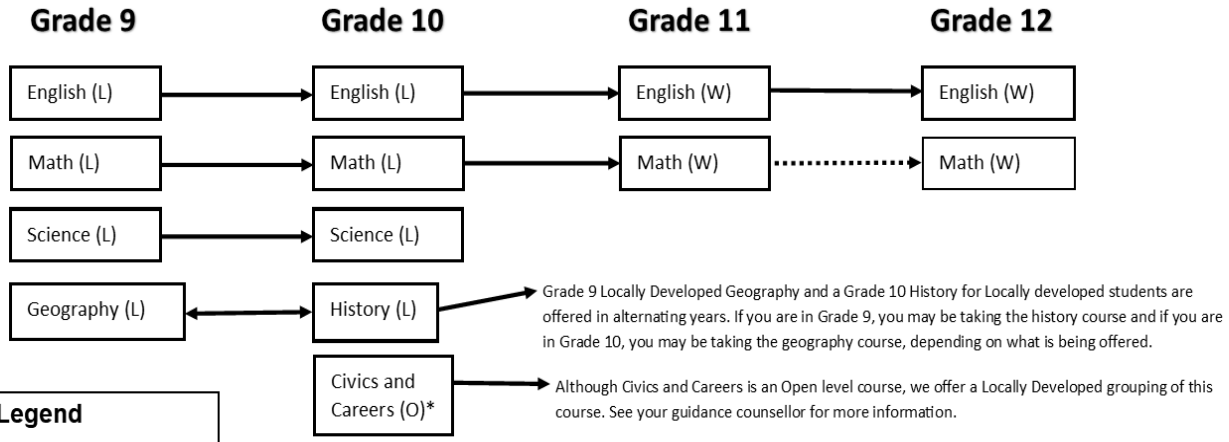
Locally Developed Courses: For students who require specific learning supports and are not yet ready to work at Grade 9 expectations, Locally Developed courses are available in English, math, geography and science. Please contact your elementary school teacher or your high school guidance counsellor for more information. A chart of core choices available to students who wish to take Locally Developed courses is on p. 17. Descriptions for these courses can be found within each subject discipline in the calendar. Your IEP may exempt you from French, otherwise, you should select it. You may also be a candidate for a Learning Support course offered together with some of your core courses.

Advanced Placement Note: Students wishing some enrichment in their learning, may take advantage of our Enriched courses in Grades 9-11. The chart on p. 18 describes the course offerings. Course descriptions can be found within the subject discipline sections below. More information can also be found at www.limestone.on.ca/programming/advanced_placement.

Immersion and Extended French: If you are an Immersion or Extended French student, please select FIF1W3 or FEF1W4. You will also need to select whether you’d like Math, geography, and/or Healthy Active Living in French. For more information on the courses required for your Immersion or Extended certificate see pp. 44-46 in this book.

Locally Developed/Workplace Programming

This flowchart explains the core graduation requirements offered as Locally Developed and Workplace courses at Frontenac. Along with these courses, students can take any Open level or Workplace level course in any of the other departments. See the course catalogue and department flowchart for more information.



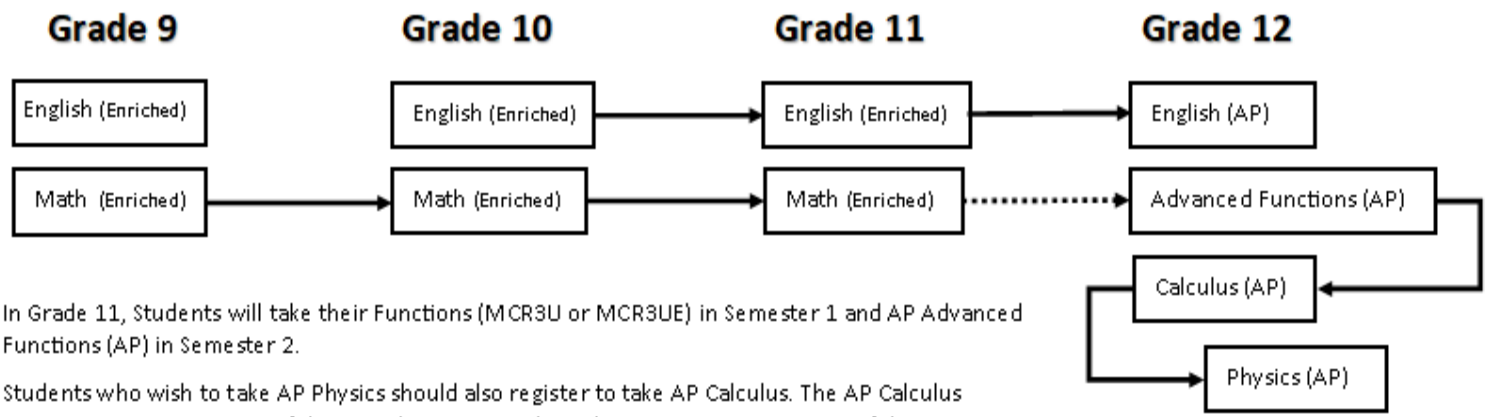
Legend

L — Locally Developed (Grade 9/10)

W — Workplace (Grade 11/12)

Frontenac's Advanced Placement Courses

This flowchart shows the Advanced Placement programming available at Frontenac. Our Enriched and AP courses are not separate from the Ontario curriculum. Rather, students can expect enrichment opportunities and activities in these courses such that their workload will be increased. The goal of the program is to prepare students to write approved AP exams in particular subject areas during their Grade 12 year. Visit www.collegeboard.org for more information on the benefits associated with writing AP exams. Although AP courses in the US are available in all subject areas, FSS only offers the following. A student can take an Enriched or AP course as long as they have met the requirements described in the course descriptions in the department sections of this document.



In Grade 11, Students will take their Functions (MCR3U or MCR3UE) in Semester 1 and AP Advanced Functions (AP) in Semester 2.

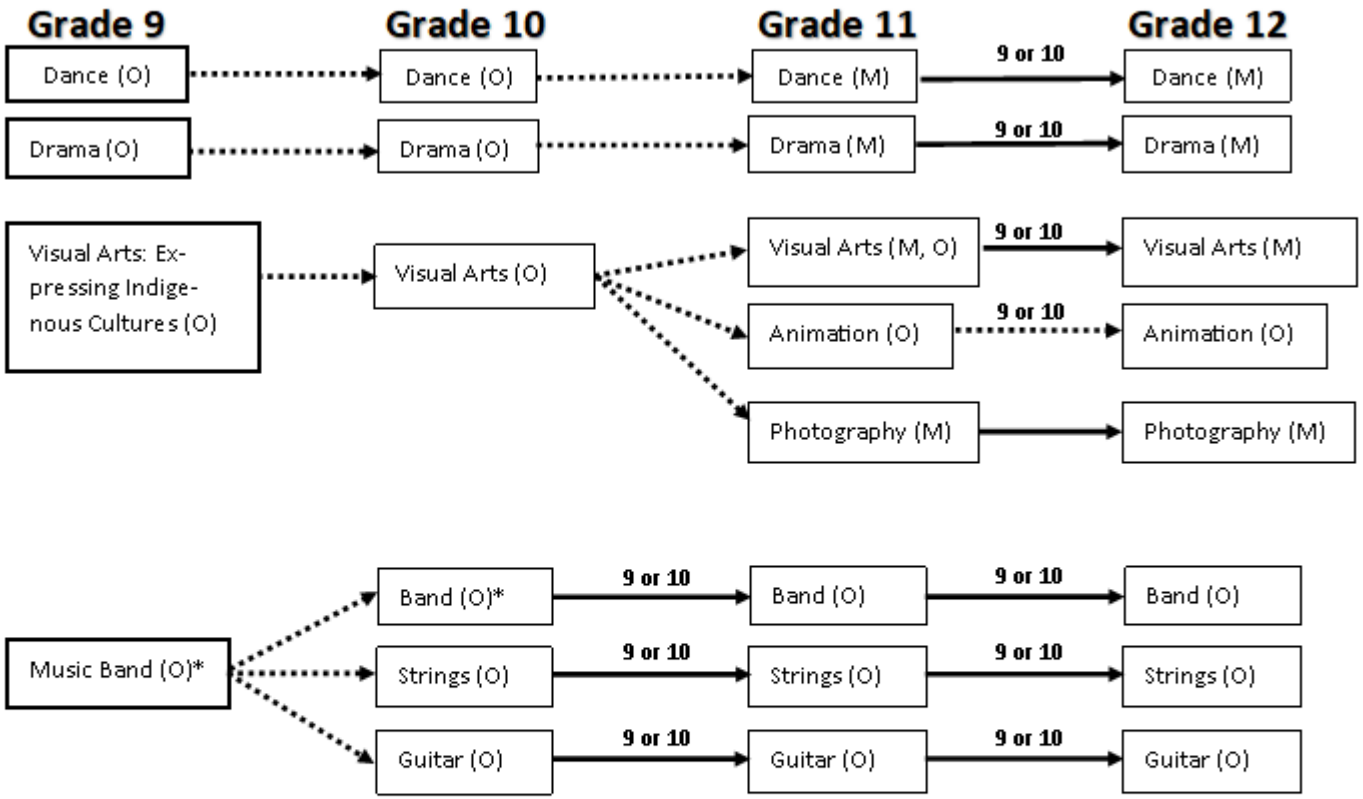
Students who wish to take AP Physics should also register to take AP Calculus. The AP Calculus course runs in Semester 1 of their Grade 12 year and AP Physics runs in Semester 2 of that same year. Students CAN take AP Calculus without having to take Grade 11 Physics or the AP 12 Physics offering.

Students who are interested in some AP courses do not have to take all the AP offerings and may customize their timetable based on areas of strength and interest. Students may also opt not to write the College Board AP exam.

Also note that the credit reflected on a student's transcript is for the Ontario Curriculum. There is no indication on the transcript that a student has taken an AP or Enriched course.

For more information on university AP Policies visit:: apstudents.collegeboard.org

Arts Courses



Legend

M — Mixed (U/C)

O— Open

* — Immersion/Extended available

— Prerequisite pathway

···· Suggested pathway

Note: Students must have at least one arts credit on their transcript to graduate.

The Arts

Dance

ATC 1O0- Dance (Open)
This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.
Prerequisite: None

ATC 2O0- Dance (Open)
This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.
Prerequisite: None

Dramatic Arts

ADA 1O0 – Dramatic Arts (Open)
This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

ADA2O0 – Dramatic Arts (Open)
This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ADA3M0 – Dramatic Arts (University/College Preparation)
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.
Prerequisite: Dramatic Arts, Grade 9 or 10, Open

ADC3M/4M – Drama in the Community (University/College Preparation)
Students enrolled in this course will design and implement a Dramatic Arts program for students in our School to Community Program. This course enables students to be exposed to various elements of performance. Students will learn important social skills like communication, co-operation, control, and concentration. Students will improve their confidence as they gain more exposure to presenting in front of their peers in a performance context. Students will build their sense of self, learn how to interact positively with others, and develop their ability to think critically and creatively.

ADA4M0 – Dramatic Arts (University/College Preparation)
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.
Prerequisite: Dramatic Arts, Grade 9 or 10, Open

ADD4M0 – Dramatic Arts - Production (University/College Preparation)
Note: This specialized course is available to students who have been successfully interviewed by the instructor. This course requires students to explore the elements of staging a theatre production. The students will participate as members of the production team as one or more of the following: directors, stage managers and crew, set designers, advertising and promotional managers, choreographers, or lighting and sound crew. Culminating Activity is the production of the school show.
Prerequisite: Dramatic Arts, Grade 12, University/College Preparation, or Dramatic Arts - Music Theatre, Grade 12, University/College Preparation.

Music – Instrumental Band

AMI1O0 – Music – Band (Open) (Offered in French: AMI 1O3/4)
This course explores the music curriculum in a fun and diverse way: exposing students to all the instruments they could encounter in the upper year courses. This course starts with strings (violin), followed by acoustic guitar, and finally band instruments (flute, clarinet, trumpet, trombone, percussion). Students will have an opportunity to discover which instruments they connect with through the performance of a variety of popular music repertoire, composition activities and reflection on various cultural viewpoints. Most lessons are taught in two streams, so students who are newer to music can feel comfortable and students who have more experience can be challenged.

AMI 2O0 – Music – Band (Open) (Offered in French: AMI 2O3/4)
This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history. This is a music course for band instruments.

AMI 3M0 – Music – Band (University/College Preparation)
This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. This is an instrumental music course for band instruments.
Prerequisite: Music, Grade 9 or 10, Open

AMI 4M0 – Music – Band (University/College Preparation)
This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects in which they make use of new technologies. This is an instrumental music course for band instruments. **Prerequisite**: Music, Grade 9, 10 or 11

Music- Instrumental Strings

AMS 2O0 – Music – Strings (Open)
This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history. This is a music course for violin, viola, cello and double bass instruments.

AMS 3M0 – Music – Strings (University/College Preparation)
This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. This is a music course for violin, viola, cello and double bass instruments. **Prerequisite**: Music, Grade 9 or 10, Open

AMS 4M0 – Music – Strings (University/College Preparation)
This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects in which they make use of new technologies. This is music course for violin, viola, cello and double bass instruments.
Prerequisite: Music, Grade 9, 10 or 11

Music-Guitar

AMG 2O0 - Music – Guitar (Open)
This course emphasizes performance of music at a beginner level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. This is a music course for acoustic guitars.

AMG 3M0 – Music – Guitar (Open)
This course emphasizes performance of music at a beginner level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. This is a music course for acoustic guitars.
Prerequisite: Music, Grade 9 or 10, Open

AMG 4M0 – Music – Guitar (College/University)
This course emphasizes the appreciation, analysis, and performance of music from within the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently, and complete creative projects.
Prerequisite: AMG3M0

Visual Arts

NAC 1O0 – Expressing Indigenous Cultures (Open) **(Visual Arts)**
This course examines Indigenous cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Indigenous artists. Students will learn to identify Indigenous art forms and describe relationships between the art forms and Indigenous traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Indigenous identity, relationships, and sovereignty.

AVI 2O0 - Visual Arts (Open)
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context

AVI 3M0 - Visual Arts – The Artist as a Creative Thinker (University/College Preparation)
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).
Prerequisite: Visual Arts, Grade 9 or 10, Open

AVI 3O0- Visual Arts (Open)
This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.
Prerequisite: None

AVI 4M0 - Visual Arts (University/College Preparation)
This course focuses on enabling students to refine their use of the creative process when creating and presenting two and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.
Prerequisite: Visual Arts, Grade 11 (University/College or Open)

AWD 4M0 – Graphic Arts – Yearbook Production (University/College Preparation)
This course provides the student with all the basics required to produce a professional quality publication using contract printers and binders. The class will plan, market and produce the Falcon Yearbook. The class will act as the editorial board of the publication and collectively members will perform the essential tasks required to produce a publication: production planning, theme development, copy writing, page layout, editing, and marketing. Students will work on page design using industry standard software such as Edesign and Photoshop. Preferred **prerequisite** – AWQ3M, TDJ3M, or TGJ3M.

AWT 4M0 – Building a Portfolio (University/College Preparation)
This course provides the student with an opportunity to build an arts portfolio for post secondary application purposes. Students will receive assistance and guidance in preparation for portfolio interviews and application process. **Prerequisite**: Grade 11 Visual Arts or Introduction to Photography and interview/ by permission.

Exploring and Creating in the Arts: Animation

AEA3O0 - Exploring Animation
This course provides students with opportunities to bring illustrated characters to life through the process of animation. Students will develop traditional and digital design skills and will learn how to draw the human form, and how to create characters and environments. Students will learn key industry terminology and practice production procedures including how keys, breakdowns, and in-betweens, all combine to create motion. Students will learn about postsecondary pathways leading to careers in the field.
Prerequisite: Grade 9 or 10 visual arts

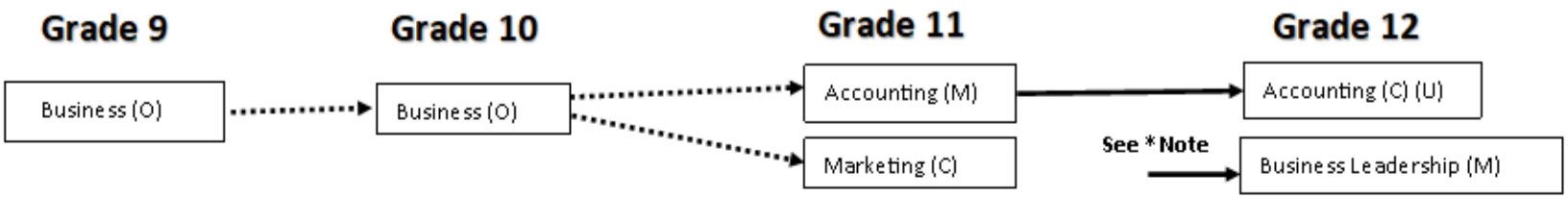
AEA4O0 - Exploring Animation
This course provides students with opportunities to bring illustrated characters to life through the process of animation. Students will develop traditional and digital design skills and will learn how to draw the human form, and how to create characters and environments. Students will learn key industry terminology and practice production procedures including how keys, breakdowns, and in-betweens, all combine to create motion. Students will learn about postsecondary pathways leading to careers in the field.
Prerequisite: Grade 9 or 10 visual arts

Visual Arts - Photography

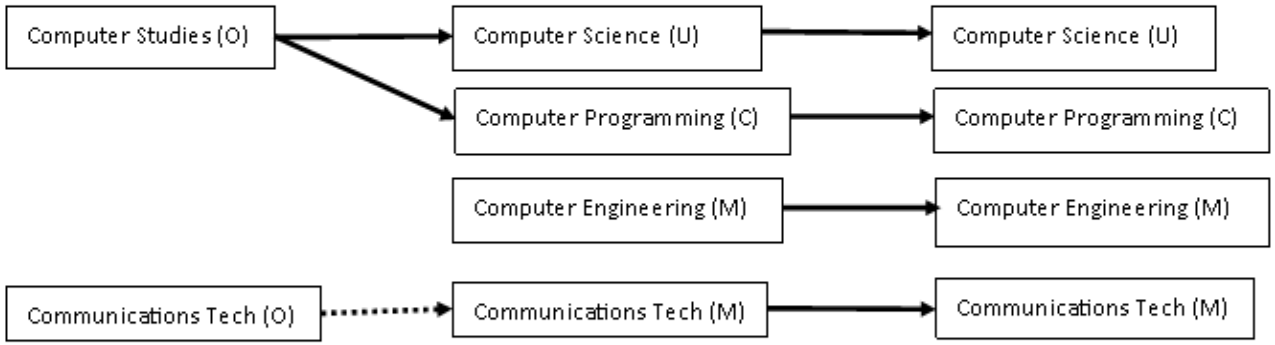
AWQ 3M0 - Visual Arts – Introduction to Photography (University/College Preparation)
Students will create works of art and explore a wide range of subject matter. Students will study the elements and principles of design. They will examine the history of photography and photography careers. The course will focus on digital photography. Students will also learn to use computer software programs to enhance and manipulate photographs.
Prerequisite: Preferred experience in either Grade 9 or 10 Visual Arts

AWQ4M0 - Visual Arts – Photography, Grade 12 (University/College)
Students will create works of art and explore a wide range of subject matter. Students will study the elements and principles of design. They will examine the history of photography and photography careers. The course will focus on digital photography. Students will also learn to use computer software programs to enhance and manipulate photographs. Introduction to journalism, studio lighting, and multimedia uses. Digital cameras are provided for student use.
Prerequisite: AWQ 3M0 or permission of the instructor

Business Courses



Computer Science, and Graphic Communication Courses



Legend

O—Open

C—College

M—Mixed (U/C)

U—University

Suggested pathway

Prerequisite pathway

Students should have a business or tech credit on their transcript to graduate. Alternatively, they would take an extra arts or Healthy Active Living course (group 2) or Science course (Group 3).

***Note**: Prerequisite is any U/C Gr 11 English, or business class, or social science class.

Business, Computer Science and Graphic Communications

Business

BEM 1O0 – Building the Entrepreneurial Mindset (Open)
In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

BEP 2O0 – Launching and Leading a Business (Open)
This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

BAF 3M0 – Financial Accounting Fundamentals (University/College Preparation)
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

BMI 3C0 – Marketing: Goods, Services, Events (College Preparation)
This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

BAT 4M0 – Financial Accounting Principles (University/College Preparation)
This course introduces students to advanced accounting principles that will prepare them for post secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.
Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

BOH 4M0 – Business Leadership: Management Fundamentals (University/College Preparation)
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics and social responsibility will be emphasized throughout the course.
Prerequisite: Any university, university/college, or college preparation course in business studies, English, or Canadian and world studies

Computer Science and Programming

ICD 2O0 – Computer Studies: Digital Technology & Innovations for a Changing World (Open)
This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

ICS 3C0 – Introduction to Computer Programming (College Preparation)
This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

ICS3U0 – Introduction to Computer Science (University Preparation)
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

ICS4C0 – Computer Programming (College Preparation)
This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers.
Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation

ICS 4U0 – Computer Science (University Preparation)
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite**: Introduction to Computer Science, Grade 11, University Preparation

Computer Engineering Technology

TEJ 3M0 – Computer Engineering Technology, Robotics (University/College Preparation)
This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of environmental and societal issues related to the use of computers and will learn about college and university programs leading to careers in computer engineering.

TEJ 4M0 – Computer Engineering Technology, Robotics (University/College Preparation)
This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computers systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine environmental and societal issues related to the use of computers and explore postsecondary pathways leading to careers in computer engineering and related fields.
Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation

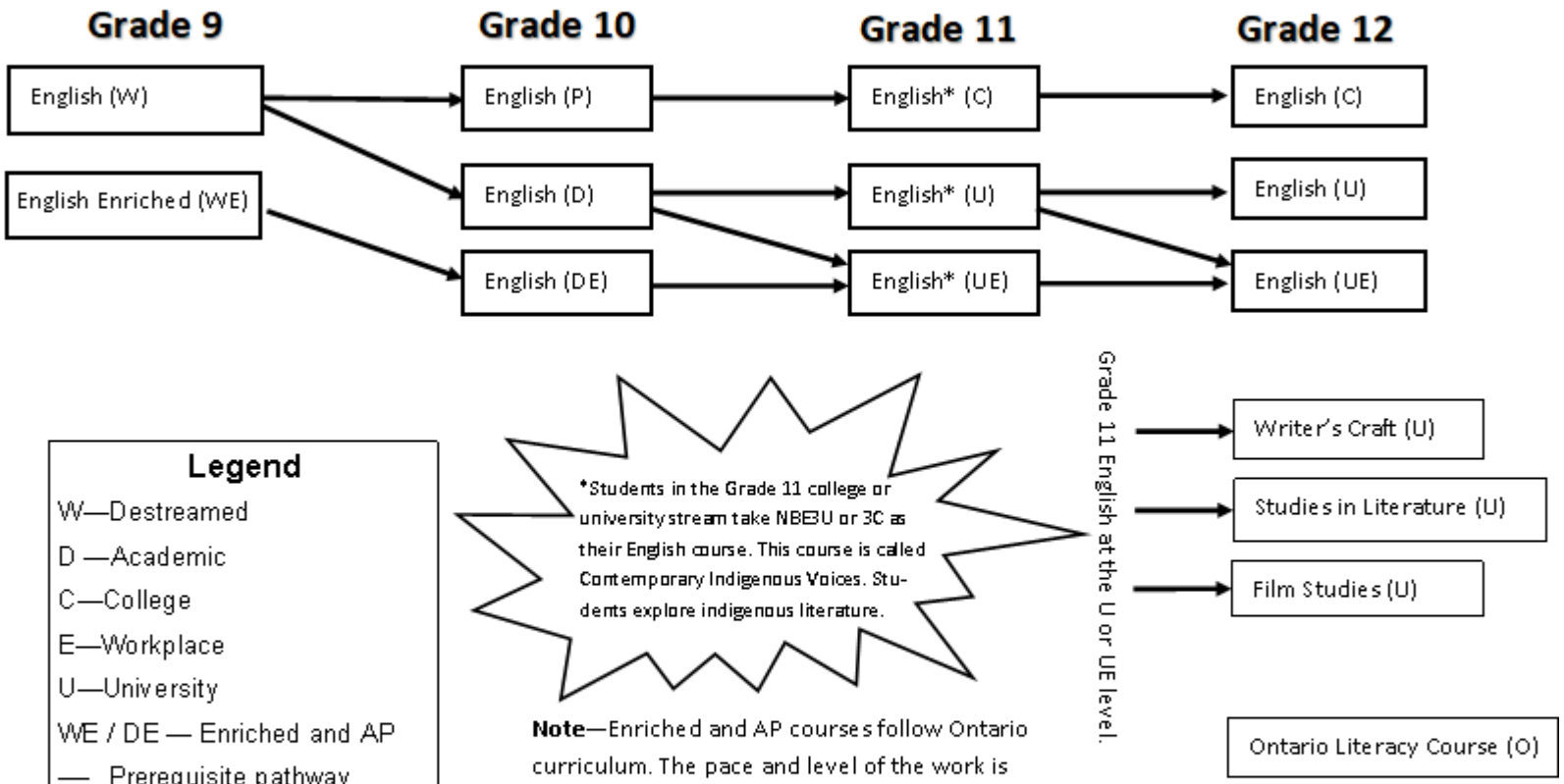
Graphic Communications

TGJ 2O0 – Communications Technology (Open)
This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.
Prerequisite: None

TGJ 3M0 – Communications Technology (University/College Preparation)
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.
Prerequisite: None

TGJ 4M0 – Communications Technology (University/College Preparation)
This course enables students to further develop media knowledge and skills while designing and producing projects in the area of graphic communications. Students in TGJ 4M will work in the areas of print and graphic communications, photography, digital imaging, interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.
Prerequisite: Communications Technology, Grade 11, University/College Preparation

English Courses



Note—Enriched and AP courses follow Ontario curriculum. The pace and level of the work is heavier than a regular academic or university level course in order to prepare students to write the AP English Literature exam in Grade 12. For more information on AP courses, visit www.collegeboard.org.

English

Compulsory English Courses

ENL 1WE – English **(Enriched; may lead to AP English - Students should expect the pace and level of material to be heavier than ENG1W0.)**
With the recommendation of the Grade 8 teachers, students could consider this course designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary text 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 Grade 10 Enriched English course.

ENL 1W0 – English
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

ENG 1L0 – English (Locally Developed)
This course provides foundational literacy and communication skills to prepare students for success in their daily lives and in the workplace. This course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. 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. The course is intended to prepare students for the Grade 10 Locally Developed English course, which leads to the workplace preparation courses in Grades 11 and 12.

ENG 2D0 – English (Academic)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary text from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9

ELS 2O0 – Literacy Skills: Reading and Writing (Open)
This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and

consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.
Prerequisite: English, Grade 9 or recommendation of the Student Success Team

ENG 2DE – English (Academic) (**Enriched; may lead to AP English – Students should expect the pace and level of material to be heavier than ENG2D0.)**
With a recommendation of a previous English teacher, this course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary text from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9

ENG 2P0 – English (Applied)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: English, Grade 9

ENG 2L0 – English (Locally Developed)
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation 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 and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
Prerequisite: English, Grade 9

NBE3U0 – English: Understanding Contemporary First Nations, Métis, and Inuit Voices (University Preparation)
This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.
Prerequisite: English, Grade 10, Academic

ENG 3UE – English (University Preparation) **(Enriched; may lead to AP English – Students should expect the pace and level of material to be heavier than NBE3U0.)**
With a preference to students who have taken ENG2DE and /or a recommendation from their English teacher, this course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
Prerequisite: English, Grade 10, Academic.

NBE 3C0 – English: Understanding Contemporary First Nations, Métis, and Inuit Voices (College Preparation)
This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.
Prerequisite: English, Grade 10, Applied or Academic

NBE 3E0 – English: Understanding Contemporary First Nations, Métis, and Inuit Voices (Workplace Preparation)
This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media tests focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. This course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.
Prerequisite: English, Grade 10, Applied or Locally Developed

ENG 4U0 – English (University Preparation)
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
Prerequisite: English, Grade 11, University Preparation

ENG 4UE – English (University Preparation)
(Advanced Placement AP course – Students should expect the pace and level of material to be heavier than ENG4UE. Students in this course will have an opportunity to write and earn the College Board's AP English credit.)
With a preference to students who have taken ENG3UE and/or a recommendation from their Grade 11 English teacher, this course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
Prerequisite: English, Grade 11, University Preparation

ENG 4C0 – English (College Preparation)
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
Prerequisite: English, Grade 11, College Preparation

ENG 4E0 – English (Workplace Preparation)
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.
Prerequisite: English, Grade 11, Workplace Preparation

OLC4O0 – Ontario Secondary School Literacy Course (Open)
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Gr. 10 Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy requirement for graduation. In this course, 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 must maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing. This course qualifies as a student's senior English but will not qualify for many post-secondary programs. Students are encouraged to take a different core English course as well as OLC 40. Most students who take this course are recommended to do so by Student Success or Student Services.

Optional English Courses

EMS 3O0 – Media Studies
This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.
Prerequisite: English, Grade 10, Academic or Applied Preparation

ETS 4U0 – Studies in Literature
This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.
Prerequisite: English, Grade 11, University Preparation

EWC 4U0 – The Writer's Craft (University Preparation)
This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major product in one of the genres as part of a creative and analytical independent study project and investigate opportunities for publication and for writing careers.
Prerequisite: English, Grade 11, University Preparation

IDC 4UJ – Interdisciplinary Studies: Film Studies (University Preparation)
This course will allow students to make the necessary connections between technology, film theory and creative writing which will enable them to pursue a career in media. Film studies encompasses many areas of study; some of which, are represented in this course. By analyzing film movements, feature film, documentary film and directors from various decades and areas of the world, students can see the progression toward current and future technological changes in the media.
Prerequisite: English, Grade 11, University

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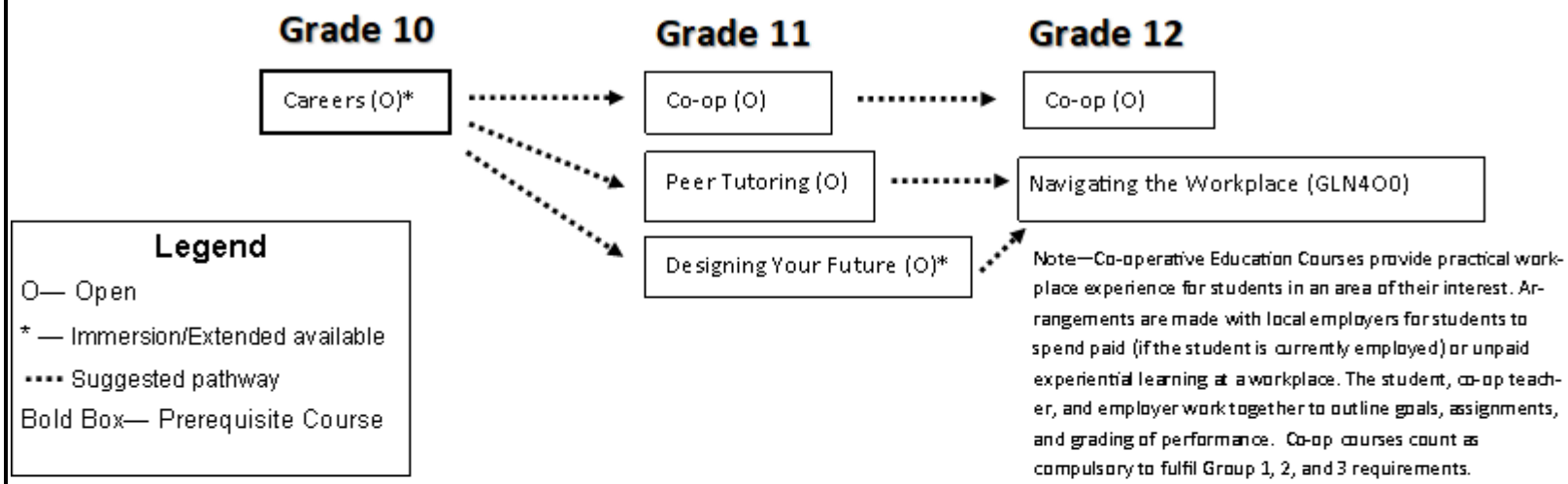
Guidance Courses



E-Learning Courses

Grade 10	Grade 11	Grade 12
Some offerings (D, P, O)	Most Disciplines (U, C, M, O)	Most Disciplines (U, C, M, O)

E-learning courses are growing in popularity. During the regular school year, courses (Grade 10-12) are available as shared through a provincial consortium. This means that a student at Frontenac will take a course through a school district somewhere else in the province. Our summer school is exclusively on-line with courses available for grade 9-12 students.

Students are required to log-in daily and complete assigned and posted work. One benefit of the courses is that students can log-in at their convenience, completing work during the day or in the evenings. The prerequisite requirements are the same as in-class courses. The course codes are identical and appear on the transcript as in-class courses might. Universities and colleges do not discriminate against e-learning compared to other courses.

It is fair to say that a particular type of dedicated, focused, organised, and determined student can be successful with online courses. The workload can be heavy, and the support available varies from course to course and the availability of the distance learning teacher. There is only limited in-school support. Waitlists can be significant, so a PLAN-B is recommended.

Course offerings vary from semester to semester so an accurate list is not readily available. See your guidance counsellor for more information and to register for courses.

Career and Guidance Education

GLC 2O0 – Career Studies (0.5 credit) (Offered in French: GLC 2O3/4)
Note: This compulsory course is also offered in French for immersion students: GLC 2O3/4

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

GPP 3O0 – Leadership and Peer Support (Open)
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles - for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. Please note: placements will be in classes requiring literacy and numeracy support.
Prerequisite: Career Studies, Grade 10, Open; by application (see Student Services for more information)

GWL 3O0 – Designing Your Future (Open) (Also offered in French – see description on page 43)
This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.
Prerequisite: None

GLN 4O0 – Navigating the Workplace
This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.
Prerequisite: None

Co-operative Education

COOP01 / COOP02 Cooperative Education (Open) [One or two periods linked to previously completed credits]

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.
Prerequisite: None

Please note: Grade 11 students wishing to pursue trade-related coop placements should complete their Grade 11 English and math in semester one in order to make themselves available for a full day coop in semester two. Most prospective employers/tradespeople are looking for mature, independent and motivated students to be available for a full day given travel to and from job sites. Students are encouraged to network with local employers to explore possible placement opportunities.
Also note: students must be 16 years of age to be eligible to work on a job site.

Thank you to our Coop Employers

Paul's Auto
Shoppers Drug Mart
Greg Murphy Custom Carpentry
Henderson Public School
Precision Development
Mat Barton Auto
Bardon Plumbing Supplies
Fresh Co.
Welborne Public School
Providenc Care
Bread & Butter Bakery
Mr. Transmission
Coppens Academy
Pro All Plumbing HVAC & Electrical
Arbour Heights
Aspira (Formerly The Waterford)

Indigenous Studies

Note: Refer to charts for Arts and English, and Social Sciences for information about course placement in a student's pathway.

NAC 1O0- – Expressing Indigenous Cultures (Open) **(Visual Arts)**
This course examines Indigenous cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Indigenous artists. Students will learn to identify Indigenous art forms and describe relationships between the art forms and Indigenous traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Indigenous identity, relationships, and sovereignty.

NBE3U0 – English: Understanding Contemporary First Nations, Métis, and Inuit Voices (University Preparation)
This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.
Prerequisite: English, Grade 10, Academic

NBE 3C0 – English: Understanding Contemporary First Nations, Métis, and Inuit Voices (College Preparation)
This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.
Prerequisite: English, Grade 10, Applied or Academic

NBE 3E0 – English: Understanding Contemporary First Nations, Métis, and Inuit Voices (Workplace Preparation)
This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media tests focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. This course is intended to prepare students for the compulsory Grade 12 English workplace preparation course. **Prerequisite**: English, Grade 10, Applied or Locally Developed

NDA 3M0 – Contemporary First Nations, Métis, and Inuit Issues and Perspectives (University/College Preparation) **(Social Sciences)**
This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

NDW 4M0 – Global Indigenous Issues (University/College Preparation) **(Social Sciences)**
This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples and use information technology to consult materials related to the views of indigenous peoples throughout the world.
Prerequisite: Any Grade 11 University, University/College, or College Preparation course in Indigenous Studies, *Humanities, or Social Science*.

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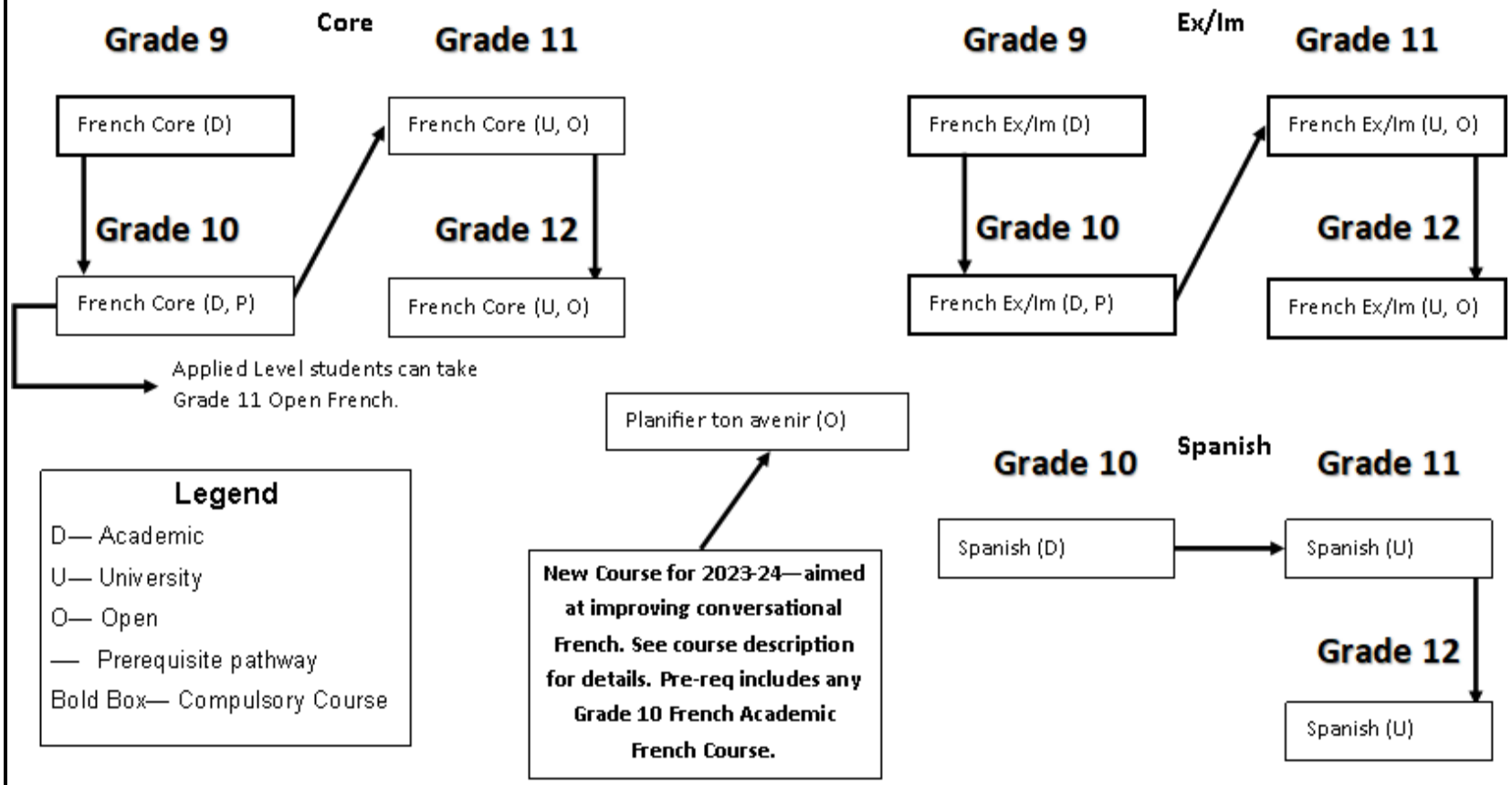
Modern Languages Courses



Immersion Certificate

4 French courses, plus 6 of the following:

Géographie

Histoire

Carrières/Citoyenneté

Planifier ton avenir 11

Mathématiques 9, 10, 11

Vie Active et sante 9, 10, 11, 12

Musique 9, 10

Extended Certificate

4 French courses, plus 3 of the following:

Géographie

Histoire

Carrières/Citoyenneté

Planifier ton avenir 11

Mathématiques 9, 10, 11

Vie Active et sante 9, 10, 11, 12

Musique 9, 10

Certificate of International Language

6 credits which must include:

Credits from French and Spanish

At least two grade 12 courses

Courses must be above Grade 9 level

Only language courses qualify (not subject area courses like math or history)

Modern Languages

The Core French Program

The Core French program is intended for students who, by the end of Grade 8, will have had 600 hours of Core French.

The Limestone Core French Achievement Certificate
Upon graduation, students who have successfully completed **FOUR (4)** credits in **Core French** at either the **Applied or Academic level** will be awarded **The Limestone Core French Achievement Certificate.**

FSF 1D0 – Core French
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: A minimum of 600 hours of elementary Core French instructions, or equivalent.

FSF 2D0 - Core French (Academic)
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 9

FSF 2P0 – Core French (Applied)
This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 10

FSF 3U0 – Core French (University Preparation)
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite**: Core French, Grade 10, Academic

FSF 3O0 – Core French (Open)
This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 10, Academic or Applied

GWL 3O3/4 – Planifier ton avenir (Open)
This course provides students the opportunity to add to their senior French experience. The course will focus on the ability to live in French – listening, speaking, reading and writing in real world and community contexts. Specifically, this course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.
Prerequisite: Any French Academic French Grade 10 course.

FSF 4U0 – Core French (University Preparation)
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 11, University Preparation

FSF 4O0 - Core French (Open)
This course provides a variety of opportunities for students to speak and interact in French. Students will use language learning strategies in a variety of real-life situations and personally relevant contexts. They will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to develop their understanding and appreciation of diverse French-speaking communities, as well as the skills necessary for life-long language learning.
Prerequisite: Core French, Grade 11, Open or University Preparation

The Extended French Program

The Extended French program is intended for students who, by the end of Grade 8, will have had 1,260 hours of Extended French.

In order to achieve the **Certificate of French Studies (Extended French)**, a student at Frontenac Secondary School should follow the course pattern as outlined:

GRADE		
9	FEF 1D4	Extended French course
10	FEF2D4	Extended French course
11	FEF3U4	Extended French course
12	FEF4U4	Extended French course

AND at least 3 other subjects taught in French. Courses descriptions for other French subjects are included at the end of the immersion section.

Extended French Course Descriptions for Grades 9 to 12:

FEF 1D4 – Extended French / Le français intensif
This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: 1,260 hours of Extended French programming.

FEF 2D4 – Extended French (Academic) / Le français intensif (théorique)
This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite**: Grade 9, Extended French

FEF 3U4 – Extended French (University Preparation) / Le français intensif (préparation universitaire)
This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite**: Grade 10, Extended French

FEF 4U4 – Extended French (University Preparation) / Le français intensif (préparation universitaire)
This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Grade 11, Extended French

The Immersion Program

By the end of Grade 8, students will have had 3,800 hours of Immersion French. In order to achieve the **Certificate of French Studies**, **(Immersion French)**, a student at Frontenac Secondary School should follow the course pattern outlined:

GRADE	
9	FIF 1D3 Immersion French course
10	FIF 2D3 Immersion French course
11	FIF 3U3 Immersion French course
12	FIF 4U3 Immersion French course

AND at least 6 other subjects taught in French. Courses descriptions for other French subjects are included at the end of this section.

Immersion French Course Descriptions For Grades 9 to 12:

FIF lD3 – French Immersion / Le français immersion
This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: 3,800 hours of Immersion French programming.

FIF 2D3 – French Immersion (Academic) / Le français immersion (théorique)
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Grade 9, French Immersion

FIF 3U3 – French Immersion (University Preparation) / Le français immersion (préparation universitaire)This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Grade 10, French Immersion

FIF 4U3 – French Immersion (University Preparation) / Le français immersion (préparation universitaire)
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Grade 11, French Immersion

Other French Course offerings

Courses provided in French from which students must choose are listed below. Course descriptions are in the respective sections of the course calendar. For example, see Mathematics section for descriptions of math courses.

Grade 9	**Extended**	**Immersion**
Compulsory		
Questions de géographie du Canada	CGC1D4	CGC1D3
Principes de mathématiques	MTH1W4	MTH1W3
Elective		
Vie active et santé	PPL1O4	PPL1O3
Musique (orchestre)	AMI104	AMI103
Grade 10		
Compulsory		
Exploration des choix de carrière (½ cr.)	CHV2O4	CHV2O3
Education à la citoyenneté (½ cr.)	GLC2O4	GLC2O3
Histoire du Canada depuis 1914	CHC2D4	CHC2D3
Principes de mathématiques	MPM2D4	MPM2D3
Elective		
Vie active et santé	PPL2O4	PPL2O3
Musique (orchestre)	AMI204	AMI203
Grade 11		
Compulsory		
Mathématiques - fonctions	MCR3U4	MCR3U3
Elective		
Vie active et santé	PPL3O4	PPL3O3
Planifier ton avenir	GWL3O4	GWL3O3

Grade 12
Elective

Vie active et santé	PPL4O4	PPL4O3

The International Languages Program

To qualify for **The Certificate of International Languages**, a student must earn a minimum of six credits (excluding grade nine), two of which must be at the Grade 12 level. These credits must be in a minimum of two different second languages and must be language credits, and not subject area credits offered in a second language. Once students have successfully completed the above requirements, they will be presented with the **Certificate of International Languages** at graduation. The number of successfully completed courses will be entered on the certificate.

Courses to follow in order to obtain the **Certificate of International Languages**:

GRADE 10	French	*and/or*	Spanish
GRADE 11	French	*and/or*	Spanish
GRADE 12	French	*and/or*	Spanish

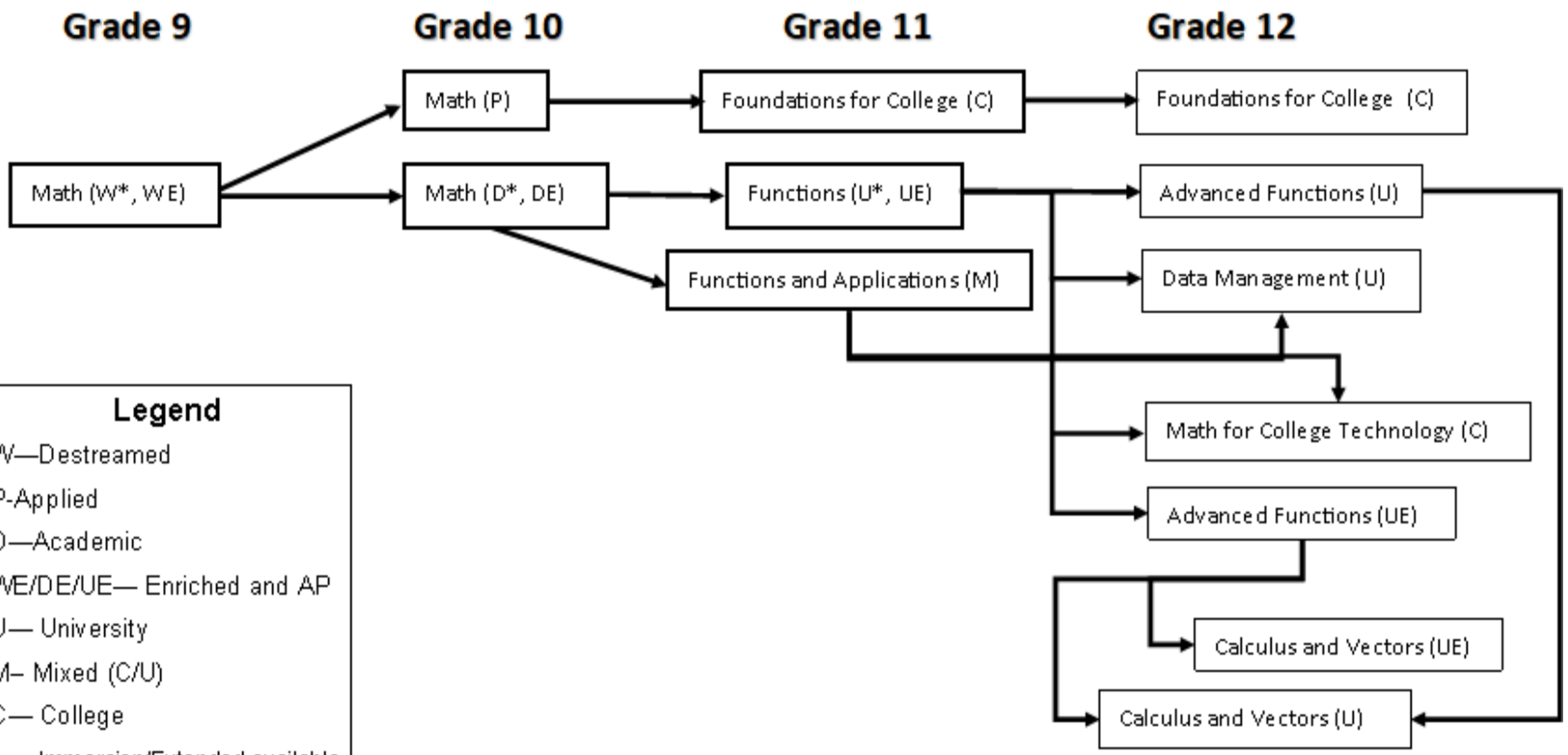
International Languages Course Descriptions for Grades 10 to 12:

LWS BD0 – Spanish (Academic)
This course enables students to develop competence in listening, speaking, reading, and writing Spanish. Students will continue to participate in interactive activities in practical situations in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, food, sports, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple.

LWS CU0 – Spanish (University Preparation)
This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in Spanish. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of Spanish is required. **Prerequisite**: Spanish, Grade 10, Academic

LWS DU0 – Spanish (University Preparation)
This course prepares students for postsecondary studies in Spanish. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.
Prerequisite: Spanish, Grade 11, University Preparation

Math Courses



Legend

W—Destreamed
P-Applied
D—Academic
WE/DE/UE— Enriched and AP
U— University
M– Mixed (C/U)
C— College
* — Immersion/Extended available
— Prerequisite pathway
Bold Box— Compulsory Course

Note—Enriched and AP courses follow Ontario curriculum. The pace and level of the work is heavier than a regular academic or university level course in order to prepare students to write the AP Calculus (AB) exam in Grade 12. For more information on AP courses, visit www.collegeboard.org. Students must be recommended by their teacher in order to sign up for DE or UE courses.

Mathematics

MTH 1W – Mathematics (Offered in French: **MTH1W3/4**)
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.

MTH 1WE – Principles of Mathematics (Enriched)
This course uses the same curriculum as MTH 1W (Listed above). It is designed to incorporate enrichment through Math Contests and problem solving. Students who choose this course should have obtained consistent Level 4+ in Math and score high on their learning skills. One should have a keen desire toward the learning and love of Mathematics. Students who choose this pathway are preparing to take **Advanced Placement Calculus** in their grade 12 year and will be expected to write various math contests throughout the school year.

MAT 1L0 –Mathematics (Locally Developed)
This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 Locally Developed Mathematics course. 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.

MPM 2D0 – Principles of Mathematics (Academic) (Offered in French: **MPM 2D3/4**)
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multistep problems and communicate their thinking.
Prerequisite: Mathematics, Grade 9.

MPM 2DE – Principles of Mathematics (Academic) (Enriched)
This course uses the same curriculum as MPM 2D0 (Listed above). This course in intended for students who are preparing to take AP Calculus in grade 12 and would who would also like to experience enrichment opportunities such as math contests. Students who choose this pathway are preparing to take Advanced Placement Calculus in their grade 12 year and will be expected to write various math contests throughout the school year.
Prerequisite: Mathematics, Grade 9.

MFM 2P0 – Foundations of Mathematics (Applied)
This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Mathematics, Grade 9

MAT 2L0 – Mathematics (Locally Developed)
This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in 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.
Prerequisite: Mathematics, Grade 9 or Locally Developed

MCR 3U0 – Functions (University Preparation) (Offered in French **MCR3U3/4**)
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic.

MCR 3UE – Functions (University Preparation) (Enriched)
This course uses the same curriculum as MCR 3U0 (Listed above). This course is a continuation of MPM2DE and will concentrate on math enrichment, math contests, and also prepare students for Enriched Advanced Functions and AP Calculus in Grade 12. Students who choose this pathway are preparing to take Advanced Placement Calculus in their grade 12 year and will be expected to write various math contests throughout the school year.
Prerequisite: Principles of Mathematics, Grade 10, Enriched or with recommendation.

MCF 3M0 – Functions and Applications (University/College Preparation)
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic

MBF 3C0 – Foundations for College Mathematics (College Preparation)
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Foundations of Mathematics, Grade 10, Applied or Principles of Mathematics, Grade 10, Academic

MEL 3E0 – Mathematics for Work and Everyday Life (Workplace Preparation)
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Mathematics, Grade 9, or a ministry-approved locally developed Grade 10 mathematics course

MHF 4U0 – Advanced Functions (University Preparation)
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: Functions, Grade 11, University Preparation

MHF 4UE- Advanced Functions (University Preparation) (Enriched leading to AP Calculus)
This course uses the same curriculum as MHF4U0 (Listed above). This course is a continuation of MCR 3UE and will prepare students for Advanced Placement Calculus.
Note: Students should sign up for this course in their Grade 11 year. They will take 11 Functions and 12 Advanced Function during the same school year.
Prerequisite: Functions, Grade 11, University Preparation or Enriched, or Functions, Grade 11, French Immersion/Extended)

MCV 4U0 – Calculus and Vectors (University Preparation)
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics, engineering or life science.
Prerequisite: Functions, Grade 11, University Preparation, and Advanced Functions, Grade 12, University Preparation. (**Note**: Although it is not recommended, the course may be taken concurrently with Advanced Functions, with the permission of the math department.)

MCV 4UE – Calculus and Vectors **(**University Preparation) (AP) (Also see new physics course listing on p. 60)
This unique course not only covers the Ontario Calculus and Vectors curriculum (see MCV 4U0 above) but also the curriculum as indicated by the College Board. For more information, visit www.collegeboard.org. Students will have expanded learning opportunities by exploring many topics covered in first year calculus at university. Successful completion of this course gives students special standing at most universities worldwide.
Note: This course is intended for students who have been enrolled in AP Math throughout high school. Students will be required to attend classes outside of regular class time.
Prerequisite: Functions, Grade 11, University Preparation Enriched, and Advanced Functions, Grade 12, University Preparation. (**Note**: Although not recommended, the course may be taken concurrently with Advanced Functions, with the permission of the math department.)

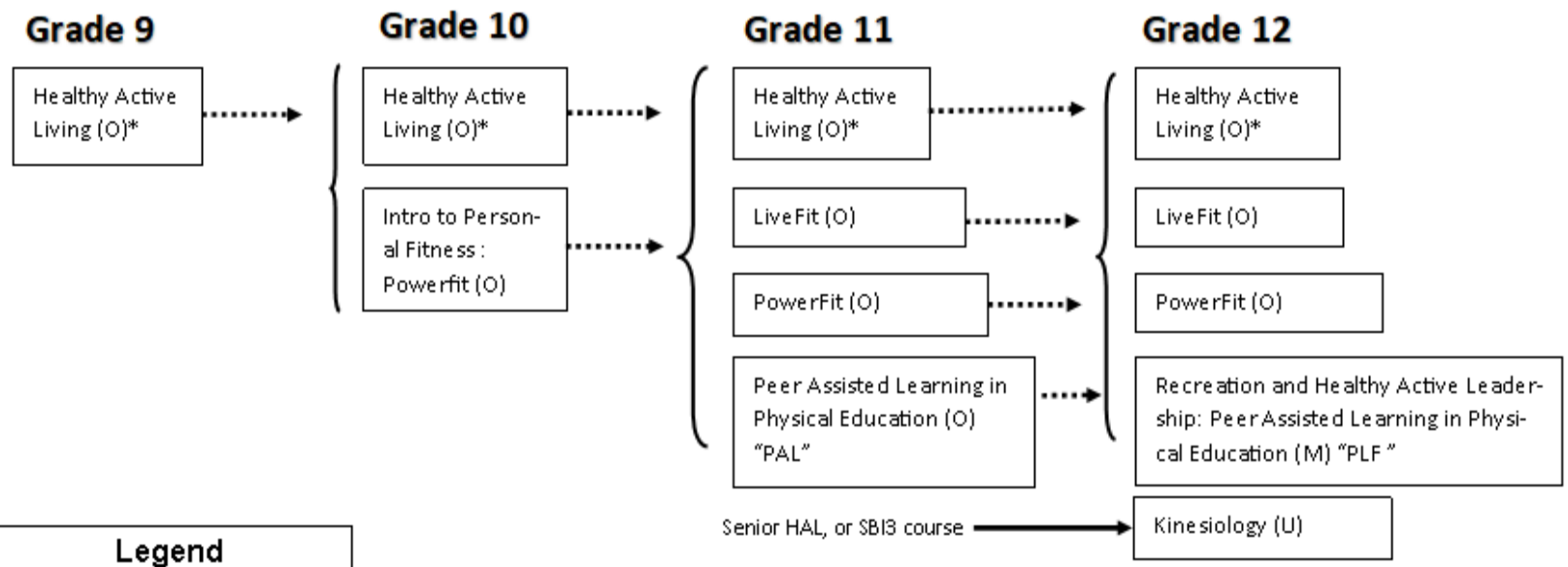
MDM 4U0 – Mathematics of Data Management (University Preparation)
This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

MAP 4C0 – Foundations for College Mathematics (College Preparation)
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation or Functions and Applications, Grade 11, University/College Preparation

MCT 4C0 – Mathematics for College Technology (College Preparation)
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.
Prerequisite: Functions and Applications, Grade 11, University/College Preparation or Foundations for College Mathematics, Grade 11, College Preparation

MEL 4E0 – Mathematics for Work and Everyday Life (Workplace Preparation)
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

Healthy Active Living Courses



Legend

M— University/College

U— University

O— Open

* — Immersion/Extended available

..... Suggested pathway

Note—Students must take one Healthy Active Living Course to graduate. Of course, daily physical activity is a strongly encouraged and can lead to overall better performance in all academic areas.

Healthy Active Living

PPL 1O0 – Healthy Active Living Education (Open) [Offered in French: **PPL 1O2**]
This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, safety, and injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.
NOTE: Students are expected to wear proper gym attire and demonstrate a willingness to participate in a variety of activities on a daily basis.

PPL 2O0 – Healthy Active Living Education (Open) [Offered in French: **PPL 2O2**]
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.
NOTE: Students are expected to wear proper gym attire and demonstrate a willingness to participate in a variety of activities on a daily basis.

PAF 2O – Introduction to Personal Fitness: Powerfit (Open)
This course is an introduction to our popular Grade 11/12 LiveFit and Powerfit. Students enrolled in PAF2O will gain experience in personal fitness programming that will lead into the senior courses. This course emphasizes regular participation in a variety of fitness 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.
NOTE: Students taking this course should be prepared to participate in strength and conditioning training a minimum of four times per week.

PPL 3O0 – Healthy Active Living Education (Open) [Offered in French**: PPL 3O2**]
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.
NOTE: Students are expected to wear proper gym attire and demonstrate a willingness to participate in a variety of activities on a daily basis.

PAF 3O0 – Personal Fitness & Activities: Powerfit (Open)
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. *NOTE*: Students taking this course should be prepared to participate in strength and conditioning training a minimum of four times per week.

PAF 3OG – Personal Fitness & Activities: Livefit (Open)
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. Live fit is a personal fitness course designed with young identifying females in mind.
NOTE: Students will experience a variety of traditional and non-traditional disciplines aimed at enhancing their personal well-being and fitness.

PPL 4O0 – Healthy Active Living Education (Open) (Offered in French: **PPL 4O3/4**)
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.
NOTE: Students are expected to wear proper gym attire and demonstrate a willingness to participate in a variety of activities on a daily basis.

PAF 4O0 – Personal Fitness & Activities: Powerfit (Open)
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.
NOTE: Students taking this course should be prepared to participate in strength and conditioning training a minimum of four times per week.

PAF 4OG – Personal Fitness & Activities: Live Fit (Open)
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. Live fit is a personal fitness course designed with young women in mind.
NOTE: Students will experience a variety of traditional and non-traditional disciplines aimed at enhancing their personal well-being and fitness.

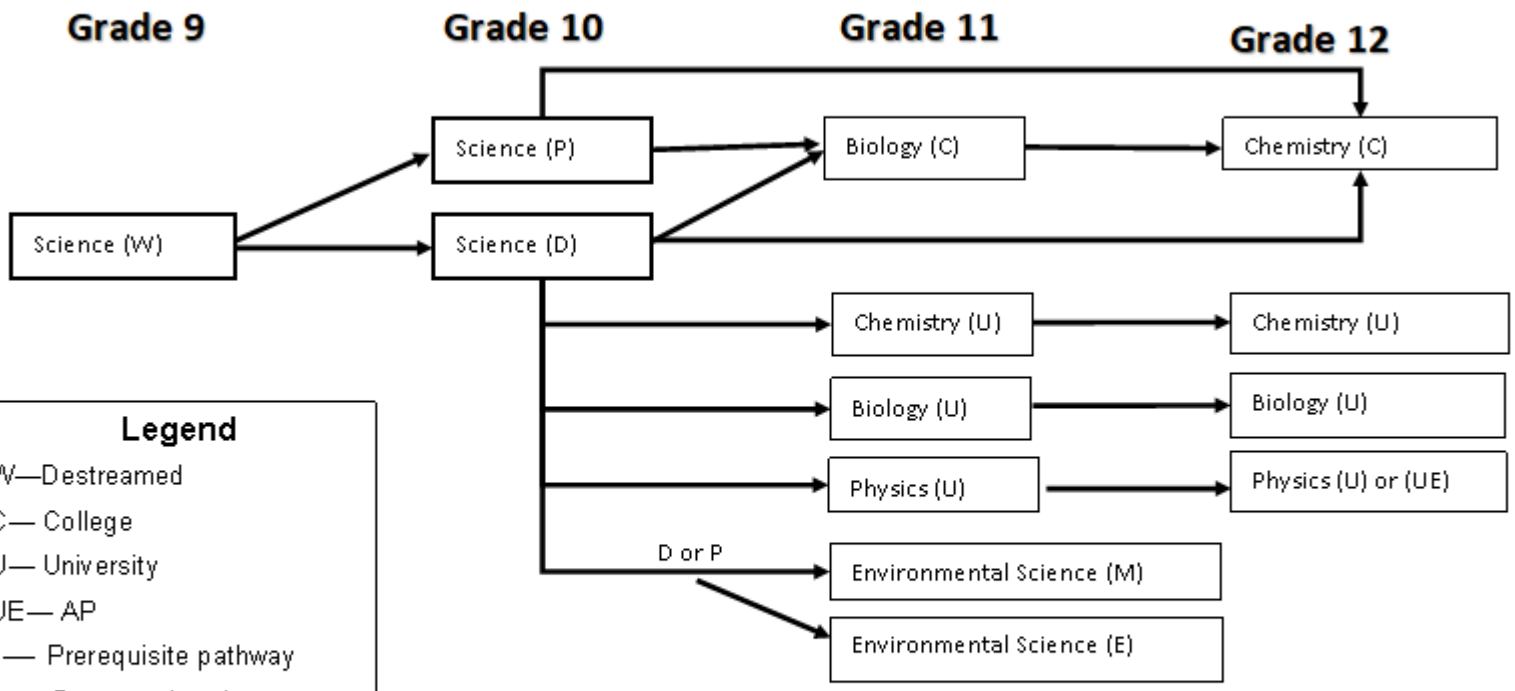
PSK 4U0 – Introductory Kinesiology (University Preparation)
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.
Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education.

Leadership and Physical Education

PAL 3O0 – Peer Assisted Living in Physical Education (Open)
Students enrolled in this course will design and implement a physical activity program for students receiving School to Community Services. 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.
Prerequisite: None

PLF 4M0 –Recreation and Healthy Active Leadership: Peer Assisted Living in Physical Education (University/College)
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.
NOTE: Students should be prepared to engage in leadership roles, assume responsibility for peers, and complete assigned materials and projects.
Prerequisite: Any health and physical education course.

Science Courses



Legend

W—Destreamed
C— College
U— University
UE— AP
— Prerequisite pathway
····· Suggested pathway
Bold Box—Compulsory Course

Note—Enriched and AP courses follow Ontario curriculum. The pace and level of the work is heavier than a regular academic or university level course in order to prepare students to write the AP Physics (C-Mechanics) exam in Grade 12. For more information on AP courses, visit www.collegeboard.org.

Sciences

Core Science Courses

SNC 1W0 – Science
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.

SNC 1L0 – Science (Locally Developed)
This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Grade 10 Locally Developed Science course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SNC 2D0 – Science (Academic)
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9

SNC 2P0 – Science (Applied)
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9

SNC 2L0 – Science (Locally Developed)
This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.
Prerequisite: Science, Grade 9

Biology

SBI 3U0 – Biology (University Preparation)
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10, Academic.

SBI 3C0 – Biology (College Preparation)
This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.
Note: Most post-secondary college programs will require you to take SBI3C and SCH4C. Note that there is not a Grade 11 college-level chemistry nor a Grade 12 college-level biology in the Ontario curriculum.
Prerequisite: Science Grade 10, Academic or Applied

SBI 4U0 – Biology (University Preparation)
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University Preparation Recommended: Chemistry, Grade 11, University Preparation

Chemistry

SCH 3U0 – Chemistry (University Preparation)
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Prerequisite: Science, Grade 10, Academic.

SCH 4U0 – Chemistry (University Preparation)
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University Preparation

SCH 4C0 – Chemistry (College Preparation)
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
Note: Most post-secondary college programs will require you to take SBI3C and SCH4C. Note that there is not a Grade 11 college-level chemistry nor a Grade 12 college-level biology in the Ontario curriculum.
Prerequisite: Science, Grade 10, Academic or Applied

Physics

SPH 3U0 – Physics (University Preparation)
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic.

SPH 4U0 – Physics (University Preparation)
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation

SPH 4UE – Physics (University Preparation) (AP)
This unique course not only covers the Ontario Physics curriculum (see above) but also the curriculum as indicated by the College Board. For more information, visit www.collegeboard.org. Students will have expanded learning opportunities by exploring many topics covered in first year physics at university. Successful completion of the AP exam gives students special standing at most universities worldwide.
Note: Students will be required to attend classes outside of regular class time. This course builds on students' previous experience with motion and extends it to the university level where Calculus is required to solve complex motion problems. This course is intended for students who have been enrolled in AP Math throughout high school.
Prerequisite: Grade 11 University Physics (SPH 3U0) and AP Calculus (MCV 4UE – see p. 52). Students are required to be enrolled in AP Calculus to enrol in AP Physics. AP Calculus will run semester 1 and AP Physics semester 2.

SPH 4C0 – Physics (College Preparation)
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.
Note: This course is often a requirement for post-secondary college-based engineering programs and some technical trades.
Prerequisite: Science, Grade 10, Academic or Applied

Additional Science Courses

SVN3E – Environmental Science (Workplace)
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. **Prerequisite:** Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

Canadian and World Studies Courses

Grade 9

Geography (W*)

Grade 10

History (D*, P)

Civics (O)*

Grade 11

Natural Disasters (M)

Indigenous Perspective Issues (M)

World History (M)

Canadian Law (M)
Canadian Law (E)

The prerequisite for grade 11 U-level courses is a grade 10 Academic credit. M-level courses require grade 10 Applied or Academic credits.

Grade 12

World Issues (U)

Global Indigenous Issues (M)

World History (U)

Adventures in World History (E)

Canadian and International Law (U)

Legal Studies (C)

Prerequisites for Grade 12 courses can include a grade 11 English credit. M-level courses require a U, C, or M credit in grade 11, while U-level courses require a U-level credit in grade 11. Usually, any grade 11 Canadian and World Studies or Social Science and Humanities credit works as a prerequisite. The exception is Adventures in History, which requires the grade 10 History credit at any level.

Please note that although many grade 12 courses don't have direct pre-requisites, it is beneficial to have some advanced knowledge in the sub-ject area. For example, you can take Grade 12 History without having taken Grade 11 History. However, the knowledge gained in the grade 11 course would help you achieve greater success and feel more confident.

Legend

W—Destreamed
D—Academic
C—College
E—Workplace
M—Mixed (U/C)
U—University
O—Open
* - Immersion/Extended available
— Prerequisite pathway
**** Suggested pathway
Bold Box—Compulsory Course

Canadian World Studies, Humanities and Social Sciences

Geography

CGC 1W0 – Exploring Canadian Geography (Offered in French: **CGC 1W3/4**)
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

CGC 1WL – Exploring Canadian Geography (Locally Developed)
This course is offered for students in the Locally Developed program (taking ENG1L and other 1L and 2L courses). This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. (This course is offered in alternating years with CHC2L. Students will sometimes take the CHC2L course when they're in Grade 9 and CGC1L when they're in Grade 10.)

CGF 3M0 – Natural Disasters (Grade 11 University/College Preparation)
In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.
Prerequisite: Geography, Grade 9

CGW 4U0 – Canadian and World Issues: A Geographic Analysis (University Preparation)
This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Social Science and Humanities Courses

Grade 9 &10

The prerequisite for grade 11 U-level courses is a grade 10 Academic credit. M-level courses require grade 10 Applied or Academic credits.

Gr. 9 - Exploring Family Studies (O)

Gr. 10 - Foods (O), Clothing (O)

Grade 11

- Anthropology, Psychology, Sociology (U) (C)
- Philosophy (M)
- Dynamics of Human Relationships (O)
- Fashion (C)
- Parenting (O)
- Foods and Culture (M)

Grade 12

- Families in Canada (Sociology) (C) (U)
- World of Fashion (M)
- Philosophy (U)
- Nutrition and Health (C) (U)
- Working with Children and Adolescents (C)
- Food and Healthy Living (E)
- Personal Life Management (O)

Prerequisites for Grade 12 courses can include a grade 11 English credit. M-level courses require a U, C, or M credit in grade 11, while U-level courses require a U-level credit in grade 11. Usually, any grade 11 Canadian and World Studies or Social Science and Humanities credit works as a prerequisite. O or E-level courses have no pre-requisites.

Please note that although many grade 12 courses don't have direct pre-requisites, it is beneficial to have some advanced knowledge in the subject area. For example, you can take Grade 12 Fashion without having taken Grade 11 Fashion, However, the knowledge gained in the grade 11 course would help you achieve greater success and feel more confident.

Legend

C—College

E—Workplace

M—Mixed (U/C)

U—University

O—Open

— Prerequisite pathway

····· Suggested pathway

Bold Box—Compulsory Course

History

CHC 2D0 – Canadian History since World War I (Academic) (Offered in French: **CHC 2D2/3**)
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHC 2P0 – Canadian History since World War I (Applied)
This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

CHC 2L0 – Canadian History since World War I (Locally Developed)
This course focuses on the connections between the student and key people. Events, and themes in Canadian history from World War 1 to the present. Students prepare for the Grades 11 and 12 workplace preparation courses through the development and extension of historical literacy and inquiry skills. Students explore a wide variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. (This course is offered in alternating years with CGC1PL. Students will sometimes take the CHC2L course when they're in Grade 9 and CGC1L when they're in Grade 10.)

CHV 2O0 – Civics and Citizenship (.5 credit) (Compulsory) (Offered in French: **CHV 2O2/3**)
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

CHW 3M0 – World History to the End of the Fifteenth Century (University/College Preparation)
This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.
Prerequisite: Canadian since World War I, Grade 10, Academic or Applied

CHM4E0 – Adventures in World History (Workplace Preparation)
This course examines significant developments and events in world history from earliest times to the present. Students will explore social, economic, and political forces in different times and places, and how technology, art, and religion have helped shape people's lives and identities. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.
Prerequisite – Grade 10 History at the Academic, Applied, or Locally Developed level.

CHY 4U0 – World History: The West and the World (University Preparation)
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Family Studies

HIF 1O0 - Exploring Family Studies (Open)
This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Fashion

HNL 2O0 – Clothing (Open)
This course introduces students to the world of clothing. Students will gain knowledge about clothing and demonstrate basic skills associated with various techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality, developing shopping strategies, and developing an understanding of the advantages and disadvantages of various retail formats. Students will develop research skills as they investigate topics related to clothing.

HNC 3C0 – Understanding Fashion (Open)
This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

HNB 4M0 – The World of Fashion (University/College Preparation)
This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Food and Nutrition

HFN 2O0 – Food and Nutrition (Open)
This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.
Prerequisite: None

HFC 3M0 – Food and Culture (University/College Preparation)
This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.
Prerequisite: None

HFA 4U0 – Nutrition and Health (University Preparation)
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and research skills by investigating issues related to nutrition and health.
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

HFA 4C0 – Nutrition and Health (College Preparation)
This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HFL 4E0 – Food and Healthy Living (Workplace)
This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition.
Prerequisite: None

Humanities and Social Sciences

CLU 3E0 – Understanding Canadian Law (Workplace Preparation)
This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or the locally developed compulsory course (LDCC) in Canadian history

CLU 3M0 – Understanding Canadian Law (University/College Preparation)
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CLN 4C0 – Legal Studies (College Preparation)
This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.
Prerequisite: Civics and Citizenship, Grade 10, Open

CLN 4U0 – Canadian and International Law (University Preparation)
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law. **Prerequisite**: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

HHD 3O0 – Dynamics of Human Relationships (Open)
This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.
Prerequisite: None

HPC 3O0 – Parenting: Raising Healthy Children (Open)
This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.
Prerequisite: None

HSP 3U0 – Introduction to Anthropology, Psychology, and Sociology (University/College Preparation)
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: The Grade 10 Academic course in English or the Grade 10 Academic course in history.

HSP 3C0 – Introduction to Anthropology, Psychology, and Sociology (College Preparation)
This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.
Prerequisite: None

HZB 3M0 – Philosophy: The Big Questions (University/College Preparation)
This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own response to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.
Prerequisite: None

NDA 3M0 – Contemporary First Nations, Métis, and Inuit Issues and Perspectives (University/College Preparation) **(Social Sciences)**
This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

HZT4U0 – Philosophy (University Preparation)
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).∗ Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HIP 4O0 – Personal Life Management (Open)
This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.
Prerequisite: None

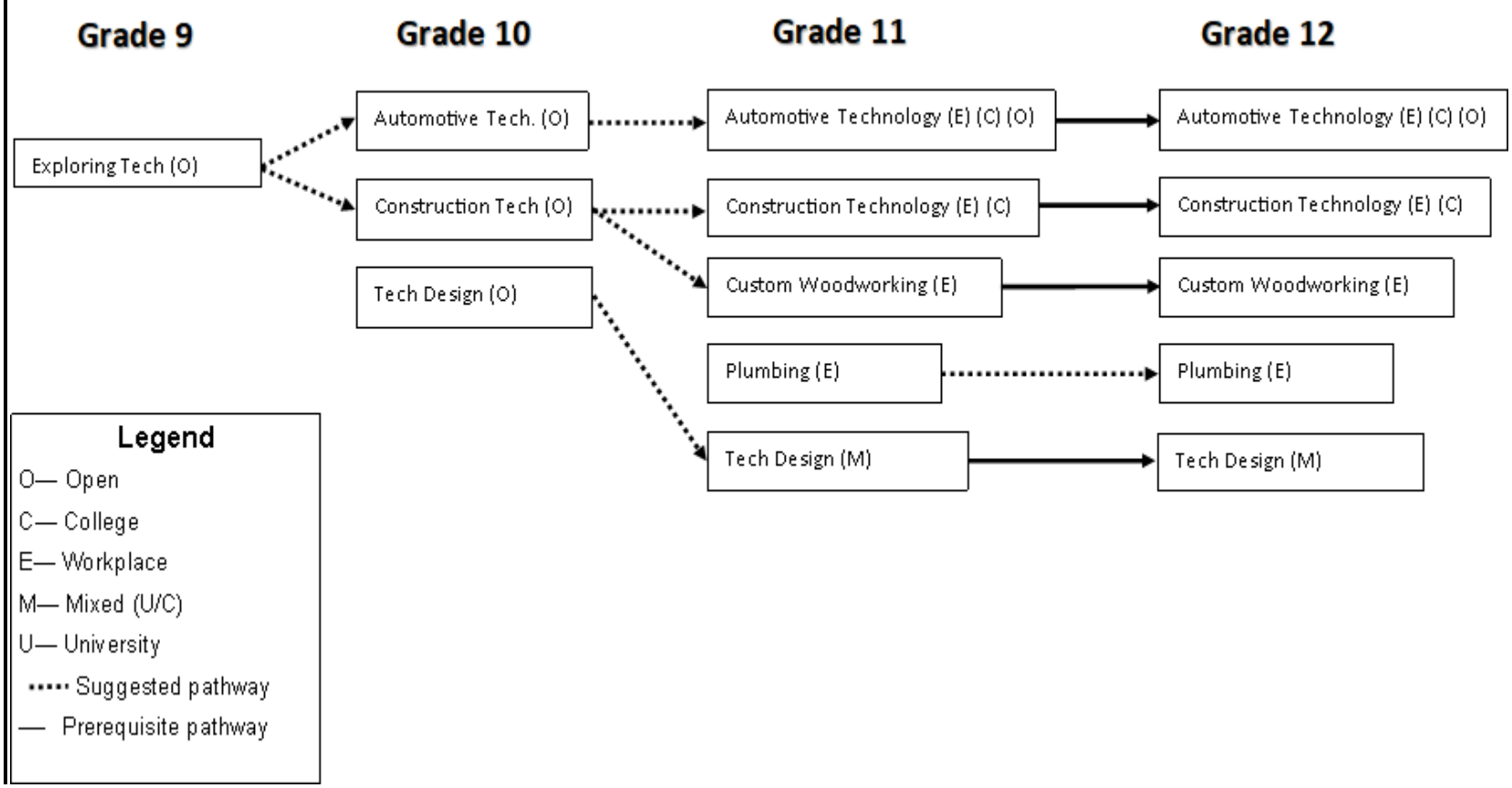
HPD4C0 – Working with School-Age Children and Adolescents
This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HHS 4U0 – Families in Canada (University Preparation)
This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

HHS 4C0 – Families in Canada (College Preparation)
This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

NDW 4M0 – Global Indigenous Issues (University/College Preparation)
This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.
Prerequisite: Any Grade 11 University, University/College, or College Preparation course in Indigenous Studies, Humanities, or Social Science.

Technology Courses



Technological Education

Exploring Technologies and Skilled Trades

TAS 1O0 – Technology and the Skilled Trades (Open)
This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

TCJ 1O0 - Exploring Construction Technology (Open)
This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical wiring, masonry, heating/cooling, carpentry, and woodworking. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

TDJ 1O0 - Exploring Technological Design (Open)
This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models and/or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and post secondary pathways leading to careers in the field.

TIJ 1O0 – Exploring Technologies (at Frontenac, students learn wood shop skills) (Open)
This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create 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 postsecondary education and training pathways leading to careers in technology-related fields.

Construction

TCJ 2O0 – Construction Technology (Open)
This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

TCJ 3C0 – Construction Engineering Technology (College Preparation)
This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.

TCJ 3E0 – Construction Technology (Workplace Preparation)
This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

TCJ 4C0 – Construction Engineering Technology (College Preparation)
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.
Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

TCJ 4E0 – Construction Technology (Workplace Preparation)
This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.
Prerequisite: Construction Technology, Grade 11, Workplace Preparation

TWJ 3E0 – Custom Woodworking (Workplace Preparation)
This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.
Preferred prerequisite – TCJ2 or TCJ3.

TWJ 4E0 – Custom Woodworking (Workplace Preparation)
This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.
Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation

Plumbing

TCP3E - Plumbing (Workplace)
This course enables students to develop technical knowledge and skills related to plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop plumbing projects. Students will also develop an awareness of environmental and societal issues related to plumbing technology and will explore postsecondary and career opportunities in the field.

TCP4E – Plumbing (Workplace)
This course enables students to further develop technical knowledge and skills related to residential plumbing and to explore light commercial plumbing. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about plumbing design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial plumbing. Students will also expand their awareness of environmental and societal issues related to plumbing technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

Transportation

TTJ 2O0 – Transportation Technology (Open)
This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

TTJ 3C0 – Transportation Technology (College Preparation)
This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

TTJ 3O0 – Transportation Technology: Vehicle Ownership (Open)
This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

TTJ 4C0 – Transportation Technology (College Preparation)
This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.
Prerequisite: Transportation Technology, Grade 11, College Preparation

TTJ 4E0 – Transportation Technology: Vehicle Maintenance (Workplace Preparation)
This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them.

Technological Design

TDJ 2O0 – Technological Design (Open)
This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

TDJ 3M0 – Technological Design (University/College Preparation)
This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

TDJ 4M0 – Technological Design (University/College Preparation)
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.
Prerequisite: Technological Design, Grade 11, University/College Preparation

School to Community

School to Community Services (SCS) is committed to the principle that all students can learn in a supportive environment within an inclusive school community. Students receiving SCS are a diverse group of learners with developmental disabilities who may require support in the areas of communication, socialization, daily living skills, motor skills, and behaviour. Students follow a course of study intended to prepare them for their post-secondary pursuits, which commonly include post-secondary education, apprenticeship programs, employment in the workplace, and independent community living.

Orientation to secondary school begins for students during their last year of elementary school through a personalized transition process. The secondary school program stresses inclusion in academics, school life, and the community. Students receiving SCS access credit courses through the school's Course Selection Process. Inclusion in credit courses can occur as per the strengths, needs, and goals outlined in the student's IEP. Students receiving SCS may be included in courses either for credit or for experiential/skills development. The course's expectations can be modified as needed. Programming within the SCS program is comprised of alternative courses of study (K courses). The * asterisk in the course description refers to grade level which varies ("A" for Grade 9, "B" for Grade 10, and so forth).

The following alternative "K" courses are offered within SCS programs at all secondary schools within the LDSB:

KEN*NM, Language & Communication Development
This course involves the development of skills needed for communication and general language use. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Listening and Comprehension, Non-Verbal Communication, Social Language, General Language Functions, Conversation Skills and/or Functional Language.

KFL*NM, Personal Life Skills
This course includes any combination of the alternative expectations or curriculum expectations from the Ontario Curriculum. Students participate in the resource period to improve general skills in communication, mathematics, social, vocational, self-help or motor areas. This resource period is also used for students who require assistance in completing work for their credit courses. Students may participate in several resource periods throughout their secondary school years.

KGW*NM, Exploring the World of Work
This course involves the development of skills related to employment. The IEP becomes the definition of the course and may include components from the following program areas: Job Searching Skills, Specific Work Skills, Work Etiquette, and/or Documentation Requirements.

KHD*NM, Social Skills Development
This course involves the development of the individual in their relationships with and response to others. The IEP becomes the definition of the course and may include components from the following program areas: Awareness of Self and Others, Self Control/Conflict Resolution/Anger Management, Decision Making and/or Problem Solving.

KMM*NM, Numeracy & Numbers
This course involves the development of mathematic skills required for daily living. Many of the program areas for numeracy may link directly to the math strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Calendar Skills, Time, Numeracy, Measurement, Money and/or Personal Finances

KPF*NM, Personal Health & Fitness
This course involves the development of physical fitness and good health skills. This component may also involve the development of movement and coordination (gross motor) and/or the development of the small muscles (fine motor). The IEP becomes the definition of the course and may include component from the following program areas: Pre-ambulatory Skills, Basic Movement Skills, Basic Gross Motor Skills, Wheelchair Training and/or Fitness Skills

KPP*NM, Self Help & Self Care
This course involves the development of skills required for independent living. The IEP becomes the definition of the course and may include components from the following program areas: General Self Help/Life Skills, Community Awareness, Home Making Skills, Health and Safety and/or Advocacy Skills.

Section Three: School Organization

Semesters
Frontenac Secondary is a semestered school. In each semester, students take up to 4 credit courses from September to January and up to 4 credit courses from February to June. There are final summative evaluations / exams in January and June. For specific dates, please refer to the Limestone District School Board calendar. Each course in each semester is 110 hours in length.

Reporting Periods
There are two formal reporting periods per semester. Midterm reports are distributed in November and April, final reports in February and June. Early reports are distributed in October and March to students as required. For specific dates for reporting student achievement at Frontenac Secondary, please refer to the Student Agenda.

Definition of a Credit
A credit is granted as a means of recognizing the successful completion of a course for which a minimum of 110 hours is scheduled. A credit is granted to a student by the Principal of a secondary school on behalf the Minister of Education.

Types of Courses
The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular postsecondary goals or pathways.

Grades 9:
See the note on p. 13 for information about Grade 9 courses for the 2022-23 school year. Curriculum changes and course offerings are ongoing. More information may be available at the Limestone District School Board website. The information below for Locally Developed courses holds true for Grade 9.

All other courses are taught without regard for classifying students as college, workplace, or university-bound at this time. Streaming begins in Grade 10. Careful consideration should be taken when applying for grade 10 courses.

Grade 10:
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 as appropriate.

Applied courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Locally Developed courses develop students' knowledge and skills through the focus on essential skills in Math, English and Science. Locally developed courses provide flexibility to explore practical application of concepts through hands-on learning.

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.

Grades 11 and 12

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

Open courses are also available in Grades 11 and 12. Open courses contain expectations that are appropriate for all students and are not linked to any specific post-secondary destination.

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

Mixed (University/College)
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.

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 admissions to certain apprenticeship or other training programs.

Common Course Codes

The common course code consists of the following components, designated by the Ministry of Education. Each course code has five coded characters; a sixth is reserved for board use. For example, the Grade 10 Academic Mathematics course is MPM2D.

Mathematics	**MPM**	**2**	**D**
Course Title	*Course Code*	*Grade of course*	*Course Type*
		"1" - Grade 9	(L/W/D/O)
		"2" - Grade 10	(L/P/D/O)
		"3" - Grade 11	(U/C/M/E/O/L)
		"4" - Grade 12	(U/C/M/E/O/L)

"D" – Academic (Grade 9/10 only)
"W" – Destreamed (Grade 9 only)
"O" – Open
"M" – University/College
"E" – Workplace

"P" – Applied (Grade 10 only)

"U" – University
"C" – College
"L" – Locally Developed

Course Selection

This year, FSS students will be able to select their courses using **Minds Online** login. Click on the *MyBlueprint* icon. Students will receive instructions separately from this printed material. Students can meet with their guidance counsellor who can support and advise their course selection. However, families and students are encouraged to work together from home to complete this task.

This course information booklet is designed to assist students and their parents in the selection of a program of studies for the next school year. Selection of an appropriate program is a serious responsibility. It may be useful to consult with parents, teachers, and counsellors to ensure that each student's selection is consistent with his/her achievement, ability and aspirations. Entrance requirements to careers and port-secondary programs vary widely. The responsibility of appropriate course selection rests with the student and their parents/guardian. Students and their parents/guardians are encouraged to use a variety of educational planning tools. The *myBlueprint* website has very user-friendly career planning features. Students can also take online aptitude tests to determine suitable pathways for their interests and abilities. We encourage all students to work closely with their parent(s)/guardian(s) and guidance counsellor while making critical choices about school and their future.

For college program information and prerequisites, visit: www.ontariocolleges.ca (click on "LEARN" to explore programs at Ontario's colleges. For university program information and prerequisites, visit: www.ontariouniversitiesinfo.ca and click on PROGRAMS. These tools allow you to compare and explore entrance requirements to Ontario's various post-secondary institutions. For information about schools in other provinces, visit the home page of each school. Only Ontario has a "catch-all" website for post-secondary institutions.

Course Changes

Students wishing to change a course should consult with their guidance counsellor. The school is staffed and scheduled for September based on students' course selections in the spring. Therefore, it is essential that students select courses carefully, keeping their educational and career goals in mind. Course changes are sometimes possible, depending on availability in appropriate classes. Course changes become more complicated and are sometimes not possible after the first two weeks of a semester.

Credit Success and Provincial Standard

Credits are granted with a minimum grade of 50%, in all courses. Provincial standard, however, is set at 70%. This means if a student achieves a minimum of 70%, he or she is prepared to take the next course at the same stream [academic, applied, college, university/college, university, workplace]. If a student achieves a grade of less than 70%, he or she may experience difficulty in a subsequent course due to not having achieved certain expectations from the previous course. If this is the case, a student may consider upgrading. Please contact Student Services for more information.

Ontario Student Record (OSR): Recording & Reporting Procedures

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at the school. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important for the educational programming of the student. Students and their parents/guardians (if the student is under 18) may request to examine the contents of the OSR. Appointments are required, please contact Student Services. The Education Act and Freedom of Information legislation protect the Ontario Student Record.

Ontario Student Transcript (OST): Recording & Reporting Procedures

The Ontario Student Transcript is an official and consistent record of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

Full Disclosure for Grades 11 and 12

Ministry of Education policy states that all grade 11 and 12 courses attempted by a student must be recorded on the Ontario Student Transcript (OST). Any grade 11 or 12 course, whether completed successfully or unsuccessfully, or from which a student has withdrawn, will appear on the student's OST. Courses dropped appear with a "w", and do not count toward the student's average (note: this "w" should not be confused with the "W" that appears in Grade 9 course codes). All grade 9 courses "count". Full Disclosure takes effect five (5) instructional days following the issuance of the midterm provincial report card. Students taking Dual Credits should consult their guidance counsellor regarding full disclosure dates associated with college.

Section Four: Student Support and Resources

The Limestone District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills, attitudes and experiences they need for successful outcomes that will ensure smooth transitions to the postsecondary destinations of their choice.

Frontenac Secondary offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success.

Early success in high school is essential. Statistics in Ontario show very clearly that successful completion of courses during grades 9 and 10 is a significant factor in students remaining engaged in school.

Successful completion of secondary education in Ontario is important and a valuable step towards postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to apprenticeship programs, college, community living, university and/or the workplace.

There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's Program Pathway is their educational program and reflects the goals that help motivate them to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parent/guardians, teachers and guidance counsellors. Factors that must be considered in planning include:

- Most recent levels of achievement
- Preferred learning style
- Strengths, interests and abilities
- Immediate educational needs

Appropriate course selection and a proactive plan for success are important. All Limestone DSB schools have a strong focus on Student Success. Classroom teachers, Student Success Teachers, Guidance Counsellors, Learning Support Teachers, Adolescent Care Workers and Administrators form strong School Success Teams dedicated to successful outcomes for all students. For students making the transition from grade 8 to 9, there are significant supports in place in addition to orientation activities while ensuring a smooth transition to high school [caring adult, mentoring, individualized timetable & pathways information]. For all students there are expanded opportunities designed to ensure successful completion of high school – Focus Programs, Alternative Programs, Cooperative Education and Work Experiences, Certification Training, Dual Credits, E-Learning and the Specialist High Skills Major. This course calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. It is our goal that every student will be a success!

Credit Completion (Credit Rescue & Credit Recovery)

All schools have an interventions process in place. The Student Success Team will assist those students requiring additional support in achieving their credits and, in exceptional circumstances, a student may have the option of completing the credit through Credit Completion.

Guidance

The Guidance and Career Education Program is a vital and integral part of Frontenac Secondary. The main purpose of the Guidance Program, as outlined in Choices Into Action: Guidance and Career Education Program

Policy for Elementary and Secondary Schools, 1999, is to help students acquire the skills, knowledge and attitudes necessary to:

- ✓ Know and appreciate themselves;
- ✓ Relate effectively to others;
- ✓ Develop appropriate educational plans;
- ✓ Explore career alternatives.

Teacher Counsellors in Student Services encourage students and parents to participate in the programs, workshops, lessons and individual sessions intended to assist in a successful journey through high school and into post-secondary life. There are many resources to help students with their planning. Post-secondary calendars, workplace information sessions, the Ontario Youth Apprenticeship Program as well as online career programs such as Career Cruising and My Blueprint. For more information, please see Student Services.

Special Education Policies & Programs

The Limestone District School Board's philosophy of special education programs and services is derived from a mission statement developed collaboratively by the Special Education Advisory Committee (SEAC) and Educational Services. This philosophy is based upon the school being the center of an inclusive community. Students are active participants who can and should be taught to advocate for their own needs so that they have the opportunity to achieve their maximum potential.

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom.

Increasing level of pupil need results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement.

Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) includes representatives from community parent groups, the Board of Education, the trustee group and others who have an interest in special education. The SEAC mandate is to advise the Board on matters related to the education of exceptional students.

Special Education Plan

The Limestone Board's plan is reviewed annually and amended as needed to meet the needs of exceptional students. For more information about the plan or to obtain a copy of it, please visit the Educational Services site at www.limestone.on.ca. Copies of the booklet, Understanding the IPRC Process: A Parent Guide, are available through the school office.

A full description of Special Education programs and services may be found on the board's web page at www.limestone.on.ca

Accommodations and Modifications

Accommodation refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required enabling a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade or course.

Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the principal will determine whether a credit can be granted.

Learning Program Support (LPS)

Special Education support is available in all secondary schools through Learning Program Support (LPS). LPS teachers provide assistance to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process. LPS facilitates the development, monitoring, and updating of each student's Individual Education Plan (IEP) in close collaboration with classroom teachers. In addition, LPS also supports students who have not been identified with a learning exceptionality through the IPRC process but still benefit from receiving specialized learning supports. LPS teachers work closely with classroom teachers, school administration, the school's Success Team, parents, Educational Assistants, Educational Services, and community agencies to support students' educational programming and planning.

Additional supports are not limited to but include the following:

- ✓ Working with classroom teachers to deliver supports for students within the regular classroom;
- ✓ Ongoing monitoring of students' progress;
- ✓ Providing students with a scheduled support period during the school day;
- ✓ Delivering Learning Strategies courses;
- ✓ Supporting students' program accommodations (e.g. providing an alternative setting and/or extra time for classroom assignments, summative evaluations, and culminating activities; facilitating assistive technology support, etc.)
- ✓ Providing support to classroom teachers with program modifications;
- ✓ Facilitating home/school communication;
- ✓ Counselling and referral to community and/or board services.

Tutoring

Tutoring assistance is available in many different forms. Many classes have peer tutors working within the class to provide extra support and some peer tutors, where possible, can provide extra assistance outside of class time. For more information, contact Student Services.

The Library Learning Commons

The Library is an integral support for students who are working on classroom assignments looking for an engaging book to read, or need a quiet place to be. The library is managed by a full-time teacher librarian who selects a wide range of fiction and non-fiction works for both students and teachers. The librarian is available to students for assistance with book selection, essay writing or research help. The library provides computers with Internet access and printer capabilities. In addition, an on-line database service is available to all Limestone students. Databases can be accessed through student **Minds Online** accounts, at school or at home. School library computers and Chromebooks are available for research, word processing, and other school related activities. We also have study carrels for quiet, independent study, comfy chairs for students on spares, a games area (Scrabble, chess, checkers, cribbage, cards), a charging station, a puzzle table, and a Maker Space with colouring pages and essential school supplies.

English Language Learners (ELL)

English Language Learners [ELL] are students whose first language is a language other than English and who may require focused educational supports to assist them in attaining proficiency in English. For more information about accommodations to support English Language Learners, please contact Student Services. Academic, career counselling and referrals to community agencies to assist students as they settle into a new educational environment is also available through Student Services.

The Adolescent Care Worker (ACW)

The Adolescent Care Worker (ACW) supports students with social and emotional concerns that may interfere with academic success. Adolescent Care Workers act as student advocates and mentors, as well as provide support through individual and small group programs and counseling. Adolescent Care Workers facilitate referrals to community resources and work with agencies and school personnel to bring about positive outcomes for youth by acting as a liaison between school, community agencies and family.

Indigenous Support Counsellor

The Limestone District School Board has a student support counsellor to support self-identified First Nation Métis and Inuit students. The support counsellor is accessed through school administrators. If you require such support, please contact a guidance counsellor, an administrator, an adolescent care worker, or a student success teacher.

Community Resources

FSS works in partnership with the following organizations to provide on-site services from:

- Public Health
- Kairos
- The Maltby for Children and Youth
- LDSB Education Services
- Youth Diversion
- Immigrant Services Kingston and Area

Section Five: Expanded Opportunities

What are Expanded Opportunities?

The Ontario curriculum is offering more ways to succeed in high school. These Expanded Opportunities are designed to meet individual learning styles, goals and interests in order to better prepare students for graduation and beyond.

The Limestone District School Board offers the following Expanded Opportunities for students pursuing apprenticeship, college, university or the workplace:

- Cooperative Education
- Dual Credits
- E-Learning
- OYAP
- Specialist High Skills Majors and special programs

Co-operative Education

What is it?

Co-operative education programs promote skill development, self-awareness and career preparation. Knowledge and skills acquired through the in-school component are integrated through practical application in a community- based placement. Students returning for a fifth year may find the co-op experience particularly beneficial in terms of gaining valuable career insight and work experience. Co-operative education credits may used to fulfill compulsory credit requirements for Groups 1, 2, or 3. Please refer to Section Two: Requirements for the OSSD for specific details.

Who it's for?

Primarily for students in grades 11 and 12 who are heading for apprenticeship, college, university or the workplace. Students may be required to complete an interview process prior to entering the co-operative education program. Students are strongly encouraged to complete the majority of their compulsory credits prior to application. *For more information, please contact your Guidance Counsellor or Student Success Teacher.*

How it helps

Students have the opportunity to

- ✓ Experience hands-on learning
- ✓ Test-drive career options
- ✓ Develop a broad range of essential skills and attitudes required in the workplace
- ✓ See the relevance of their classroom learning and its connection to the workplace
- ✓ Gain valuable work experience to help build a resume for post secondary programs & future employment.

Dual Credits

What are they?

Students participate in apprenticeship training and college courses, which allow them to earn credits that count towards their high school diploma and / or their college diploma or their Phase One for Apprenticeship.

Who they're for

Students who need learning opportunities outside of high school and who would benefit from a college experience. Dual credits can also help students who are disengaged who have the potential for success but are at risk of not graduating. Students who are in SHSM or OYAP programs can also benefit from Dual Credits. *For more information on how to qualify for dual credit programs, please contact your Guidance Counsellor or Student Success Teacher.*

How it helps

Students have the opportunity to:

- ✓ Earn high school or college credits while studying at a local college
- ✓ Gain experience that will help them with their post secondary education or apprenticeship
- ✓ Experience increased self confidence & motivation
- ✓ Get a head start on post secondary learning & training for future careers.

School Within a College (SWAC)

What is it?

SWAC is a program that runs out of St. Lawrence College but is taught by a teacher from LDSB. Students earn high school credits with a build in Dual Credit (see above). This program runs both semesters and is designed for students who are very near graduation.

Who is it for?

SWAC is for college-bound students in their last year of high school who need their graduating English (ENG4C) and their 3rd math (MBF3C). There are some options around these two requirements. Students also complete a co-op credit and a dual credit. SWAC is for students who struggle in a traditional school environment. Students will work independently, completing one credit at a time.

How it helps

- ✓ Earn high school or college credits while studying at a local college
- ✓ Work independently with the help of a teacher in a small classroom setting
- ✓ Gain experience that will help them with their post secondary education or apprenticeship
- ✓ Experience increased self confidence & motivation
- ✓ Get a head start on post secondary learning & training for future careers.

Women In the Trades (WITTS)

What is it?

Like SWAC, WITTS is a program that runs out of St. Lawrence College but is taught by a teacher from LDSB. Students earn high school credits with a build in Dual Credit (see above). This program tends to run in the 2nd semester only.

Who is it for?

WITTS is for college-bound female students interested in pursuing skilled trades. This program is particularly aimed at Grade 11 students who are on-track to graduate. Students also complete a co-op credit and a dual credit. Students will also earn a senior English course, along with a co-op and a Gender Studies (HSG3M) credit.

How it helps

- ✓ Earn high school or college credits while studying at a local college
- ✓ Work independently with the help of a teacher in a small classroom setting
- ✓ Gain experience that will help them with their post secondary education or apprenticeship
- ✓ Experience increased self confidence & motivation
- ✓ Get a head start on post secondary learning & training for future careers.

eLearning

What is it?

Students may qualify to earn high school credits by taking a course on-line. The Limestone District School Board currently offers a variety of on-line courses taught by qualified teachers who look forward to providing innovative, relevant and engaging eLearning experiences.

In addition, the Limestone District School Board is a member of the Ontario E-Learning Consortium. Students may be able to access courses beyond our District offerings through the Ontario E-Learning Consortium. Some courses offered within the Ontario E-Learning Consortium may further help students specialize in preparation for their post-secondary plans.

Who it's for

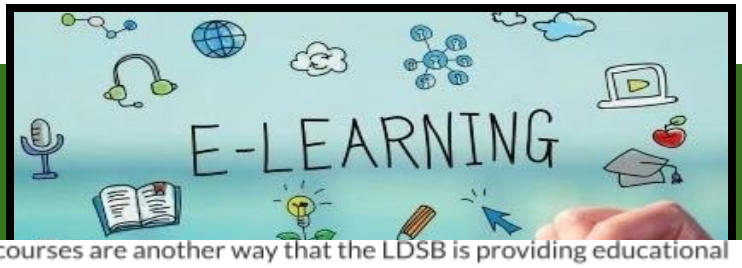
eLearning options are available to all students registered with the Limestone District School Board. You may be an ideal candidate for E-Learning if you have high achievement in the Learning Skills (Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation).

eLearning requires the same time commitment as traditional day-school classes. However, the method of delivery allows for flexibility – students may complete course work outside of the traditional school day.

How it helps

Students have the opportunity to

- ✓ Achieve credits towards an Ontario Secondary School Diploma
- ✓ Access a course that may otherwise be unavailable
- ✓ Further develop learning skills
- ✓ Provides flexibility to study using computers at home or at school
- ✓ Practice learning in an on-line environment in preparation for E-Learning courses offered at colleges, universities, and in the workplace.



E-Learning courses are another way that the LDSB is providing educational options to help meet the varied needs of our students. Delivered through our Minds Online Virtual Learning Environment, e-Learning courses provide students with access to a wider selection of course offerings and increased learning flexibility.

In addition to LDSB hosted courses, the Limestone District School Board is a member of the Ontario e-Learning Consortium (OeLC), providing our students with access to a wide variety of e-Learning courses offered through secondary schools from across Ontario.

There are unique demands associated with participation in an e-Learning course. Students enrolled in e-Learning courses: require a high level of personal motivation and self-discipline to succeed; should be comfortable learning new skills and using new technologies; are comfortable with a virtual classroom environment; are able to manage their time effectively.

If an e-Learning course sounds like a good fit for you, your myBlueprint course selections may include the LDSB courses shown below. Contact your school's Guidance Department to explore additional e-Learning course opportunities available through the OeLC.

Courses Offered

Please see a Guidance Counsellor for available courses.

WHAT YOU NEED TO KNOW

What courses are available?

LDSB hosted courses, listed below, may be included as myBlueprint course selections. Additional e-Learning courses, hosted through the OeLC, are listed at: https://prism.elearningstudents.ca/

Are e-Learning courses "easier"?

E-Learning courses adhere to the same Ministry of Education curriculum expectations and require as much or more time as face-to-face classes. Provincial statistics show e-Learning courses have comparable success rates and course grade averages.

How often do I need to log into my e-Learning course?

E-Learning courses require students to participate on a regular basis, just like a face-to-face class does. Teachers have planned lessons and each student's participation in course activities, like discussions, are an important part of the learning experience. Courses follow the same Limestone Board of Education calendar.

Ontario Youth Apprenticeship Program [OYAP]

What is it?

OYAP is a hands-on training program for students who aspire to work in a skilled trade. Apprenticeship training allows students to earn an Ontario Secondary School Diploma [OSSD] while acquiring the necessary sector- specific skills while working with a qualified tradesperson. Some OYAP training takes place in the classroom however, the majority of the training occurs in the workplace. At present, a projected shortage of skilled labourers provides exciting opportunities within this pathway. Financial assistance in the form of government grants and loans are available for students wishing to pursue an apprenticeship.

Who it's for

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program. *For more information, please contact your Guidance Counsellor.*

How it helps

Students have the opportunity to

- ✓ Acquire sector specific and specialized training
- ✓ Participate in hands-on and experiential learning
- ✓ Earn high school credits as well as receive apprenticeship hours
- ✓ Receive government loans for trade tools
- ✓ Gain valuable contacts within the trades industry for future employment

Specialist High Skills Major (SHSM)

What is it?

Specialist High Skills Major (SHSM) programs are specialized programs that allow Grade 11 or 12 students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school with an Ontario Secondary School Diploma (OSSD).

A school approved to offer an SHSM program will offer the program in all four pathways: apprenticeship training, college, university, and the workplace. SHSM programs may be connected to a Dual Credit Program offered in the Limestone District School Board. Students must complete all components to graduate with their SHSM red seal on their diploma.

Students earning SHSM will be able to make more informed career decisions and ultimately be better prepared for their post-secondary destination of choice. Students who have earned the SHSM can provide evidence of their achievement of sector-recognized certifications and training programs to prospective employers and post-secondary educational or training institutions. To learn more about SHSM, please visit the SHSM Google site, or contact your school's Student Services Department. Frontenac offers SHSM opportunities in Arts and Culture, Health and Wellness.

Who it's for

Students who want to customize their high school experience to suit their interests and talents while preparing them for a successful post secondary transition to apprenticeship, college, university or the world of work. *For more information, please contact Student Services.*

How it helps

Students have the opportunity to

- ✓ Explore an interest or passion through focused SHSM courses
- ✓ Gain essential on the job skills through the cooperative education component
- ✓ Earn valuabxle industry certification, including First Aid and CPR.
- ✓ Demonstrate commitment & proficiency in an industry sector
- ✓ Make more informed career decisions
- ✓ Provide exemplary evidence of achievement to post secondary institutions and employers

Section Six: Alternative Ways of Achieving Credits

Gould Lake

The Gould Lake Outdoor Centre provides environmental and experiential education programs for elementary and secondary students in the LDSB. During the school year, classes participate in outdoor programs ranging from pond studies to canoeing and from winter cookouts to team building. In the summer, Gould Lake provides curriculum-based credit programs for students delivered through canoe, hiking, and kayaking trips. Further details can be found on their website: www.gouldlake.limestone.on.ca

Summer School

Summer school course offerings will be available through Student Services in May. Application is online. For more detailed information please contact your School's Guidance Counsellor.

Prior Learning Assessment & 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. Please see your Guidance Counsellor for more information.

Mature Student Assessment

A mature student is a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD.

There are two possible ways in which mature students can obtain credits for diploma purposes. Mature PLAR and Mature Student Assessment. *Please see your Guidance Counsellor for more detailed information.*

Royal Conservatory Music Credits

A student who has successfully completed the requirements of one of the following may count a maximum of one non-Grade 12 university/college preparation credit towards the OSSD in addition to any other non-Grade 12 university/college preparation music credit earned in school:
-Grade V111 Practical and Advanced (Grade 11) Rudiments of the Royal Conservatory of Music, Toronto.
-Grade V111 Practical and Grade 1V Theory of Conservatory Canada, London
-Collegial 1 Practical and Collegial 1 Theory of any conservatory of the province of Quebec.
-Grade V11 Practical and Grade V Theory of the Trinity College of Music, London, England.
-Grade V11 Practical and Grade V1 Theory of the Royal Schools of Music, London, England

A student who has successfully completed the requirements of one of the following may count a maximum of one Grade 12 university/college preparation credit towards the OSSD in addition to any other Grade 12 university/college preparation music credit earned in school:

-Grade 1X Practical and Basic (Grade 111) Harmony of the Royal Conservatory of Music, Toronto.
-Grade 1X Practical and Grade V Theory of Conservatory Canada, London
-Collegial 11 Practical and Collegial 11Theory of any conservatory of the province of Quebec.
-Grade V111 Practical and Grade V1 Theory of the Trinity College of Music, London, England.
-Grade V111 Practical and Grade V111 Theory of the Royal Schools of Music, London, England

Teacher Assisted Self Study (TASS)

Teacher Assisted Self Study (TASS) allows students to earn Ontario Secondary School credit using Independent Learning Resource materials. TASS programs are offered at Limestone Education Centre in Kingston and Gateway in Napanee. For more information on how to qualify for TASS, please contact Student Services. Students must have the approval of their Guidance Counsellor and Principal prior to registration.

Alternative Learning Centres

The Alternative Learning Centres offer a variety of non-traditional settings providing both innovative teaching and flexible learning methods for students who require an alternate means of achieving secondary credits. The Alternative Learning Centres also serve mature students who need to re-engage in their secondary education on route to the workplace or post-secondary destinations.