

# Brooklin High School

## Course Calendar

2022 – 2023



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# Brooklin High School

**Principal**  
**Vice Principal**  
**Vice Principal**  
**Guidance and Cooperative Education Head**

**J. MacKenzie**  
**D. Bratincevic**  
**J. Demaray**  
**N. Morgan-Cook**

Course selection is an incredibly important part of being a high school student. To help with this process we utilize the myBlueprint program. We believe that you will find this an invaluable tool to support your planning. At Brooklin High School we strive to support our students as they plan for their future and their ultimate goal of receiving their Ontario Secondary School Diploma. Brooklin High School prides itself on teaching excellence, offering a wide range of courses that allow for student voice and choice, while maintaining a welcoming and supportive environment for our students.

Wishing you all the best as you plan for your future!

Principal MacKenzie

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# What do you need to graduate?

## 18 compulsory credits

Students must earn the following compulsory credits to obtain the **Ontario Secondary School Diploma (OSSD)**:

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

Plus one credit from each of the following groups:

- **1 additional credit** (group 1): additional credit in English, **or French as a second language,\*\* or a Native language, or a classical or an international language,** or social sciences and the humanities, or Canadian and world studies, **or guidance and career education, or cooperative education\*\*\***
- **1 additional credit** (group 2): additional credit in health and physical education, or the arts, or business studies, **or French as a second language,\*\* or cooperative education\*\*\***
- **1 additional credit** (group 3): additional credit in science (Grade 11 or 12), or technological education, **or French as a second language,\*\* or computer studies, or cooperative education\*\*\***

In addition to the compulsory credits, students must complete:

- **12 optional credits†**
- 40 hours of community involvement activities
- the provincial literacy requirement

### Guidance Message:

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the graduation requirements for an Ontario Secondary School Diploma unless they have been opted-out or exempted. The successful completion of this asynchronous eLearning course will count towards this graduation requirement.

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\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\* In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

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

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

## Course Types

A **graduated streaming** system allows students flexibility as they proceed through their secondary school careers. This system provides greater opportunities for students to change pathways in the senior years.

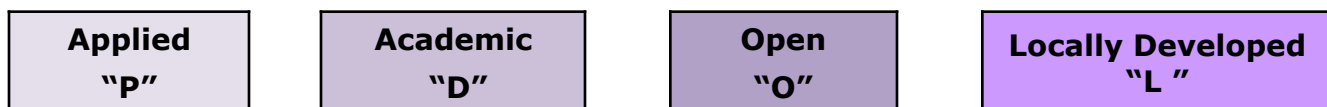
Secondary school programs are **destination focused**. Course streams in Grade 11 and 12 are designed to prepare students for particular destinations after they finish their secondary school program (College, University, Apprenticeship, and Workplace).

### Pathways

In grade 9, students will take their compulsory courses (English, Mathematics, Science, French, and Geography/History) in one stream (Inclusive Academic). In grade 10, students will take their compulsory courses in either the Applied or Academic stream. All other courses will be taken at the Open level.

<b>Inclusive Academic</b>	A focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.
<b>Applied Stream</b>	A focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.
<b>Academic Stream</b>	A focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.
<b>Open Level</b>	An open level course has one set of expectations for that subject and is appropriate for all students.
<b>Locally Developed</b>	Building courses are offered in Mathematics, Science, English, and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school. These courses also require the recommendation of the elementary teacher and parent. Recommendations for these courses will be taken at course selection time.
<b>Grade 11/12 Streams</b>	Courses in Grade 11 and 12 will be offered in streams that are related to students' destinations after high school - Workplace, College, or University. Some courses in Grades 11 and 12 will be offered at the Open Level.

## Grades 9 and 10



Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the student is strongly encouraged to successfully complete 30 hours of additional course work. This additional course work will be referred to as crossover material.

## Grades 11 and 12



### Transfer Courses

*What if my interests change?*

Over the course of your four years in secondary school, your interests and goals might change as you gain experience and learn about new career options. If this should happen, you will be able to change pathways by taking a transfer course. Transfer courses will allow students who are taking one type of course in Grade 10 or 11 to switch to another type in the same subject in the next grade.

Transfer courses are more focused and shorter than regular courses, as they are designed to cover only the additional course content that bridges the gap between two course types. Transfer courses will be delivered in a variety of ways. Students will receive a partial credit for a successfully completed transfer course. Credits earned through transfer courses will qualify as optional credits towards the diploma requirements. Transfer courses have been developed by the Ministry of Education. Students considering taking these courses should contact Student Services.

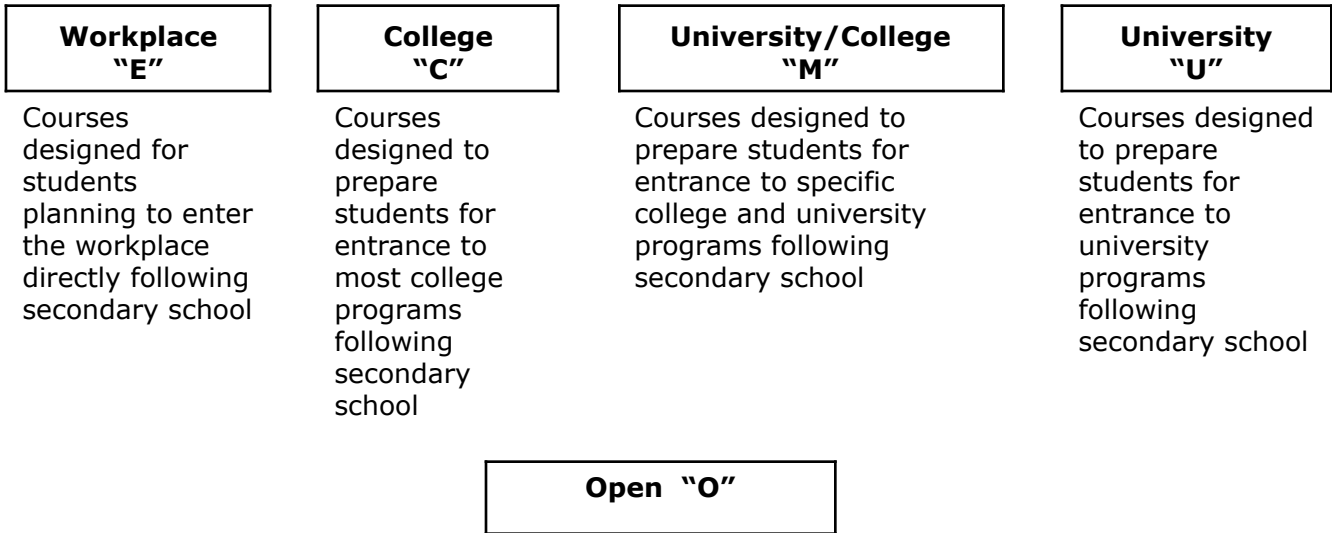
### Information about course selection in Grades 10 to 12:

The flowcharts of prerequisites are included as guides to planning,

Students should use the flowcharts of prerequisites to select Grade 10 Applied and Academic courses when they are in Grade 9,

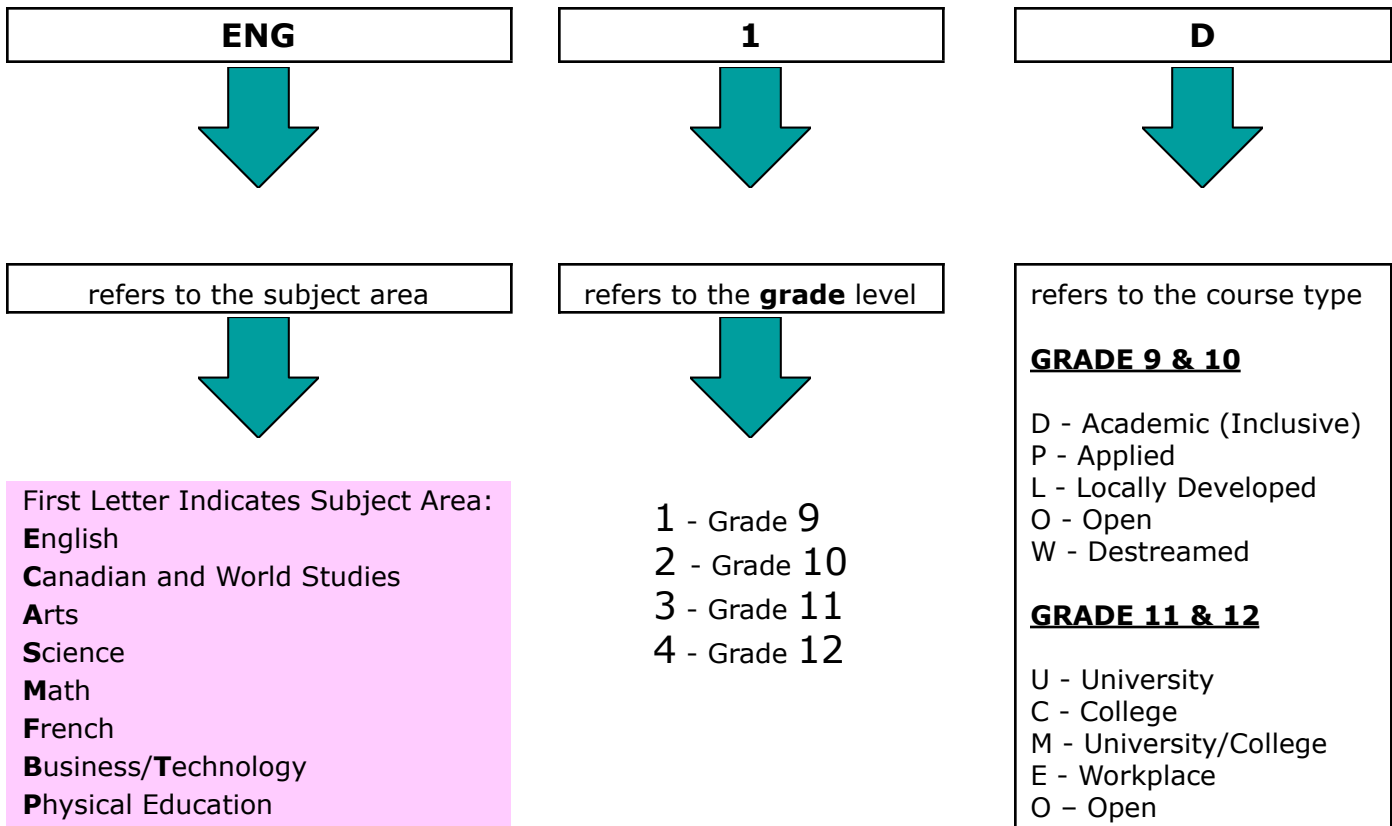
Students should choose Grade 10 and 11 courses that meet the prerequisite requirements for the Grade 11 and 12 courses they plan to take.

**Streaming Model for Grade 11 and Grade 12  
"Pathways to Your Destination"**



Courses that are not specific to any particular post-secondary destination are appropriate for all students and students may take these courses to meet compulsory or optional requirements and/or for personal interest and growth.

**COURSE CODES**



## **Community Involvement**

As part of the Ontario Secondary School Diploma, every student entering Grade 9 must complete 40 hours of community involvement prior to graduation. The purpose of this requirement is to promote community values. Students will develop an awareness of community needs, and a positive self-image while gaining a greater sense of identity within the community. Students will be provided with a package that outlines eligible and ineligible activities and contains tracking materials.

## **Ontario Secondary School Literacy Test**

All students are required to successfully complete the Ontario Secondary School Literacy Test (OSSLT) requirement. This test will measure basic levels of literacy and will be based on the literacy expectations up until the end of Grade 9. Students who are unsuccessful on the test will be required to participate in a remedial program to prepare for subsequent attempt(s) at the test. Students may also be recommended to take the Ontario Secondary School Literacy Course. Secondary school diplomas will only be awarded to students who successfully meet the provincial literacy requirement for graduation. Exemptions may be granted to students **NOT** working towards an Ontario Secondary School Diploma. In certain circumstances students may be deferred until a later administration of the test. Students with an Individual Education Plan (IEP) may write OSSLT with accommodations as long as those accommodations are contained in the IEP.

## **Ontario Student Transcript and the Ontario Student Record**

In secondary schools, a student's record of successfully completed courses in Grade 9 and 10 and all courses taken at the Grade 11 and 12 level (i.e., credits), is kept on the Ontario Student Transcript. This Transcript becomes part of a student's Ontario Student Record (O.S.R.) which was established for the student when he/she first attended school in Ontario. Both the Ontario Student Transcript and the Ontario Student Record are retained at the last secondary school the student attended for a period of fifty-five (55) years after the student leaves the school. The Transcript is particularly important as the information it contains may be required by the student to qualify for employment or a post-secondary opportunity in the future. Therefore, copies of this Transcript are available upon request from the school's Student Services Department. The Ontario Student Transcript and the Ontario Student Record may be inspected by the student and his/her parents upon request.

## **Full Disclosure**

All students taking Grade 11 and 12 courses will be subject to a Full Disclosure policy. All courses taken from this date on will be recorded on a student's transcript, whether the course has been successfully completed or not. This information is to be made available to Community Colleges and Universities for them to consider when making admission and scholarship decisions. Parents/Guardians and students who have further questions about this policy should contact a Guidance Counsellor.

## **The Ontario Credit System**

### **Credit Definition:**

A credit is granted upon successful completion of a course which has at least 110 hours of scheduled instructional time.

### **Mark Reporting and Student Promotion:**

Each semester a student will receive a progress report, a mid-term report, and a final report. If appropriate, a student will receive a Credit Endangered letter. Students are promoted by subject rather than by grade and may repeat courses on an individual basis when necessary.

### **Individualized Timetables:**

On the first day of school, each student is provided with a personal timetable based upon his/her course selections. An individual timetable allows each student to work at his/her level in each course and permits a wider selection of subjects appropriate to his/her unique needs and interests. Timetable changes may occur up to two weeks into the semester.

### **Courses of Study:**

Courses offered have been developed according to the requirements of the Ontario Ministry of Education.

### **Semester System**

The school year is divided into two parts. Students can take a maximum of four subjects from September to January; then, four from February to June. Each period is seventy-five minutes in length. Regular attendance is very important. While methods of evaluation vary according to subject areas, emphasis is placed on day-to-day work, assignments, projects, term tests and final summative evaluation. A credit will not be granted where the student does not meet the attendance requirements. The timetable is designed to allow students to complete eight subjects every year. The more credits a student passes every year the more choices they have in the following years. Students in Grade nine, ten and eleven are required to take four courses per semester.



## The Ontario Secondary School Certificate

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

### **Compulsory credits** (*total of 7*)

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

### **Optional credits** (*total of 7*)

- 7 credits selected by the student from available courses

## The Certificate of Accomplishment

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

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

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

## Alternate ways to earn a credit

Students may earn credits in alternative ways such as summer school, night school, and the Independent Learning Centre. **Students should make an appointment with a Guidance Counsellor for further information and to determine if they are eligible for these programs. All requests must be approved by the day school Principal.**

### Summer School

Summer school courses may be available for students to:

- retake courses they did not successfully complete
- upgrade their mark
- earn a credit in a new course they have not attempted
- change pathways by taking a transfer course.

## Night School

Night school courses are offered for the general public. Under special circumstances, the principal may give approval for a day school student to enroll in a night school course.

## Conservatory of Music Certificates - Royal Conservatory of Music

Certificates accepted as credits toward the OSSD are as follows:

Grade VII Practical and Grade I Rudiments -	<b>AMX3M1</b>
Grade VIII Practical and Grade II Rudiments -	<b>AMX4M1</b>

Students may earn these credits in addition to any music credits earned in school. Verification should be brought into Student Services. *Note: Royal Conservatory of Music credits cannot be used to meet the arts compulsory credit requirements.*

## Prior Learning Assessment and Recognition (PLAR)

### The PLAR challenge process

Prior learning includes the knowledge and skills that students have acquired outside secondary school. Students enrolled in Ontario secondary schools may have their knowledge and skills evaluated against the expectation outlined in the provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as **Prior Learning Assessment and Recognition (PLAR)**.

The "PLAR challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.

Students interested in obtaining credits through the PLAR Challenge Process, and who are currently registered in Durham School Board secondary schools should seek information from the Guidance department of their home school. After meeting with the home school counsellor, if students wish to proceed with the PLAR Challenge Process they can:

- Attend a Challenge Orientation Appointment at the Credential Centre, 120 Centre St. South, Oshawa by calling Durham Continuing Education at 905-436-3211
- Complete a Challenge Application package as directed at the orientation appointment and meet all deadlines
- Proceed with the Challenge if approved

### What credits may be challenged?

Students may challenge for credit only in Grade 10, 11 or 12 courses developed from a provincial curriculum policy document. Students may obtain a maximum of four credits through the challenge process and no more than two credits in one subject area.

A student is eligible to challenge credits that have not been completed or attempted through previous enrolment in the past four years and will only be granted one opportunity to challenge for a specific course. A student may challenge a Grade 10, 11 or 12 courses regardless of their current grade.

## **General School Information**

### **Attendance**

Regular attendance on the part of students is vital to the process of learning. Normally lesson plans employ a variety of processes, including discussion among the students themselves. A unit of study usually involves the development of a sequence of related concepts. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experiences that cannot be entirely regained. Therefore, a credit may not be granted where the student does not meet the attendance requirements. **Attendance is tracked period by period** and by an automated call home system.

### **Evaluation and Examination Policies**

Detailed information about specific evaluation strategies for each course will be distributed to students and parents at the start of the school year.

Final examinations and/or summative evaluations are held at the end of each semester. All students are required to write these final examinations and/or summative evaluations at the scheduled time.

### **Provisions for Special Needs**

Often, particular students have special needs that will affect their education. The school has a variety of methods to assist students including Student Services Counseling, testing and instruction from the Academic Resource Teacher, an individual education plan (IEP), courses taught at various levels of difficulty, and individual attention.

Some students may require a more specialized and individual educational approach. In such instances, the Principal and the Academic Resource Teacher, in cooperation with parents, will follow a series of steps that include testing, observation, teacher recommendations, and analysis of the individual's special needs. If these steps suggest more specialized assistance, then a referral may be made to the Special Education Department for a specific program. This may include referral to the learning strategies teacher for a year one academic credit.

Copies of the DDSB Special Education parent guide may be obtained by contacting the Special Education Department. The DDSB has a Special Education Advisory Committee (SEAC). Further information on SEAC can be obtained from the DDSB.

### **School Code of Conduct**

At the start of each school year students can download the Student Handbook as it contains the school's Code of Conduct. Students and parents should familiarize themselves with this Code of Conduct, which is also posted on our website.

## Library Commons

The Library Commons offers a large variety of resources to assist students in completing assignments and projects. All students will have an opportunity to participate in class instruction in the Library Commons. Students will be taught proper procedures to cite their work and how to make use of the computer tools and resources available.

## Guidance Office

The Secondary School Guidance Counsellor is a teacher with additional training in counseling and clarifying student concerns, individually and in groups. The Guidance staff coordinates and plans appropriate placement for students with special needs and recommends procedures for course selection by students. The Counsellor works with the student to set goals, determine priorities, and evaluate his/her unique educational, vocational, and personal objectives. This involves the student in seeing his or her present situation clearly, and in establishing a tentative plan and a way to accomplish it. The process may also involve the Counsellor in providing students with specific job information. Parents of secondary school students should initiate discussion with Counsellors and teachers for the purpose of gaining information and discussing their student's abilities and attitudes as they relate to educational and vocational planning.

BHS has Grade Counsellors who will follow a group of students through starting in grade 9 to graduation.

## Substitutions for Compulsory Courses

In special circumstances, the Principal may substitute a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. For further information on substitutions please contact Student Services.

## Subject Certificates

Specific subject certificates will be awarded at Commencement for students who obtain credits in the following manner.

<b>Certificate</b>	<b>Number of Credits</b>
ARTS	<b>6</b>
BUSINESS	<b>6</b>
TECHNOLOGY	<b>6</b>
MODERN LANGUAGES	
French:	<b>4</b>
Spanish:	<b>3</b>

## Family of Schools

Our family of schools include: Blair Ridge Public School, Brooklin Village Public School, Chris Hadfield Public School, and Winchester Public School.

## Specialized Programs

### STUDENT SUCCESS

We have instituted a Student Success program that supports In-Risk students with mentoring, tutoring and advocating. The Student Success Team is comprised of the Student Success teacher, in addition, members from the following departments: Administration, Special Education, and Guidance and Career Education. The Student Success Team develops school procedures and models for the effective delivery of all student success initiatives. The Student Success Teacher (SST) is directly involved in student tracking and monitoring of marks and attendance. The SST acts as a facilitator for students, staff and parents in an effort to improve communication and motivation to become successful at earning credits toward achieving an OSSD. Instruction, support and interventions are provided for In-Risk students through the Student Success program.

### SPECIALIST HIGH SKILLS MAJOR

A Specialist High Skills Major (SHSM) is a ministry-approved specialized program that allows students to focus their learning on the Information Technology economic sector while meeting the requirements of the Ontario Secondary School Diploma. The Program has a number of required components, designed to give students a "leg-up" to pursue post-secondary opportunities in each of the identified sectors, valuing all 4 destinations. The components are as follows:

**Bundled Credits:** Each SHSM program offers students a bundle of 9 - 11 credits, including:

- 4 "major" credits in the identified sector in Grade 11 and Grade 12
- 2 or 3 supporting credits in English, math or science that will be delivered in the context of that sector

**Contextualized Learning Activities:** Supporting credits, such as English, math, science or business include units and other opportunities for SHSM students to learn in the context of the sector they have chosen

- i.e. a student taking a SHSM construction program completes a unit in their math course determining the proper measurements to build a construction project

**Certifications and Awareness Training:** Sector-recognized certifications related to the major and selected from a list, both generic and specific to support the sector (i.e. WHMIS, First Aid, CAD / CAM Training)

**Experiential Learning Opportunities:**

- Job-shadowing, job-twinning, work experience
- Minimum of 2 cooperative education credits linked to the major
- Field trips, other workplace experiences for students to explore careers related to that sector

**Documentation of Essential Skills and Work Habits** through the Ontario Skills Passport

**Reach Ahead Experiences:** In the field and sectors considered as a post-secondary destination, ranging from a few hours to full courses (dual credit programs)

Clearly valuing and providing a pathway to all four post-secondary destinations, apprenticeship, college, university and work

See Guidance for more information about Specialist High Skills Major.



## DUAL CREDITS

### What are they?

Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both of the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or degree, or an apprenticeship certification. Students may earn credits towards the OSSD through courses delivered entirely or partially by publicly funded colleges in Ontario that are participating in a ministry-approved dual credit program. Students may earn up to four optional credits through college-delivered courses. There is no limit on the number or type of secondary credits they may earn through team-taught courses.

Dual Credits engage students through exposure to college courses and culture while supporting their successful transition to postsecondary education

### Who are they for?

Students who may need learning opportunities outside of high school and who would benefit from a college or apprenticeship experience to complete their Ontario Secondary School Diploma.

### How do they help?

Dual Credit Programs can help students move from high school to college and apprenticeship programs. They can help students complete their Ontario Secondary School Diploma while customizing their learning with exposure to the college environment.

Students have the opportunity to:

- Earn high school credits while studying at a local college or taking apprenticeship training
- Gain experience to transition to postsecondary education or apprenticeship
- Get a head start on learning and training for their future careers.

If you are interested in Dual Credits, see Guidance for more details.

## SCHOOL WORK PROGRAMS

Students who decide on a work destination secondary school program may participate in a Cooperative Education program to work in an industry. A typical program might be Cooperative Education for one half day in Grade 11 and continue a placement or internship in Grade 12 for a full day in Semester 2. Student Pathways for Work Destinations have been developed. For further information, please contact the Guidance/Cooperative Education Department.

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Durham District School Board provides opportunities for students to begin an apprenticeship in skilled trades during secondary school. If accepted by an employer, students may begin an apprenticeship while earning OSS credits at their home school. Some apprenticeship preparation courses are provided at a central site school, and students may be required to attend classes at another school for half days during semester 2. Students may begin to explore an apprenticeship with a Cooperative Education placement in any recognized skill trade. For further information, contact the Guidance/Cooperative Education Department. An interview will be set up to discuss the current apprenticeship programs.



## ELEARNING

The DDSB recognizes the needs of the 21st century learners and will offer a number of e-Learning credit courses during the school year. Each participating student must be enrolled as a full-time day student at one of the participating secondary schools.

### Benefits of e-Learning:

- Enables students to learn in an environment that is flexible and engaging
- Increases opportunity for students to obtain their first choice in course selections
- Gives students access to courses that may not be available at their home school
- Helps to resolve timetable conflicts

### Online Courses

The courses and online classroom will be provided by the Ministry of Education through e-Learning Ontario. These online courses:

- Meet the Ministry of Education curriculum expectations
- Are compliant with DDSB and Ministry of Education policies and procedures
- Are taught by qualified Ontario teachers who are full time day school teachers with the Durham District School Board
- Will be part of a student's timetable and appear on the student's transcript upon completion

### Online Learning Environment

e-Learning teachers interact with students on a regular basis online and consistently monitor their progress. This teacher-mediated system contains a wide range of collaborative and administration tools such as discussion rooms, quizzes, multimedia resources, internal email and student tracking. For these courses, all course material will be delivered in an e-Learning (fully online) format and therefore require students to have access to a computer with internet access. Students must complete an online orientation module before they begin to work on their e-Learning course.

### Successful e-Learning Students are:

- Independent learners
- Academically motivated
- Comfortable with technology
- Collaborative
- Have excellent time management skills



### 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. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

**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 guidance department for further information on this process.

## 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.



**DDSB eLearning program course listings:**

<b>BAF3M</b>	<b>CHW3M</b>	<b>EWC4C</b>	<b>HZT4U</b>	<b>PSK4U</b>
<b>BAT4M</b>	<b>CHY4U</b>	<b>EWC4U</b>	<b>ICS3U</b>	<b>SBI3C</b>
<b>BBB4M</b>	<b>CIA4U</b>	<b>GWL3O</b>	<b>IDC4O Black Studies</b>	<b>SBI3U</b>
<b>BDP3O</b>	<b>CLN4C</b>	<b>HFA4U</b>	<b>IDC4U Black Studies</b>	<b>SBI4U</b>
<b>BMI3C</b>	<b>CLN4U</b>	<b>HHS4U</b>	<b>MAP4C</b>	<b>SVN3E</b>
<b>BOG4E</b>	<b>CLU3E</b>	<b>HIP4O</b>	<b>MCT4C</b>	<b>SNC4M</b>
<b>BOH4M</b>	<b>EMS3O</b>	<b>HLS3O</b>	<b>MDM4U</b>	<b>SPH3U</b>
<b>CGF3M</b>	<b>NBE3C</b>	<b>HSB4U</b>	<b>NDA3M</b>	<b>SPH4C</b>
<b>CGG3O</b>	<b>NBE3U</b>	<b>HSE4M</b>	<b>NDW4M</b>	<b>SPH4U</b>
<b>CGR4M</b>	<b>ENG4C</b>	<b>HSP3U</b>	<b>OLC4O</b>	<b>TGJ4M</b>
<b>CHI4U</b>	<b>ENG4U</b>	<b>HSP3C</b>	<b>PPZ3C</b>	

- ❖ There are other courses available through the Ontario Consortium, please ask guidance for more information.

## GRADE 9 COURSES

### GRADE 9 COMPULSORY COURSES

Students must choose one from each **subject area**.

SUBJECT AREA	INCLUSIVE ACADEMIC	LOCALLY DEVELOPED
English	ENG1D1	ENG1L1
French	FSF1D1	
Canadian Geography	CGC1D1	
Mathematics*	MTH1W1 *de-streamed math	MAT1L1
Healthy Active Living Education <b>(Female)*</b>	PPL1O4	
Healthy Active Living Education <b>(Male)</b>	PPL1O3	
Rhythm and Movement <b>(Non-gendered)</b>	PAR1O1	
Science	SNC1W1 *de-streamed science	SNC1L1

### GRADE 9 OPTIONAL COURSES

Students choose **two** options from the list below and **one** alternate course (in case your two requests cannot be met)

CODE	DESCRIPTION
AMU1O1	Music - <b>Instrumental</b>
AMC1O1	Music for Creating – <b>Percussion and Digital Music</b>
AMV1O1	Music - <b>Vocal</b>
AVI1O1	Visual Arts
ADA1O1	Drama
TIJ1O1	Business and Computer Studies & Exploring Technologies
HIF1O1	Exploring Family Studies

CODE	LEARNING SUPPORT
GLE1OL***	Learning Strategies Special Education

\*\*\*students cannot select this option - it must be endorsed by the Brooklin High School Special Education Department

## GRADE 10 COURSES

<b>GRADE 10 COMPULSORY COURSES</b>				
Students must choose <b>one</b> from each subject area				
<b>SUBJECT AREA</b>	<b>ACADEMIC</b>	<b>APPLIED</b>	<b>OPEN</b>	<b>LOCALLY DEVELOPED</b>
English	ENG2D1	ENG2P1		ENG2L1
Canadian History	CHC2D1	CHC2P1		
Career Studies			GLC201	
Civics and Citizenship			CHV201	
Mathematics	MPM2D1	MFM2P1		MAT2L1
Science	SNC2D1	SNC2P1		SNC2L1

<b>OPTIONAL COURSES</b>	
Students must choose <b>three</b> from the following list of Optional Courses.	
Drama	ADA201
Music - Instrumental	AMU201
Music – Guitar	AMG201
Music – Vocal	AMV201
Music - Music for Creating	AMC201
Visual Arts	AVI201
Introduction to Business	BBI201
Computer Studies	ICS201
French - Academic	FSF2D1
Spanish – Academic	LWSBD1
Food and Nutrition	HFN201
Clothing	HNL201
Healthy Active Living Education - Fitness	PAF204 (Female) PAF203 (Male)
Healthy Active Living Education - Activity	PPL204 (Female) PPL203 (Male)
Yoga, Mindfulness & Low Impact Fitness	PAR201 (Co-ed)
Construction Technology	TCJ201
Technological Design	TDJ201
Hospitality and Tourism – Culinary Arts	TFJ201
Communications Technology	TGJ201
Transportation Technology	TTJ201

## GRADE 11 COURSES

<b>COMPULSORY COURSES</b> (Students must select <u>one</u> ENGLISH and <u>one</u> MATHEMATICS course)		
English	University College Workplace	NBE3U1 NBE3C1 NBE3E1
Functions Functions and Applications Foundations for College Mathematics Mathematics for Work and Everyday Life	University University/College College Workplace	MCR3U1 MCF3M1 MBF3C1 MEL3E1
<b>OPTIONAL COURSES</b> (Students must select <u>six</u> courses based on diploma requirements)		
<b>THE ARTS</b>		
Drama	University/College	ADA3M1
Music – Instrumental Music - Guitar Music - Vocal	University/College University/College University/College	AMU3M1 AMG3M1 AMV3M1
Visual Arts Visual Arts – Painting	University/College Open	AVI3M1 AWN3O1
<b>BUSINESS STUDIES</b>		
Financial Accounting Fundamentals Entrepreneurship: The Venture Info & Communication Technology: The Digital Environment Marketing: Goods, Services, Events	University/College College Open College	BAF3M1 BDI3C1 BTA3O1 BMI3C1
<b>COMPUTER STUDIES</b>		
Computer Science Computer Engineering Technology	University University/College	ICS3U1 TEJ3M1
<b>CANADIAN AND WORLD STUDIES</b>		
Forces of Nature: Physical Processes and Disasters Travel and Tourism BH3: Outdoor Leadership Environment SHSM	University/College Open Open	CGF3M1 CGG3O1 GPP3O1
<b>CANADIAN AND WORLD STUDIES</b>		
American History World History to the End of the Fifteenth Century Understanding Canadian Law Current Aboriginal Issues in Canada Sports and Society	University University/College University/College University/College Open	CHA3U1 CHW3M1 CLU3M1 NDA3M1 IDC3O1

<b>INTERNATIONAL LANGUAGES</b>		
French	University	FSF3U1
<b>COOPERATIVE EDUCATION</b>		
Cooperative Education - 2 credits Cooperative Education - 4 credits Peer Tutoring - 1 credit – APPLICATION PROCESS ONLY (see calendar description for details)	Open	DCO309 GLN409 DCO308
<b>HEALTH AND PHYSICAL EDUCATION</b>		
Healthy Active Living Education	Open	PPL304 (Female) PPL303 (Male)
Personal and Fitness Activities		PAF304 (Female) PAF303 (Male)
Healthy Active Living: SHSM Designation (see calendar description for details)		PAI30D (Co-ed)
Yoga, Mindfulness & Low Impact Fitness		PAR301 (Co-ed)
<b>SCIENCE</b>		
Biology Biology Chemistry Environmental Science Physics	University College University University/College University	SBI3U1 SBI3C1 SCH3U1 SVN3M1 SPH3U1
<b>SOCIAL SCIENCE AND HUMANITIES</b>		
Food and Culture Understanding Fashion Working with Infants and Young Children Raising Healthy Children Introduction to Anthropology, Psychology and Sociology	University/College College College Open University	HFC3M1 HNC3C1 HPW3C1 HPC3O1 HSP3U1
<b>TECHNOLOGY</b>		
Construction Engineering Technology Technological Design Communications Technology Transportation Technology Hospitality and Tourism – Culinary Arts Yearbook: Print and Graphic Communications	College University/College University/College College College University/College	TCJ3C1 TDJ3M1 TGJ3M1 TTJ3C1 TFJ3C1 TGG3M1

## GRADE 12 COURSES

<b>COMPULSORY COURSES</b> (Students must select <u>one</u> ENGLISH course)		
English	University College Workplace	ENG4U1 ENG4C1 ENG4E1
<b>OPTIONAL COURSES</b> (Students must select <u>seven</u> courses based on diploma requirements) STUDY PERIODS will be granted based on credit accumulation and potential graduate status.		
<b>THE ARTS</b>		
Drama	University/College	ADA4M1
Music - Instrumental Music - Guitar Music - Vocal	University/College University/College University/College	AMU4M1 AMG4M1 AMV4M1
Visual Arts	University/College	AVI4M1
<b>BUSINESS STUDIES</b>		
Business Leadership: Management Fundamentals Investment & Finance International Business Fundamentals	University/College University University/College	BOH4M1 IDC4U1* BBB4M1
<b>COMPUTER STUDIES</b>		
Computer Science	University	ICS4U1
<b>CANADIAN AND WORLD STUDIES</b>		
The Environment and Resource Management World Issues: A Geographic Analysis BH3: Outdoor Leadership Environment SHSM	University/College University Open	CGR4M1 CGW4U1 GPP3O1
Adventures in World History World History since the Fifteenth Century World History since the Fifteenth Century Contemporary Indigenous Issues & Perspectives in Global Context Canadian History: Black Studies Canadian and World Politics Issues in Human Rights: An Interdisciplinary Approach Sports and Society Classical Civilization	Workplace University College University/College University University University Open University	CHM4E1 CHY4U1 CHY4C1 NDW4M1 CHI4U1 CPW4U1 IDC4U3* IDC3O1 LVV4U1
Canadian and International Law	University	CLN4U1

<b>ENGLISH</b>		
Ontario Secondary School Literacy Course (students must be recommended for this course by the Principal)	Open	OLC401
Writer's Craft	University	EWC4U1
<b>INTERNATIONAL LANGUAGES</b>		
French	University	FSF4U1
<b>COOPERATIVE EDUCATION</b>		
Cooperative Education - 2 credits Cooperative Education - 4 credits  Peer Tutoring - 1 credit – APPLICATION PROCESS ONLY (see calendar description for details)	Open	DCO309 GLN409  DCO308
<b>HEALTH AND PHYSICAL EDUCATION</b>		
Healthy Active Living Education  Personal and Fitness Activities  Sports SHSM Designation *see Calendar description for details  Introduction to Kinesiology  Recreation and Healthy Active Living Leadership	Open    University  University/College	PPL401 (Co-ed)  PAF404 (Female) PAF403 (Male)  PAI30D (Co-ed)  PSK4U1  PLF4M1
<b>MATHEMATICS</b>		
Calculus and Vectors Mathematics of Data Management Advanced Functions Foundations for College Mathematics Mathematics for Work and Everyday Life	University University University College Workplace	MCV4U1 MDM4U1 MHF4U1 MAP4C1 MEL4E1
<b>SCIENCE</b>		
Biology Chemistry Chemistry Physics Physics Science	University University College University College University/College	SBI4U1 SCH4U1 SCH4C1 SPH4U1 SPH4C1 SNC4M1

<b>SOCIAL SCIENCE AND HUMANITIES</b>		
Nutrition and Health Human Development Throughout the Lifespan The World of Fashion Challenge and Change in Society World Cultures Working with School Aged Children and Adolescents	University University/College University/College University University/College College	HFA4U1 HHG4M1 HNB4M1 HSB4U1 HSC4M1 HPD4C1
<b>TECHNOLOGY</b>		
Construction Engineering Technology Technological Design Communications Technology Transportation Technology Hospitality and Tourism – Culinary Arts Yearbook	College University/College University/College College College University/College	TCJ4C1 TDJ4M1 TGJ4M1 TTJ4C1 TFJ4C1 TGG4M1

\*Students are able to select only **ONE** IDC4U1 course. You must choose either Finance (IDC4U1) or Equity and Human Rights (IDC4U3)



ARTS			
DRAMA			
COURSE	DESCRIPTION	TYPE	PRE-REQ
ADA101 - Drama	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.	Open	
ADA201 - Drama	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.	Open	
ADA3M1 - Drama	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.	University/ College	ADA10, ADA20
ADA4M1 - Drama	This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.	University/ College	ADA3M, ADA3O
MUSIC			
AMC101 - Music for Creating: Percussion and Digital Music	This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform and create traditional, commercial, and art music through a variety of percussion instruments and computer based programs, but previous experience in either is not required. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.	Open	
AMC201 - Music for Creating	This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform and create traditional, commercial, and art music through a variety of percussion instruments and computer based programs, but previous experience in either is not required. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.  <b>COURSE NOTE:</b> While it is not a prerequisite it is recommended that students have taken AMC101.	Open	

MUSIC			
COURSE	DESCRIPTION	TYPE	PRE-REQ
AMG201 - Guitar	<p>This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.</p> <p><b>Course Note:</b> Guitars are provided in class however they are not available to take home. It is suggested you have a guitar at home for practicing.</p>	Open	
AMG3M1 - Guitar	<p>This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. This course continues to build on practical and theoretical skills, with a focus on reading chord symbols. Techniques for electric and bass guitar will also be introduced.</p> <p><b>Course Note:</b> Guitars are provided in class however they are not available to take home. It is suggested you have a guitar at home for practicing.</p>	University/ College	
AMG4M1 - Guitar Music	<p>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 course is designed for the intermediate guitar student.</p>	University/ College	AMU10, AMU20, AMG20
AMU101- Instrumental Music	<p>This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.</p>	Open	

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
AMU201 - Instrumental Music	This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.	Open	
AMU3M1 - Instrumental Music	This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.	University/ College	AMU10, AMU20, AMH20
AMU4M1 - Instrumental Music	This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.	University/ College	AMU3M, AMH3M
AMV101 - Music - Vocal/Choral	This course introduces the student to the study of vocal music. Methods of tone production, warm-up and sight singing will accompany the repertoire studies in class. Performance will be emphasized and no previous experience is necessary.	Open	
AMV201 - Music - Vocal/Choral	This course emphasizes performance of music at a 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 course is designed for students who wish to study music through singing, emphasizing the fundamentals of good singing through breathing, voice production, diction and ear training (participation in the Concert Choir is expected).	Open	
AMV3M1 - Music - Vocal/Choral	This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course is designed for the intermediate vocalist.	University/ College	AMV101, AMV201

COURSE	DESCRIPTION	TYPE	PRE-REQ
AMV4M1 - Music - Vocal/Choral	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 course is designed for the intermediate vocalist.	University/ College	AMV10, AMV20, AMV3M
<b>VISUAL ARTS</b>			
AVI1O1 - Visual Arts	This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context	Open	
AVI2O1 - Visual Arts	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. <b>COURSE NOTE:</b> While it is not a prerequisite it is recommended that students have taken AVI1O1.	Open	
AVI3M1 - Visual Arts	This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). <b>Course Note:</b> A fee is requested for enhanced programming	University/ College	AVI1O, AVI2O
AVI4M1 - Visual Arts	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. <b>Course Note:</b> A fee is requested for enhanced programming	University/ College	AVI3M
AWN3O1 - Visual Arts - Painting	This course enables students to create media artworks through the medium of painting. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works. <b>Course Note:</b> No prior art experience is required to take this course. This course is ideal if you are missing your ARTS credit required to graduate. A fee is requested for enhanced programming	Open	

<b>BUSINESS STUDIES</b>			
<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
BAF3M1 - Intro. to Financial Accounting	This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. If you are considering taking business in college or university, this course will give you a considerable advantage over your peers.	University/ College	
BBB4M1 - International Business Fund.	This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.	University/ College	
BBI2O1 - Introduction to Business	This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. Fun and interactive business simulations will jump-start your career in the business world!	Open	
BDI3C1 - Entrepreneurship: The Venture	This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.	College	
BMI3C1 - Introduction to Marketing	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. On top of that, you will learn how to effectively market yourself and your ideas as well as how to use marketing in business, entertainment and sports industries.	College	

COURSE	DESCRIPTION	TYPE	PRE-REQ
BOH4M1 - Business Leadership-Mgt. Fund.	<p>This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. Students will develop their personal leadership skills through hands on, inquiry based, leadership activities and opportunities within Brooklin High School.</p> <p><b>Course Note:</b> Due to the high demand and limited space in this program, in order to complete the course request, you need to fill in a BOH4M1 Leadership Application located in your Guidance Counsellor's google classroom under Course Applications.</p> <p>Additionally, you are only allowed to choose BOH4M1 or PLF4M1. If you choose this course, <b>do NOT</b> choose PLF4M1.</p>	University/ College	
BTA301 - Digital Business	<p>This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies. There are uses of technology beyond Instagram, texting and Twitter - you will learn them in this class!</p>	Open	
IDC4U1 - Finance	<p>This course investigates financial management, capital markets, and ways in which capital is acquired. The course provides an opportunity to learn about investing and financial management for both individuals and corporations. Events in business (and world) news and the effects on corporations will be discussed and interpreted daily. Students will interconnect knowledge of English, Accounting, Business, Economics, Law, Entrepreneurship and Media. They will use diverse information skills, resources, and technologies to gather information related to a variety of Canadian and International financial institutions. They will also analyze the social impact of personal and corporate investment decisions. You may not aspire to be an investment banker however you should take this class if you want to learn how to make financially rewarding decisions!</p>	University	

**CANADIAN AND WORLD STUDIES**

**GEOGRAPHY**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
CGC1D1 - Inclusive Academic Geography	This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.	Inclusive Academic	
CGF3M1 - Forces of Nature	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.	University/ College	
CGG3O1 - Travel & Tourism	This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.	Open	
CGR4M1 - Environment & Resource Mgmt	This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.	University/ College	Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities



COURSE	DESCRIPTION	TYPE	PRE-REQ
CGW4U1 - University Level World Issues	In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.	University	Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities
<b>HISTORY</b>			
CHA3U1 - American History	This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. 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 various forces that helped shape American history.	University	CHC2D1, CHC2P1
CHC2D1 - Academic History	This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.	Academic	



COURSE	DESCRIPTION	TYPE	PRE-REQ
CHI4U1 - Canadian History: Black Studies	This course tells the stories of various communities in Canada, with a particular focus on Black History in Canada. Students will examine some of the Black Canadian historical figures and events that have contributed to the development of Canadian identity and heritage. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the events, and forces that have shaped Canada.	University	Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities
CHM4E1 - Adventures in World History	This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.	Workplace	CHC2D, CHC2P
CHW3M1 - World History to 15th Century	This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.	University/ College	CHC2D1, CHC2P1
CHY4C1 - World Hist. since 15th Century	This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.	College	Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
CHY4U1 - World Hist. since 15th Century	This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.	University	Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities
CLN4U1 - Canadian & International Law	This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.	University	Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities
CLU3M1 - Understanding Canadian Law	This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.	University/College	CHC2D1, CHC2P1
CPW4U1 - Canadian & World Politics	This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.	University	Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities
LVV4U1 - Classical Civilization	This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.		ENG2D

COURSE	DESCRIPTION	TYPE	PRE-REQ
<b>INTERDISCIPLINARY STUDIES</b>			
IDC301 - Sports and Society	<p>This course combines the expectations from the Interdisciplinary Studies, Grade 11 Open, with selected expectations from the following courses (Designing Your Future, Grade 11 Open; Introduction to Business, Grade 10 Open; Media Studies, Grade 11 Open; American History, Grade 11 University; World History, Grade 11 Open).</p> <p>This course explores the role of sports and athletics in a historical and contemporary way. Using diverse resources and research methods, students will analyze the depiction of sports in the media and literature and will also examine trends in business and communication of sports-related activities. The contemporary topics that will be explored include critically examining the role of Performance Enhancing Drugs in sports, violence and sports, such as fighting in hockey, and its relationship with concussions.</p>	Open	
IDC4U3 - Equity Issues and Human Rights	<p>This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.</p> <p><b>Course Note:</b> You cannot take this course AND IDC4U1 (Finance). Students are allowed to take only one Interdisciplinary course.</p>	University	Any university, university/college, or college preparation course in Canadian and World Studies, English or Social Sciences and Humanities
<b>SHSM PROGRAM</b>			
GPP301 - Experiential Environmental Education SHSM	<p>The BE3 course is an outdoor based interdisciplinary environmental education course that offers students a unique opportunity to move beyond a regular classroom to explore authentic learning opportunities in an outdoor, hands-on, experiential setting. The program utilizes a unique experiential learning format that provides opportunities to enhance skills in the areas of teamwork, responsibility and leadership. Outdoor skills including canoeing and camping will be at the core of BE3. There will be a significant focus on the safety, theory and skills required for ORCKA Canoe Tripping certification. Additional certifications obtained through this course include First Aid, CPR, AED, WHMIS, Map and Compass, GPS, Leave No Trace, and Species Identification. Key highlights of the BE3 program are a winter camp and a week-long backcountry canoe trip in Algonquin Provincial Park. These trips will provide students with truly experiential learning opportunities and memories that will last a lifetime!</p> <p><b>Course Note:</b> You are only able to choose this course once - either in grade 11 or 12. You will not be able to take this course twice.</p>	Open	CGC1D

COMPUTER STUDIES			
COURSE	DESCRIPTION	TYPE	PRE-REQ
ICS201 - Intro to Computer Studies	This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. This is the first step to working as a video game developer or as a programmer for Apple, Google or Microsoft.	Open	
ICS3U1 - Intro to Computer Science	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. This is the next step to working as a video game developer or as a programmer for Pixar, Disney or Microsoft.  <b>Course Note:</b> It is recommended that students should have a strong mathematical background for this course.	University	
ICS4U1 - Computer Science	This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. This is your final high school step as you work towards a financially rewarding career as a video game developer or as a programmer or analyst for Apple, Google or Microsoft.	University	ICS3U
TEJ3M1 - Computer Engineering	This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology. This course goes beyond traditional programming and allows technology enthusiasts to combine coding and hands-on lessons!	University/ College	

**CO-OPERATIVE EDUCATION**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>CREDIT VALUE</b>
DCO309- 2 Credit Co-op	<p>This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision making, and leadership skills. Students 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.</p> <p><b>Course Note:</b> Do NOT choose this as an ALTERNATE course. Students are also required to complete a Cooperative Education Enrollment Form and submit a resume. Forms are available online and through myBlueprint under Student Resources. An interview with a Cooperative Education teacher will follow.</p>	2
GLN409 - 4 Credit Co-op	<p>Cooperative Education is an active learning process which integrates theory from classroom subjects with practical experience. There is a classroom component and a placement component. Pre-placement sessions will include health and safety training, review of career opportunities in the community, confidentiality, work ethics, the Employment Standards Act, the role of unions and a personalized placement learning plan for the student. Together the classroom and the placement provide students with: Credit(s) for the OSSD Valuable experience for their future career destination Exploration of a career Hands on training for employment opportunities after graduation Apprenticeship training in the skilled trades during secondary school Assessment and evaluation of learning Cooperative Education is credit granting - 1 or 2 credits. The number of credits depends on the length of the experience in the program: 110 hours for 1 credit or 220 hours for 2 credits. Cooperative Education will be offered in all subject areas, in all destinations. To apply for Cooperative Education: Students must complete a co-op application form indicating the area in which they are seeking placement and submit it with their signed Course Request Form and resume. Students will have completed 16 credits. Students will be given an interview to match their need and anticipated destination with possible placements. Students will provide the name of two teachers who may act as references for them. Participation can depend on a number of factors including: Student's attendance and references, the availability of a placement, successful completion of the related school subject prior to the placement or the concurrent time tabling of both the subject and the Cooperative Education placement. Specific selection criteria of some placements which will be discussed during the interview.</p> <p><b>Course Note:</b> Do NOT choose this as an ALTERNATE course. Students are also required to complete a Cooperative Education Enrollment Form and submit a resume. Forms are available online and through myBlueprint under Student Resources. An interview with a Cooperative Education teacher will follow.</p>	4

<b>ENGLISH</b>			
<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
ENG1D1 - inclusive Academic English	<p>This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication.</p> <p>The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. It also prepares students for the Grade 10 applied English course, which leads to college preparation courses in Grade 11 and 12.</p>	Inclusive Academic	
ENG2D1 - Academic English	<p>This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.</p>	Academic	ENG1D,ENG1P
ENG2P1 - Applied English	<p>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.</p>	Applied	ENG1D,ENG1P
ENG4C1 - College English	<p>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.</p>	College	ENG3C,ENG3U, NBE3C,NBE3U

COURSE	DESCRIPTION	TYPE	PRE-REQ
ENG4U1 - University English	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.	University	ENG3U,NBE3U
EWC4U1 - Writers Craft	This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.	University	ENG3U,NBE3U
NBE3C1-ENG:First Nation/Metis/Inuit Voice	This course explores themes, forms, and styles of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.	College	ENG2D,ENG2P
NBE3E1-ENG:First Nation/Metis/Inuit Voice	This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.	Workplace	ENG2D,ENG2P, LDCC

COURSE	DESCRIPTION	TYPE	PRE-REQ
NBE3U1-ENG:First Nation/ Metis/Inuit Voice	This course explores themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.	University	ENG2D



**LANGUAGES**

**FRENCH**

COURSE	DESCRIPTION	TYPE	PRE-REQ
FSF1D1 - Inclusive Academic French	<p>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.</p> <p><b>Course Note:</b> This course is designed for all levels of French language learners.</p>	Academic	
FSF2D1 - Academic French	<p>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.</p>	Academic	FSF1D,FSF1P
FSF3U1 -University French	<p>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.</p>	University	FSF2D,FSF2P
FSF4U1 -University French	<p>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.</p>	University	FSF3U

<b>MATHEMATICS</b>			
<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
MAP4C1 - College Math	This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.	College	MBF3C,M CF3M,MC R3U
MBF3C1 - College Math	This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.	College	MF2P,MP M2D
MCF3M1 - College/ University Math	This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.	University/ College	MPM2D,M FM2P
MCR3U1 - University Functions	This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.	University	MPM2D

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
MCV4U1 - Calculus and Vectors	This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.	University	MHF4U1
MDM4U1 - Data Management	This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university 100 programs in business, the social sciences, and the humanities will find this course of particular interest.	University	MCR3U, MCF3M
MEL3E1 - Locally Developed Math	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.	Workplace	MPM2D, MFM2P, MAT2L
MEL4E1 - Locally Developed Math	This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.	Workplace	MEL3E
MFM2P1 - Applied Math	This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.	Applied	MPM1D, MFM1P, MTH1W

COURSE	DESCRIPTION	TYPE	PRE-REQ
MHF4U1 - Advanced Functions	This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.	University	MCR3U, MCT4C
MPM2D1 - Academic Math	This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.	Academic	MPM1D, MTH1W
MTH1W1 - De-Streamed Math	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.	Open	

**HEALTH AND PHYSICAL EDUCATION**

**FITNESS**

COURSE	DESCRIPTION	TYPE	PRE-REQ
PAF203 - Boy's Fitness	<p>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. Emphasis is placed on regular participation in a variety of physical activities that promote lifelong healthy active living. Student learning will include the application of training principles to refine movement competency; participation in a variety of activities that enhance personal fitness, and health; 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. The primary objective of the course is improved physical fitness through aerobic and strength training. Success is dependent upon the student being motivated to improve their personal fitness.</p> <p><b>Course Note:</b> Students are expected to participate in community and/or track runs on a regular basis.</p>	Open	
PAF204 - Girl's Fitness	<p>This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><b>Course Note:</b> Students are expected to participate in community and/or track runs on a regular basis.</p>	Open	
PAF303 - Boy's Fitness	<p>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. Emphasis is placed on regular participation in a variety of physical activities that promote lifelong healthy active living. Student learning will include the application of training principles to refine movement competency; participation in a variety of activities that enhance personal fitness, and health; the factors and skills that contribute to healthy development; and how their own well-being is affected by, and affects, the world around them. The primary objective of the course is improved physical fitness through aerobic and strength training. Success is dependent upon the student being motivated to improve their personal fitness.</p> <p><b>Course Note:</b> Students are expected to participate in community and/or track runs on a regular basis.</p>	Open	

COURSE	DESCRIPTION	TYPE	PRE-REQ
PAF304 - Girl's Fitness	<p>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. Emphasis is placed on regular participation in a variety of physical activities that promote lifelong healthy active living. Student learning will include the application of training principles to refine movement competency; participation in a variety of activities that enhance personal fitness, and health; the factors and skills that contribute to healthy development; and how their own well-being is affected by, and affects, the world around them. The primary objective of the course is improved physical fitness through aerobic and strength training. Success is dependent upon the student being motivated to improve their personal fitness.</p> <p><b>Course Note:</b> Students are expected to participate in community and/or track runs on a regular basis.</p>	Open	
PAF403 - Boy's Fitness	<p>This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Students will develop a personalized approach to healthy active living through participation in a wide range of physical activities in a variety of settings with a focus on aerobic conditioning and strength training. Students will develop and implement personalized fitness plans. Success is dependent upon the student being motivated to improve their personal fitness.</p> <p><b>Course Note:</b> Students are expected to participate in community and/or track runs on a regular basis.</p>	Open	
PAF404 - Girl's Fitness	<p>This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Students will develop a personalized approach to healthy active living through participation in a wide range of physical activities in a variety of settings with a focus on aerobic conditioning and strength training. Students will develop and implement personalized fitness plans. Success is dependent upon the student being motivated to improve their personal fitness.</p> <p><b>Course Note:</b> Students are expected to participate in community and/or track runs on a regular basis.</p>	Open	

**SHSM**

<b>SHSM</b>			
<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
PAI30D - Co-Ed SHSM Gym	<p>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 risk behavior and prevention, mental health and personal safety with a specific focus on the highly skilled athlete. As a Specialist High Skills Major course, students will also have the opportunity to complete sport specific certifications and engage in reach ahead and experiential learning experiences.</p> <p><b>Course Note:</b> This course focuses on leadership development through a variety of activities and will provide the student with SHSM certifications in First Aid, CPR, AED (Automated Emergency Defibrillator) and WHMIS training.</p>	Open	
<b>ALTERNATIVE PHYSICAL EDUCATION COURSES</b>			
PAR101 - Rhythm and Movement	<p>This course emphasizes regular participation in a variety of enjoyable physical activities that promote personal wellness and lifelong healthy active living. The focus of this course will include a variety of "lower impact" fitness and wellness activities such as yoga, mindfulness, pilates, aerobics and dance. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, strategies to promote mental health and manage stress, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.</p> <p><b>Course Note:</b> This course is open to students of all gender identifications. Students are expected to purchase a uniform.</p>	Open	
PAR201 - Personal Wellness – Yoga, Mindfulness & Low Impact Fitness (Co-Ed)	<p>This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. This course will focus on a variety of low impact movement based activities and overall wellness.</p> <p><b>Course Note:</b> This course is open to students of all gender identifications. Students are expected to purchase a uniform.</p>	Open	

COURSE	DESCRIPTION	TYPE	PRE-REQ
PAR301 - Personal Wellness – Yoga, Mindfulness & Low Impact Fitness (Co-Ed)	<p>This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. This course will focus on a variety of low impact movement based activities and overall wellness.</p> <p><b>Course Note:</b> This course is open to students of all gender identifications. Students are expected to purchase a uniform.</p>	Open	
<b>LEADERSHIP</b>			
PLF4M1 - Recreation & Healthy Leadership	<p>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.</p> <p><b>Course Note:</b> Due to the high demand and limited space in this program, in order to complete the course request, you need to fill in a PLF4M1 Leadership Application located in your Guidance Counsellor's google classroom under Course Applications.</p> <p>Additionally, you are only allowed to choose BOH4M1 or PLF4M1. If you choose this course, <b>do NOT</b> choose BOH4M1.</p>	University/ College	
<b>ACTIVITY</b>			
PPL103 - Boy's Activity Gym	<p>This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><b>Course Note:</b> Students are expected to purchase a uniform.</p>	Open	



COURSE	DESCRIPTION	TYPE	PRE-REQ
PPL104 - Girl's Activity Gym	<p>This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><b>Course Note:</b> Students are expected to purchase a uniform.</p>	Open	
PPL203 - Boy's Activity Gym	<p>This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><b>Course Note:</b> Students are expected to purchase a uniform. \$30 is requested for enhanced programming.</p>	Open	
PPL204 - Girl's Activity Gym	<p>This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><b>Course Note:</b> Students are expected to purchase a uniform. \$30 is requested for enhanced programming.</p>	Open	
PPL303 - Boy's Activity Gym	<p>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.</p> <p><b>Course Note:</b> Students are expected to purchase a uniform.</p>	Open	

COURSE	DESCRIPTION	TYPE	PRE-REQ
PPL304 - Girl's Activity Gym	<p>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 89 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.</p> <p><b>Course Note:</b> Students are expected to purchase a uniform.</p>	Open	
PPL401 - Co-ed Activity Gym	<p>This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.</p> <p><b>Course Note:</b> Students are expected to purchase a uniform.</p>	Open	
<b>KINESIOLOGY</b>			
PSK4U1 - Introduction to Kinesiology	<p>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.</p> <p><b>Course Note:</b> Due to the content of the course, it is strongly recommended that students have taken Fitness and/or a senior science course. \$25.00 is requested for a Kinesiology Workbook</p>	University	SBI3U, SCH3U, SPH3U, SNC3M, PPL30, PPL40, PAF303, PAF304, SBI3C

SCIENCE			
BIOLOGY			
COURSE	DESCRIPTION	TYPE	PRE-REQ
SBI3C1 - College Biology	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.	College	SNC2D, SNC2P
SBI3U1 - University Biology	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.	University	SNC2D
SBI4U1 - University Biology	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.  <b>Course Note:</b> It is highly recommended that students take SCH3U1.	University	SBI3U
CHEMISTRY			
SCH3U1 - University Chemistry	This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.	University	SNC2D
SCH4C1 - College Chemistry	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.	College	SNC2D, SNC2P

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
SCH4U1 - University Chemistry	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.	University	SCH3U
<b>SCIENCE</b>			
SNC1W1 - 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.	Open	
SNC2D1 - Academic Science	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.	Academic	SNC1D, SNC1P
SNC2P1 - Applied Science	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.	Applied	SNC1D, SNC1P
SNC4M1 - Science	This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.	University/ College	SNC2D, SBI3C, SBI3U, SCH3U, SPH3U, SVN3M

<b>PHYSICS</b>			
<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
SPH3U1 - University Physics	This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.	University	SNC2D
SPH4C1 - College Physics	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.	College	SNC2D, SNC2P
SPH4U1 - University Physics	This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.	University	SPH3U
<b>ENVIRONMENTAL SCIENCE</b>			
SVN3M1 - Environmental Science	This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.	University/ College	SNC2D, SNC2P

**SOCIAL SCIENCES AND HUMANITIES**

**FAMILY STUDIES - FOOD AND NUTRITION**

COURSE	DESCRIPTION	TYPE	PRE-REQ
HFA4U1 - Nutrition and Health	<p>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 develop their social science research skills by investigating issues related to nutrition and health.</p> <p><b>Course Note:</b> A fee is requested for enhanced programming.</p>	University	
HFC3M1 - Food and Culture	<p>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.</p> <p><b>Course Note:</b> A fee is requested for enhanced programming.</p>	University/ College	
HFN2O1 - Food and Nutrition	<p>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.</p> <p><b>Course Note:</b> A fee is requested for enhanced programming.</p>	Open	
<b>INTRODUCTION TO FAMILY STUDIES</b>			
HIF1O1 - Exploring Family Studies	<p>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.</p>	Open	

**FASHION AND HOUSING**

COURSE	DESCRIPTION	TYPE	PRE-REQ
HNB4M1 - The World of Fashion	<p>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.</p> <p><b>Course Note:</b> While it is not a prerequisite it is recommended that students have sewing experience or have taken either HNL 201 or HNC 3C1. A fee is requested for enhanced programming.</p>	University/ College	
HNC3C1 - Understanding Fashion	<p>This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.</p> <p><b>Course Note:</b> A fee is requested for enhanced programming.</p>	College	
HNL201 - Fashion	<p>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.</p> <p><b>Course Note:</b> A fee is requested for enhanced programming.</p>	Open	
<b>RAISING AND CARING FOR CHILDREN</b>			
HPC301 - Raising Healthy Children	<p>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.</p> <p><b>Course Note:</b> This course utilizes the Real Care Baby Infant Simulators. Each student will be responsible for caring for the infants for a short period of time.</p>	Open	

COURSE	DESCRIPTION	TYPE	PRE-REQ
HPD4C1 - Working w/School Age Children	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.	College	
HPW3C1 - Infants & Young Children	This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.	College	
<b>SOCIAL SCIENCES</b>			
HSB4U1 - Challenge & Change in Society	This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.	University	
HSC4M1 - World Cultures	This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.	University/ College	
HHG4M1 - Human Development	This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.	University/ College	



COURSE	DESCRIPTION	TYPE	PRE-REQ
HSP3U1 - Intro:Anthro./Psych/Soc.	This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.	University	ENG2D, CHC2D

STUDY PERIODS	
COURSE	INFORMATION
STUDY0 - Grade 12 Spare Period	Students who have 24 credits at the beginning of their 4th year of high school are eligible to have a study period. <b>Course Note:</b> STUDY0 is not actually worth 1 credit rather it holds 1 credit spot/8 credit spots in your course selections. DO NOT count this as a credit towards your required 30 credits for graduation.
STUDY2 - Study Hall	This is only for grade 12 + students that have been approved to return and are only returning for one semester. <b>Course Note:</b> You need to fill in the application to return and meet with a guidance counsellor to choose classes.
STUDYE - eLearning Placeholder	This course is a placeholder for Asynchronous eLearning courses. When you choose this option you will be prompted to choose an eLearning course from a pre-populated list.

**TECHNOLOGICAL EDUCATION**

**CONSTRUCTION**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
TCJ2O1 - Construction	<p>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.</p> <p><b>Course Note:</b> A fee is requested for enhanced programming.</p>	Open	
TCJ3C1 - Construction	<p>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 will explore career opportunities in the field.</p> <p><b>Course Note:</b> A fee is requested for enhanced programming.</p>	College	
TCJ4C1 - Construction	<p>This course focuses on advanced residential construction, more complex construction systems, and the introduction of heavy construction related to commercial, industrial, and/or recreational construction. Students will learn about the tools, materials, equipment, and methods used in the light and heavy construction industries; structural analysis and design; presentation and working drawings; and auxiliary systems. They will also estimate materials and labour costs; study industry standards and building codes; consider health and safety issues; and explore energy conservation, careers, and the impact of construction technology on society and the environment.</p> <p><b>Course Note:</b> A fee is requested for enhanced programming.</p>	College	TCJ3C

**TECHNOLOGICAL DESIGN**

<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
TDJ201 - Technological Design	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 will learn about secondary and postsecondary education and training leading to careers in the field.	Open	
TDJ3M1 - Technological Design	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.	University/ College	
TDJ4M1 - Technological Design	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 will explore career opportunities and the postsecondary education and training requirements for them.	University/ College	TDJ3M

**CULINARY ARTS**

TFJ201 - Culinary	This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry. <b>Course Note:</b> Students are expected to purchase a uniform.	Open	
TFJ3C1 - Culinary	This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. <b>Course Note:</b> Students are expected to purchase a uniform.	College	

COURSE	DESCRIPTION	TYPE	PRE-REQ
TFJ4C1 - Culinary	<p>This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.</p> <p><b>Course Note:</b> Students are expected to purchase a uniform.</p>	College	
<b>YEARBOOK</b>			
TGG3M1 - Yearbook Part 1	<p>This course enables students to develop knowledge and skills in the areas of photography, digital imaging, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore post-secondary education, training, and career opportunities. Students will master all aspects of yearbook production including: layout and graphic design, photography, desktop publishing, marketing, and advertising.</p> <p><b>Course Note:</b> This course will focus solely on the production of the school yearbook. Students will be required to spend extra time during lunch, as well as after school, to help get required pictures and information in order to complete the book and meet deadlines as set out by the publishing company. Do not select this as an ALTERNATE.</p>	University/ College	
TGG4M1 - Yearbook Part 2	<p>This course enables students to develop knowledge and skills in the areas of photography, digital imaging, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology, and will explore post-secondary education, training, and career opportunities. Students will master all aspects of yearbook production including: layout and graphic design, photography, desktop publishing, marketing, and advertising.</p> <p><b>Course Note:</b> This course will focus solely on the production of the school yearbook. Students will be required to spend extra time during lunch, as well as after school, to help get required pictures and information in order to complete the book and meet deadlines as set out by the publishing company. Do not select this as an ALTERNATE.</p>	University/ College	TGG3M1

<b>PHOTOGRAPHY</b>			
<b>COURSE</b>	<b>DESCRIPTION</b>	<b>TYPE</b>	<b>PRE-REQ</b>
TGJ201 - Photography	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.	Open	
TGJ3M1 - Photography	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 will explore college and university programs and career opportunities in the various communications technology fields.	University/ College	
TGJ4M1 - Photography	This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.	University/ College	TGJ3M

**INTRODUCTION TO TECHNOLOGY**

COURSE	DESCRIPTION	TYPE	PRE-REQ
TIJ101 - Exploring Technologies	<p>This course enables students to explore and develop technological knowledge and computer software skills. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields.</p> <p>Students will also be given the opportunity to learn how to maximize computer software throughout high school and beyond. Through interactive and engaging activities, students will explore topics related to business technology including collaboration, word processing, spreadsheets, graphic design, digital citizenship, and presentation skills.</p> <p><b>Course Note:</b> This course combines two nine-week sessions: One session through the Technological Studies Department and one session through the Business and Computer Studies Department</p>	Open	

**AUTOMOTIVE STUDIES**

TTJ201 - Auto	<p>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.</p>	Open	
TTJ3C1 - Auto	<p>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.</p>	College	
TTJ4C1 - Auto	<p>This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small- engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.</p>	College	TTJ3C