

# LO-ELLEN PARK SECONDARY SCHOOL

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## ***2025-2026 Course Offerings*** ***Grade 10 to 12***



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## Message from the Principal

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The Lo-Ellen Park Secondary School community consists of students, staff, parents, and community partners working closely together to foster academic excellence and high student achievement. Our programs are challenging and designed to provide students with a solid academic and technological foundation for their future studies. Our energetic and dedicated teachers constantly look for new ways to meet the ever-changing needs of our student body.

A strong knowledge base, critical thinking skills, productive work habits, and employability skills are emphasized by the Lo-Ellen Park staff. Respect for others and the educational environment is the foundation of our school as a safe and caring learning environment.

At Lo-Ellen Park, strong academic students who meet the entry requirements have the opportunity to enroll in the International Baccalaureate (IB) Programme. This allows students to earn both an Ontario Secondary School Diploma and the International Baccalaureate Diploma concurrently. As a staff, we also believe our timetable best supports the learning needs of our students. Sustained effort over the course of the entire year enables the student to acquire both the desired knowledge base and appropriate skills.

Many alumni have graduated from this fine school and have become successful in their chosen field. Some of them had clear and focused goals while others took time before they decided on what they might like to do. Either way, they committed themselves to excellence. We challenge you to do the same.

Working together as a community of students, parents, and staff, we will see our young people well prepared for the future.

P. Potvin

Principal

## **Lo-Ellen Park Secondary School Mission Statement**

Our mission is to provide, within a caring environment, a variety of educational opportunities to learners of all ages and abilities so that they can develop to their full potential as healthy, socially responsible, active members of a changing global community.

## **COURSE INFORMATION**

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### **Types of Pathway**

The types of pathways offered are: IB Prep, academic courses (grade 9), applied (grade 10), locally developed, and open courses. Academic courses emphasize theory and abstract problems. The IB Prep pathway is designed to provide enrichment in content and skill development. The pace of learning is accelerated and homework requirements are more demanding. Currently at Lo-Ellen Park we offer two locally developed credit courses offered in Grade 9: English and Math and in Grade 10: English and Math. In grade 10 there is also an applied pathway which leads to college courses in grade 11. Grade 11 and 12 courses focus on specific post-secondary destinations: college, university, the workplace or independent community living. Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. One set of expectations is appropriate for all students. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

### **Course Cancellation and Course Closure**

Courses may be cancelled because of insufficient enrolment and staffing considerations or closed due to class size. Should a cancellation occur, you would be notified and asked to select an alternate course.

### **Course Changes**

Requests to change your program during the academic year will be considered only for a valid reason.

A timetable change request may be considered for reasons involving:

- a change in level of difficulty
- a timetable error
- summer school or night school results
- a change in career plans
- post-secondary education admissions requirements, or
- medical matters

Should your request be deemed valid, your timetable will be adjusted, if possible, taking into account the master timetable and class sizes.

### **Promotion Policy**

1. Promotion will be by subject; that is, a student receives a credit for each course successfully completed (minimum mark 50%).
2. A student who has earned 51% or higher in a course will be allowed to take the corresponding course at the same level of difficulty in the next grade.

## **DIPLOMA REQUIREMENTS**

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To earn the Ontario Secondary School Diploma (OSSD) a student must earn a minimum of 30 credits distributed as follows: (see chart on next page)

# OSSD Requirements for Students Entering Grade 9 in or before Fall 2023

## 18 Compulsory Credits

- 4 credits in English (one credit per grade)\*
- 3 credits in Mathematics (one in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in the Arts\*\*
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 3 credits for Group 1, 2 and 3 courses (one credit in each group)

### Group 1:

Additional English including OSSLC, French as a Second Language\*\*\*, a Native, Classical or International Language, Social Science, FNMI Studies, Humanities, Canadian and World Studies, Guidance and Career Education, Cooperative Education\*\*\*\*, and American Sign Language

### Group 2:

Health and Physical Education, Art, Business, French as a Second Language\*\*\*, Cooperative Education\*\*\*\*, and American Sign Language

### Group 3:

Science (Grade 11 or 12), Technological Education, Computer Studies, French as a Second Language\*\*\*, Cooperative Education\*\*\*\*, and American Sign Language

## Other Graduation Requirements

- 12 optional credits\*\*\*\*\*
- Literacy Requirement
- 40 Hours of Community Involvement
- Online Learning Requirements (two credits)

\* A maximum of three (3) credits in ESL/ELD can count towards the four (4) compulsory English; the fourth must be a Grade 12 compulsory English course. The Grade 11 English: Understanding Contemporary FNMI Voices (NBE3) course can meet the Grade 11 English requirement.

\*\* The Grade 9 Expressions of FNMI Cultures (NAC1) course can meet the credit requirement in the arts.

\*\*\* A maximum of two (2) French as a Second Language credits can count towards compulsory groups.

\*\*\*\* A maximum of two (2) Coop credits can count towards compulsory credits.

\*\*\*\*\* Optional credits may include up to four (4) Dual Credit Courses.

# OSSD Requirements for Students Entering Grade 9 in Fall 2024 or After

## 17 Compulsory Credits

- 4 credits in English (one credit per grade)\*
- 3 credits in Mathematics (Grades 9, 10 and at least one other credit in Grades 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in the Arts\*\*
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 1 credit in Technological Education (Grade 9 or 10)
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 1 credit from the STEM-related course group

## STEM-related Course Group (Science, Technology, Engineering & Mathematics)

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics (in addition to the three compulsory credits required)
- Science (in addition to the two compulsory credits required)
- Technological Education (in addition to the one compulsory credit required)

## Other Graduation Requirements

- 13 optional credits\*\*\*
- Literacy Requirement
- 40 Hours of Community Involvement
- Online Learning Requirements (two credits)
- Financial Literacy Requirement (2025)

\* A maximum of three (3) credits in ESL/ELD can count towards the four (4) compulsory English; the fourth must be a Grade 12 compulsory English course. The Grade 11 English: Understanding Contemporary FNMI Voices (NBE3) course can meet the Grade 11 English requirement.

\*\* The Grade 9 Expressions of FNMI Cultures (NAC1) course can meet the credit requirement in the arts.

\*\*\* Optional credits may include up to four (4) Dual Credit Courses.

## **Community Involvement Activities**

As part of the diploma requirements, students entering Grade 9 in the 1999-2000 school year or in subsequent years must complete a minimum of 40 hours of community involvement activities. Students are responsible for the completion of the 40 hours of community involvement prior to graduation. Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals and homes for the aged), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours - that is, the activities are to take place in students' designed lunch hours, after school, on weekends, or during school holidays. The organizations or persons supervising the activities must confirm completion of community involvement activities. A **Notification of Completion of Community Involvement Activities** form is available in the office for this purpose.

**Insurance** - The Board's liability insurance will protect the students and community sponsors for up to 40 hours of community involvement activities. Students are NOT covered with Workplace Safety and Insurance Board in the event of personal injury. Students and parents are encouraged to purchase Student Accident Insurance, which is available through the schools.

## **The Ontario Secondary School Literacy Test**

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All students who entered Grade 9 in the 2002/2003 school year and in subsequent years must successfully meet the Ontario literacy requirements by completing the provincial secondary school literacy test in order to earn a secondary school diploma. This test will normally be written in Grade 10. Accommodations will be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

**Deferrals** - Students who may be deferred include students who have been identified as exceptional and/or students registered in English as a second language (ESL) or English literacy development (ELD) courses who have not yet acquired the level of proficiency in English required for successfully completing the test. If a parent or an adult student requests a deferral, the Principal will determine whether or not a deferral should be granted and, if so, for what period of time. These students will still need to successfully complete the test to earn their secondary school diploma.

**Exemptions** - Students with an IEP that indicates the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the Principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy requirement will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test. Most students will meet the requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC).

## **The Ontario Secondary School Certificate**

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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**

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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 occasional programs or other kinds of further training, or who plan to find employment after leaving school.

## **Ontario Student Transcript**

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The Ontario Student Transcript (OST) includes:

- For Grade 9 and 10 courses, percentage grades for successfully completed courses only;
- For Grade 11 and 12 courses, all courses taken or attempted, percentage grades and credits earned.

***A course will not be recorded on the OST if the student withdraws within 5 instructional days following the issuance of the first provincial report card for that course. If a student withdraws from a course after that deadline, a 'W' will be recorded, as well as the student's mark at the time of withdrawal.***

### **Prior Learning Assessment Review (PLAR)**

Prior learning includes the knowledge and skills that students have acquired both in formal and informal ways, outside of secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in the provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process involves two components: equivalency and challenge. Equivalency involves the assessment of credentials from other jurisdictions for placement purposes. The challenge process refers to the process whereby students' prior learning is assessed for the purpose of granting credit. Only Grade 10-12 courses that are offered by the Rainbow District School Board may be challenged. For more information regarding this process, students are advised to refer to the PLAR pamphlet found in the school's guidance office. Interested students should contact the Principal before the end of December.



## **Special Education Services**

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The Rainbow District School Board provides for the needs of exceptional students through a range of programs and services. Special Education programming in each school is supported by the Board's Special Education/Student Services Department consisting of psychology staff, social workers, speech/language pathologists, and the services of itinerant specialists for the hearing and visually impaired. Information on these services, on the Board's Special Education Advisory Committee, and Special Education Plan can be obtained by calling 523-3308.

### **Special Education Resource Teacher (S.E.R.T.)**

While the primary responsibility for special needs students lies with the classroom teacher, the resources of the S.E.R.T. are made available when required. There are a number of roles the S.E.R.T. may serve, including:

- providing support to the classroom teacher,
- administering educational assessment,
- providing a resource withdrawal program for exceptional students,
- assisting in the development and implementation of modified/differentiated programming, and facilitating the I.P.R.C. (Identification, Placement and Review Committee) process.

The I.P.R.C. is a committee of two or more members who consider the needs of referred students. The committee is composed of school and Special Education personnel who have been involved with the student and other individuals as required. A request for an I.P.R.C. can be made by a student, parent or guardian. All requests are made to the Principal of the school where the student attends.

The I.P.R.C. determines whether a student is exceptional or not, the needs of the student, and the appropriate placement of the student. The committee sends a written statement of its decisions to the parent/guardian, or to the student who is 18 years of age or older. An appeal process is available to those parents/guardians or students who do not agree with the decisions of the I.P.R.C.

## **Student Services**

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Through its course offerings, such as Grade 10 Career Studies, through personal and group counselling, the guidance department provides students with opportunities to develop the knowledge, skills, and attitudes needed to understand themselves, to plan and achieve educational goals, to explore career paths, and to make appropriate post-secondary decisions that will enable them to succeed in university, community college or the world of work.

## **Selecting a Program**

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The purpose of this course prospectus is to provide parents and students with the information needed to select a program appropriate for the individual needs of each student. School guidance counsellors can offer considerable advice to assist in this decision-making process.

**Remember** when planning your course selections to consult [www.electronicinfo.ca](http://www.electronicinfo.ca) and /or [www.ontariocolleges.ca](http://www.ontariocolleges.ca) to make sure you have the prerequisites necessary for the program you will be applying to at college or university. Make informed decisions. **University programs require students to have a minimum of 6 Grade 12 U (university) or M (university/college) courses including program prerequisites.**

<p><b>Within the regulations set down by the Ministry of Education, PARENTS/GUARDIANS assume the responsibility for program selection for students less than 18 years of age. Once 18, students assume this responsibility.</b></p>
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Please give careful thought to the selection of courses, since staffing allocations are based on option sheets. Waiting lists for some courses will probably occur. Even if you have handed in your option sheet by the deadline, this does not mean that your course selection can be guaranteed. The programs offered by Lo-Ellen Park Secondary School may have to be altered in September and/or February due to changes in student enrolment. Lo-Ellen Park Secondary School is a semestered school. Students choose their courses in the spring for the entire school year. Before registering in a course, it is the student's responsibility to ensure that he/she has the prerequisite course(s) required.

## **Course Transfers**

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Option sheets are normally processed in early March. Students may make changes in their selection of courses up until May 1. Careful selection of appropriate courses will prevent future difficulties with a student's program.

## **Lo-Ellen Park's Policy Regarding Course Registration**

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1. All students registered in Year 1, 2, and 3 (Grade 9, 10, and 11) are expected to take a full program of eight (8) courses each year.
2. A Year 4 (Grade 12) student is expected to register in a minimum of six (6) courses if he/she has accumulated a minimum of 24 credits.

**N.B.** Unusual or exceptional circumstances in a student's life may indicate that he/she cannot meet the above guidelines. In such cases, the Administration may approve a special timetable after consultation with a counsellor and/or the student. Under certain circumstances, senior students may apply to the Administration for a half-time program.

## **Expectations of Students**

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Parents and students are expected to make realistic program selections based on the student's individual needs, abilities and their past performance. Once the commitment is made to a particular program, students are expected to follow their commitment in a responsible manner.

Regular attendance on the part of students is vital to the process of learning. When the process and the content of learning are disrupted by irregular attendance, both the individual student and the class suffer a loss of experiences that cannot be entirely replaced. Students who habitually miss a class suffer in the evaluation process because their participation and achievement cannot be assessed. If lack of attendance persists, a student could be withdrawn from a course.

## **Evaluation of Student Achievement**

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Evaluation is not an end in itself but rather a part of the learning process for both the teacher and the student. During the school year, evaluation will occur on a regular basis. At the completion of each course, summative evaluation will occur. Its purpose is to judge the student's achievement in relation to the stated objectives of the course.

The procedures for evaluating student progress will be sufficiently varied to meet the requirements of different groups of students, different courses, and different levels of difficulty as well as a variety of learning environments. The specific procedure for each course will be given at the beginning of each course to every student in the course.

Examinations are held in January and June. There is a possibility that students will be required to write more than one examination on the same day, especially if they are taking courses at more than one level.

Students will be promoted in all subjects that they pass successfully. In all subjects the minimum mark for promotion is 50%. Careful consideration is always given to all borderline marks. Report cards will be issued by the school four times during the year. Parents are asked to inspect the report card carefully and have the Response Form returned to the homeroom teacher.

Parent/teacher interviews will be held in October and March.

Parents are invited to phone the school at any time should they wish to discuss the progress of their child with the subject teacher or a member of the guidance department, Vice-Principal or Principal.

Most students are willing and able to complete their work to the best of their ability, to submit it to their teachers on time, and to improve work after receiving feedback. When this is not the case, steps must be taken to address the situation. Students must be encouraged by teachers and parents through a variety of strategies to take active responsibility for their own learning.

### **Late/Missed Evaluation Policy**

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The primary purpose of assessment and evaluation is to improve student learning.

The majority of students appreciate and respect due dates and deadlines. These students deserve the opportunity to have their work evaluated and their accomplishments reviewed in a timely manner. Such timely feedback and review helps students understand and progress with new work. When students have not submitted required work, this review is not possible. Thus, the issue of late assignments must be addressed.

First, teachers and parents must encourage students to respect due dates by helping them work through the process and making sure students are aware of the benefits and consequences of late and/or missed assignments.

Students must also take responsibility for their own learning. This means getting work done in a timely manner. If a student is aware that the work will not be completed by the due date, it is the student's responsibility to inform the teacher on or before the original due date, and make arrangements, at the discretion of the teacher, to extend the due date. Considerations will be given to students with an Individual Education Plan (IEP), when such considerations are appropriate.

When a due date is missed or is unachievable, the student may be given certain opportunities to submit work late, depending on the reason for lateness, the nature of the assignment, and the frequency of such lateness. After a consideration of these conditions, the student may be given a second due date, after which a mark of zero may be assigned. A second option may be a completion contract, in which the teacher and the student (usually with the parent's understanding) agree on a process for completing one or more assignments. A student's inability to fulfill this contract may result in a mark of zero on these assignments.

A school culture, which expects timely completion of work, and allows for timely evaluation and feedback, results in better learning and increased responsibility. It further contributes to the development of student work habits which will last long after graduation.

## **Understanding the Course Codes**

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All course codes have been assigned according to the Common Course Coding System developed by the Ontario Ministry of Education and Training. Each course code has 6 characters.

The **first three** characters indicate the discipline, the subject group and the course. For example:

ENG = English  
CHC = Canadian History  
MPM = Mathematics

The **fourth** character indicates the grade level:

1 = Grade 9  
2 or B = Grade 10  
3 or C = Grade 11  
4 or D = Grade 12

The **fifth** character, for Grade 9, 10, 11, and 12 courses, indicates the course type:

C = College preparation  
D = Academic  
E = Workplace preparation  
L = Locally developed  
M = University/college preparation  
O = Open  
U = University preparation  
W = Destreamed

The **sixth** character carries additional information:

C = Cooperative education  
I = French immersion  
N = IB Prep or IB  
H = French immersion IB Prep

## **Option Sheets**

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Students indicate the courses they wish to take during the coming academic year by completing a Student Option Sheet. On the basis of these sheets, school officials construct the master timetable and staff the school. As these decisions are based on the information from student option sheets, it is imperative that this information be accurate and complete. The students and their parents/guardians must therefore give careful thought to the courses selected. Opportunities to change option selections are limited.

## **Computer Use Policy**

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1. **Unacceptable Computer and Network Use:** Computers and the internet offer a wide variety of educational opportunities for our students. Not all of the material available on the internet is beneficial to the students and appropriate for school use. The school has implemented reasonable safeguards to limit access to offensive or inappropriate material; the final responsibility rests with the student. At the discretion of the supervisor, a student may be removed from computer use if he or she is found to be using the resource inappropriately.

Inappropriate use of the computers and networks includes:

- accessing chat lines or message boards
- sites inciting hatred or intolerance toward others
- accessing or transmitting obscene or pornographic material
- using threatening or harassing statements, including the disparagement of others based on race, national origin, sex, sexual orientation, age, disability, or religious beliefs
- transmitting or soliciting sexually oriented messages, sounds, images, or video
- sites advocating or instructing illegal or harmful activities
- game sites
- web-based mail sites (Hotmail, etc.)
- gaining access to the computer system by sharing or using the password of another user

In addition, attempts to bypass the internet security system or vandalizing the computers or the network will be considered inappropriate use and subject to appropriate action. This is, by no means, a complete list of inappropriate use of computers and the network. If a student is in doubt about the appropriateness of an action, he or she should check with the supervisor before using the computer.

2. **Use of Personal Computers:** All computers used in the school are covered by the Acceptable Use Policy, including laptop computers. Games, DVD movies, and music CDs are not to be used during the school day.
3. **Email Accounts:** The Rainbow District School Board has provided email accounts for all staff and students at Lo-Ellen Park Secondary School. These accounts are Gmail accounts and can be accessed both in the school and at home. While the main purpose of these accounts is school communication, students can use this account for personal communication and designated personnel can monitor messages and take appropriate action if this resource is being misused. Remember that you are responsible for your email account. Do not share your password and do not give your e-mail address to those who may send inappropriate material.

The school, **at its sole discretion**, reserves the right to immediately revoke the privilege of internet access if the student is abusing that privilege. It should be stated that the internet is an excellent resource for both teachers and students and its proper use should be encouraged.

## **Academic Honesty Policy**

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Academic honesty is central to creating an environment of trust upon which an academic community relies. *Academic dishonesty undermines* that environment. Students are thus expected to make ethical choices. Neither cheating nor plagiarism will be tolerated. This policy is intended to protect our students and to protect the integrity of our academic community.

**Academic Dishonesty**, which includes both **plagiarism** and **cheating**, can include, but is not limited to:

- submitting someone else's work as your own
- buying essays or assignments from internet sites or from individuals and presenting these products as your own work
- quoting directly or indirectly (using another's ideas) from sources without proper citation. These sources include not only books but television, radio, audio, film, internet sites, interviews, computer programs, images etc. You must cite anything that is not your original work.

- self-plagiarism: this means submitting an assignment in a course which you have *already* used for credit in another course
- writing an assignment for someone else or allowing someone else to copy your assignment for credit in a course
- copying from another student's test, or allowing another student to copy during a test
- using materials which are not permitted during a test
- giving test questions or answers to another student, or receiving test questions or answers from another student
- unauthorized collaboration: although collaboration is often encouraged, unauthorized collaboration is not permitted
- fabrication of data or sources

**Consequences of Academic Dishonesty** may include one or more of the following:

- the assignment receives a zero
- a telephone call home to notify parent/guardian
- a meeting with parent/guardian and administration
- loss of the opportunity to win awards or participate in school activities
- failure in the course
- recording of infraction in academic records
- suspension

### **Responsibilities of Students, Parents, and Teachers**

- **Students** are expected to produce work that reflects their best efforts. They are expected to adhere to the policy on academic honesty both inside and outside the classroom.
- **Parents/guardians** are expected to support the spirit and intent of this policy by reviewing the policy and encouraging academically ethical behaviour.
- **Teachers** are expected to promote academic honesty by making students aware of the policy, and by teaching the relevant practices for their course discipline. Teachers are expected to enforce the principles of the policy and to model the principles of the policy.

## **SPECIAL PROGRAMS**

### **Co-operative Education**

Co-Operative Education is a unique educational process designed to promote skill development, individual career development and self-awareness by means of integrating classroom theory with planned and supervised practical experience in a work environment. This program is available to students in Grade 11 & 12 only. Co-op is a partnership among education, business, industry, and labour that usually involves students, teachers, parents, employers, and training supervisors. Joint planning by these individuals is required to ensure a systematic progression for career exploration, career planning and experiential learning. Students are selected through a counselling and interviewing process conducted by the co-op teacher. Prior to their placement in the workplace, they attend structured orientation and placement sessions. The co-op teacher monitors and evaluates his/her students' out-of-school activities. As well, students share and analyze their work experiences with their teachers and peers in structured classroom activities. Co-op assists students bound for university or college and students entering the workplace in making career decisions as well as in developing knowledge, skills and attitudes essential in today's society. Students studying at all levels of difficulty can benefit from co-op experiences.

***For further information, contact Mr. J. Bursey***

## **Credit Recovery**

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A credit recovery program is available at Lo-Ellen Park Secondary School for students to improve their overall credit accumulation. The credit recovery program is developed to address a student's individual academic concerns and promote student success.

## **Dual Credit Courses**

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Students can earn up to 4 dual credits towards the 12 optional credits required for an OSSD. This is done by participating in apprenticeship training and/or post-secondary courses offered at Cambrian College. These courses count towards the secondary school diploma as well as the post-secondary diploma or apprenticeship certification. This program is available to senior students. Please refer to page 16 for a detailed list of dual credit offerings for the 2015-2016 school year.

## **e-Learning Courses**

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The e-Learning program is one where teachers deliver online courses using a learning management system that students can access at school and at home. Students can supplement their timetable with an online course, giving them greater flexibility and choice in completing their secondary school diploma. Students can take courses that are not available at their home school or are not accessible due to scheduling conflicts.

## **Elite Athlete Program**

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This program is designated to suit the needs of exceptional students who are participating in out-of-school programs such as athletics or other special programs at the regional, provincial, national, or international level. Students may contact the Guidance Department for further details.

## **Ontario Youth Apprenticeship Program (OYAP)**

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Students must be 16 years of age to participate. This program is ideal for a student who wants to participate in a work experience placement in a skilled trade; develop trade related skills; begin training in a skilled occupation as a registered apprentice.

Students who register under the OYAP option will earn co-operative education credits while participating in either a half-day or a full day work experience placement alongside a qualified journey person in a skilled trade. Placements can be either in the automotive, service, industrial or construction sector in restricted, compulsory or voluntary skilled trades.

OYAP is designed to:

- introduce students to careers in a variety of skilled trades
- help students develop practical hands on experience in a skilled trade of their choice
- provide students with the opportunity to register officially as youth apprentices while in secondary school
- enrich school courses through related trade experience
- connect students to the world of work
- enhance opportunities for employment in the skilled trades after graduation.

OYAP provides students with an accelerated and viable career path.

### **Eligibility Criteria**

Students who may be eligible for the OYAP option:

- are at least 16 years of age
- have completed Grade 10 (at least 16 credits)
- have senior credits in the skilled trade of their interest
- enjoy learning by doing

- are recommended by a guidance counsellor, and a subject teacher or co-op teacher
- demonstrate a career focus in a skilled trade, a strong interest in learning a trade, aptitude, maturity, and commitment.

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

The Specialist High Skills Major (SHSM) is a specialized program approved by the Ministry of Education that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). SHSMs assist students in their transition from secondary school to apprenticeship training, college, university or the workplace. These programs enable students to gain sector specific skills and knowledge in engaging, career-related learning environments, and prepare in a focused way for graduation and post-secondary education, training or employment.

For further information please visit the SHSM website at <http://shsm.rainbowschools.ca>

### **Specialist High Skills Major – Business**

LEP's Business Program is committed to work with community and industry leaders that will provide students with experience & specialized training in finance, accounting, marketing, and investment management. The SHSM is a ministry-approved specialized program for Grade 11 & 12 students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, or university. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Hatzis.

### **Specialist High Skills Major – Construction Architectural Design**

The Construction High Skills Major focuses on architectural designing that meet 21<sup>st</sup> century needs. To satisfy the contemporary designs of today, a building should be constructed in a manner which is environmentally friendly in terms of the production of its materials, its impact upon the natural environment and building environment of its surrounding area as well as the demands that it makes upon non-sustainable power sources for heating, cooling, water and waste management. Registered students of this program will benefit from the specialized bundle of credits, sector recognized certifications, reach ahead and experience activities that take them out of the class and into the actual sites of study along with hands-on experience through co-op placements. Pupils who meet all requirements will receive a red seal on their OSSD diploma along with a SHSM report outlining their accomplishments within the program. Enrolment into this program is limited and interested students are encouraged to contact the guidance department as soon as possible to fill out the required application. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Smith.

### **Specialist High Skills Major - Environment**

The Environmental Specialist High Skills Major offers registered students an extensive look at this growing industry. As quoted by Dr. David Pearson from Laurentian University "there will be jobs in the future in the environment sector that we don't even have names for yet..." Specific areas of concentration include - environmental protection, conservation and preservation of natural resources and environmental sustainability. This enriched experience includes benefits from the specialized bundle of credits, sector recognized certifications, reach ahead and experiential activities that take them out of the classroom and into the



actual field of study along with hands-on experience through co-op placements. Pupils who meet all requirements will receive a red seal on their OSSD diploma along with a SHSM report outlining their accomplishments within the program. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Veevers.

### **Specialist High Skills Major – Manufacturing/Engineering**

The Manufacturing SHSM program provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead in their own learning. This SHSM focuses on introducing students to skills such as computer programming, electronics, robotics, 3D modelling and printing and modern manufacturing. Interested students are encouraged to contact the guidance department or SHSM lead Mr. Monti.

### **Specialist High Skills Major – Transportation**

The Transportation SHSM program provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair, and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems. The SHSM–Transportation enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Interested students are encouraged to contact the guidance department or SHSM Lead Mr. Chiarot.

\*These programs begin in grade 11 and interested students are asked to contact the SHSM lead or guidance counsellor to register.

### **Summer School Co-Operative Education**

A summer co-operative education experience is offered to Grade 11 & 12 students in the Rainbow District School Board to allow students to earn 1 or 2 credits towards their OSSD. Written assignments will be involved in this program. Pre-employment and integration activities must be completed before July. Preference will be given to students who need only 1 or 2 credits to graduate. Enrolment is limited.



# **International Baccalaureate: FAQs**

## **What is the IB Programme?**

The **International Baccalaureate (IB)** Programme is an internationally recognized programme based on the principles of outcome-based education using a common curriculum. Students are evaluated by a team of teachers, and schools are held accountable for the curriculum, the effectiveness of instruction, and student achievement.

The general objectives of the International Baccalaureate Programme are to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience. The student who meets the requirements of the International Baccalaureate Diploma has demonstrated a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

## **What do IB students study?**

The International Baccalaureate Programme is taken during the last two years of secondary school, grades 11 and 12. In order for students to achieve the appropriate background, the Ontario curriculum is enriched and adapted beginning in grade 9. Students will be admitted to Lo-Ellen Park's International Baccalaureate Preparatory Programme in grade 9. This will provide the opportunity for students, staff and parents to determine if the International Baccalaureate Programme is appropriate for the student and to decide if he/she should proceed to the International Baccalaureate Programme in grade 11. By the end of grade 12 the student must complete the following requirements:

- Successfully write International Baccalaureate examinations in six subject areas. These examinations are either at the Standard Level (SL) or the Higher Level (HL). All examinations are set and evaluated internationally.
- In order to receive the International Baccalaureate Diploma, the student must write at least 3 HL examinations. The six subject areas are:
  - Group 1: Language A - English (HL)
  - Group 2: Language B - French (SL)
  - Group 3: Individuals and Society - History (SL)
  - Group 4: Sciences - Biology (HL), and Chemistry (HL)
  - Group 5: Mathematics (SL)
  - Group 6: Visual Arts (HL and SL)
- Complete the **Creativity, Action, Service (CAS)** requirement  
extracurricular and community service activities/CAS hours may be started at the beginning of the grade 11 year.
- Successfully complete the International Baccalaureate course **Theory of Knowledge**. This course is a purposeful and thoughtful inquiry into different ways of knowing, and considers the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers and to recognize the need to act responsibly in an increasingly interconnected world.
- Write an Extended Essay which provides the experience of an independent research paper. Each student must choose a topic of interest within the International Baccalaureate curriculum and write a 3,500 - 4,000 word essay that meets international standards of scholarship.

## Why choose the IB pathway?

The International Baccalaureate Diploma is recognized throughout the world as a university admission credential. Many universities grant credit and/or advanced placement for Higher Level examinations. In some cases, a full year of university standing may be awarded to International Baccalaureate Diploma holders. These policies have been developed as a result of the experience universities have had with previous International Baccalaureate students, as well as recognition of the challenge that the International Baccalaureate Programme offers secondary school students. Admissions officers appreciate the caliber of the International Baccalaureate students and look to attract them to their campuses. IB students from Lo-Ellen Park have been accepted into highly selective programs at Canadian and American universities.

## How do I become an IB student?

In general, students considering the IB Programme must first complete the IB Preparatory Programme in Grades 9 and 10 to build the foundation required to manage the academic rigor of the IB curriculum in Grades 11 and 12. Therefore, the application process begins in Grade 8. Late admission to the Programme (in Grade 10 or 11) **may** be considered on an individual basis.

## IB: Grade 11 - 12

### Lo-Ellen Park IB Diploma Programme Years 1 and 2 (Grades 11 and 12)

Students who have demonstrated success in Lo-Ellen Park's IB Prep Programme will be admitted to the Diploma Programme. These students will have demonstrated a strong academic background in the core subjects as assessed by their Grade 9 and 10 teachers, in consultation with the IB coordinator and/or the principal. Students who select the Diploma Programme commit to studying the IB subjects for two years. Students may choose to study in the IB Courses pathway, which means they will take a minimum of two IB subjects in grades 11 and 12.

Admission for students from other secondary schools or from non-IB Prep courses **may** be considered on an individual basis providing space permits. Such a student must be able to demonstrate that he/she has a strong academic background in the core subjects. The student must complete an application form, and be interviewed by the principal and/or IB coordinator. Additional preparatory work may be required to ensure that the student will be able to handle the demands of the IB Programme.

# FRENCH IMMERSION PROGRAM

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*All French Immersion courses are taught in French.*

## THE FRENCH IMMERSION BILINGUAL CERTIFICATE

Students will receive a French Immersion Bilingual Certificate from the Rainbow District School Board if they have acquired at least 10 credits in subjects taught in French. At least four of the credits must be in Français.

## GRADE 10

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Insert CHC2DH

### **CHV2OI - Education à la citoyenneté, 10<sup>ième</sup>année, ouvert**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course is taught in French and is worth 0.5 credit.

**PREREQUISITE: None**

### **FIF2DI - French (Immersion), 10<sup>ième</sup>année, académique**

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

**PREREQUISITE: FIF1DI**

### **FIF2DH - French (Immersion), 10<sup>ième</sup>année, académique (IB Prep)**

As above. The curriculum in this course is enriched. This course is taught in French.

**PREREQUISITE: FIF1DH**

### **GLC2OI - Exploration des choix de carrières, 10<sup>ième</sup>année, ouvert**

This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals. This course is taught in French and is worth 0.5 credit.

**PREREQUISITE: None**

### **PPL2OX - Vie active et santé (filles), 10<sup>ième</sup>année, ouvert**

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**PPL20I - Vie active et santé (garçons), 10<sup>ième</sup>année, ouvert**

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 is taught in French.

**PREREQUISITE:** *None*

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**GRADE 11**

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**FIF3UI - French (Immersion), 11<sup>ième</sup>année, préparation pour l'université**

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

**PREREQUISITE:** *FIF2DI*

**FIF3UN - French (Immersion), 11<sup>ième</sup>année, préparation pour l'université (IB)**

As above. This course is taught in French. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE:** *FIF2DH*

**GPP3OI - Leadership et entraide, 11<sup>ième</sup>année, ouvert**

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring, mentoring, and student council involvement. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives. Placement will be at R.L. Beattie Public School.

**PREREQUISITE:** *Career Studies, Grade 10 and approval of the Guidance Department*

**HSF3MI:**

**HSP3UI - Introduction à l'anthropologie, la psychologie et à la sociologie, 11<sup>ième</sup>année, préparation pour l'université**

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

**PREREQUISITE:** *ENG2D, CHC2D*

**PPL3OI - Vie active et santé, 11<sup>ième</sup>année, ouvert**

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. **CAUTION: You cannot earn a credit in both PPL30I and PAD300.**

**PREREQUISITE: None**

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## GRADE 12

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### **FIF4UI - French (Immersion), 12<sup>ième</sup>année, préparation pour l'université**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate language-learning strategies and apply them while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

**PREREQUISITE: FIF3UI**

### **FIF4UN - French (Immersion), 12<sup>ième</sup>année, préparation pour l'université**

As above. This course is taught in French. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE: FIF3UN**

### **HHG4MI - Développement humain tout au long de la durée de vie, 12<sup>ième</sup>année, préparation pour l'université/collège**

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.

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

### **PPL4OI - Vie active et santé, 12<sup>ième</sup>année, ouvert**

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. **PREREQUISITE: None**

# FINE ARTS

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## VISUAL ARTS

### **AVI200 - Visual Arts, Grade 10, Open**

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

**PREREQUISITE:** *None It is recommended that students take AVI100 before this course.*

### **AVI3M0 - Visual Arts, Grade 11, University/College Preparation**

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

**PREREQUISITE:** *AVI100 or AVI200*

### **AVI4M0 - Visual Arts, Grade 12, University/College Preparation**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production.

Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**PREREQUISITE:** *AVI3M0*

### **AWM4M0 - Visual Arts, Drawing and Painting, Grade 12, University/College Preparation**

This special course focuses on the development of drawing and painting skills for the senior art student. This extra course allows the art student to spend more time building their portfolio for entry into post-secondary art education. Students work independently building on past knowledge and skills. Students will analyze their own creations as well as other artists. Students will continue their investigation into Western art, Canadian art as well as art forms from various parts of the world. Students will produce a body of work, continuing to demonstrate a personal approach.

**PREREQUISITE:** *AVI4M0*

### **AVI3MN - IB Art Visual Arts, Grade 11, University/College Preparation**

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

**PREREQUISITE:** *Visual Arts, Grade 9 or 10, Open*

### **AVI4MN - IB Art -Visual Arts, Grade 12, University/College Preparation**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Prerequisite: Visual Arts, Grade 11, University/College Preparation**

## **DRAMATIC ARTS**

"All the world's a stage,  
And all the men and women merely players.  
They have their exits and their entrances,  
And one man in his time plays many parts."  
*William Shakespeare*  
*'As You Like It'*

### **ADA200 - Dramatic Arts, Grade 10, Open**

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

**PREREQUISITE: ADA100**

### **ADA3M0 - Dramatic Arts, Grade 11, University/College Preparation**

This course requires students to create and perform in dramatic presentations. Students will analyze, 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 analyze the functions of playwrights, directors, actors, designers, technicians, and audiences. **PREREQUISITE: ADA100 or ADA200**

### **ADA4M0 - Dramatic Arts, Grade 12, University/College Preparation**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**PREREQUISITE: ADA3M0**



# MUSIC

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## INSTRUMENTAL

### **AMU200 - Music, Grade 10, Open**

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

**PREREQUISITE: AMU100**

### **AMG300 - Music, Guitar, Open**

This course emphasizes the development of musical literacy through appreciation, analysis and performance of guitar music, through the study of commercial, traditional and contemporary music. Students will apply the creative process through technical exercises and varied repertoire of their choosing. Students will concentrate on developing analysis skills while listening to and responding to live and recorded performances, and gain interpretive skills and the ability to work independently. They will study the function of music in society and the impact of music on their community. They will be introduced to basic theoretical aspects of guitar tablature and chords and notation. Students of any musical ability are welcome.

**PREREQUISITE: None**

### **AMU3M0 - Music, Grade 11, University/College Preparation**

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 analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**PREREQUISITE: AMU200**

### **AMU4M0 - Music, Grade 12, University/College Preparation**

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

**PREREQUISITE: AMU3M0**

## CONCERT BAND

### **AMI2OB - Junior Instrumental Music - Band, Grade 10, Open**

A repertoire course designed for students who enjoy working on band music.

**PREREQUISITE:** *AMI10 or permission of the teacher.*

### **AMI3MB, AMI4MB - Senior Concert Band, Grade 11,12 University/College Preparation**

Senior Concert Band - A repertoire course designed for students who enjoy working on band music. Students from Grade 10 to Grade 12 are welcome. The class will meet two lunches per week, with rotating after school rehearsal

**PREREQUISITE:** *AMI3MB-AMI2OB / AMI4MB-AMI3MB or permission of the teacher*

## MUSIC THEATRE

### **ADD200, ADD3M0, ADD4M0 - Drama - Production**

If you are interested in being part of a drama production, this course is for you! Every student will be involved in the major spring stage production. In the past we have presented "Pippin", "Annie", "Peter and the Starcatcher", "Beauty and the Beast", and "The Wizard of Oz", and many, many more. Students will learn how to perform for the stage, be it musical, comedy, or drama, through the audition and rehearsal process. Acting, singing and dancing and performance are all part of the package.

**Admission is by audition.**

## STAGE BAND

### **AMH2OB - Junior Jazz Band Music, Grade 10, Open**

This course is an introduction to jazz improvisation and articulation. Standard big band jazz repertoire will be introduced and used as a vehicle to understanding jazz style.

**PREREQUISITE:** *Permission of the teacher.*

### **AMH3MB, AMH4MB - Senior Stage Band Music, Grade 11, 12, University / College Preparation**

This course is a continuation of part 1. Students will continue their study of improvisation. More difficult big band repertoire will be introduced and various performing opportunities will be expected.

**PREREQUISITE:** *AMH2OB, AMH3MB or permission of the teacher.*

## BUSINESS STUDIES

### **BEP200 – Launching and Leading a Business, Grade 10, Open**

This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship, and international business.

**PREREQUISITE:** *None*

### **BAF3M0 - Financial Accounting Fundamentals, Grade 11, University/College Preparation**

This course introduces students to the fundamental principles and procedures of accounting, with emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis control, and decision-making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant.

**PREREQUISITE: None**

### **BMI3C0 - Marketing: Goods, Services, Events, Grade 11, College**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**PREREQUISITE: None**

### **BAT4M0 - Financial Accounting Principles, Grade 12 University/College Preparation**

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods of assets, and introduces accounting for partnerships and corporations.

**PREREQUISITE: BAF3M0**

### **BOH4M - Business Leadership: Management Fundamentals, Grade 12, University/College**

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.

**PREREQUISITE: None**

### **BDV4C0- Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation**

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

**PREREQUISITE: None**

# ENGLISH

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## **ENG2D0 - English, Grade 10, Academic**

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

**PREREQUISITE:** *English, Grade 9, Academic ENG1D0 or Applied ENG1P0, or ENG1DN (IB Prep)*

## **ENG2DN - English, Grade 10, Academic (IB Prep)**

IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

**PREREQUISITE:** *ENG1DN or permission of the program advisor or the Principal.*

## **ENG2P0 - English, Grade 10, Applied**

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

**PREREQUISITE:** *English, Grade 9, Academic ENG1D0 or Applied ENG1P0, or ENG1DN (IB Prep)*

## **ENG2L0 - English, Locally Developed Compulsory Credit Course**

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

**PREREQUISITE:** *Grade 9 English*

## **ENG3U0 - English, Grade 11, University Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**PREREQUISITE:** *English, Grade 10, Academic ENG2D0*

### **ENG3UN - English, Grade 11, University Preparation (IB)**

As above. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE: ENG2DN**

### **ENG3C0 - English, Grade 11, College Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, 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. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**PREREQUISITE: English, Grade 10, Applied ENG2P0 or Grade 10, Academic ENG2D0**

### **ENG3E0 - English, Grade 11, Workplace Preparation**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a

variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using

language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

**PREREQUISITE: English, Grade 10, Applied ENG2P0 or Grade 10, Academic ENG2D0**

### **EMS300 - Introduction to Film Studies**

This course introduces students to enduring, popular genres in film with focus on classic film and its impact on today's industry. Students will also be introduced to a variety of foreign-language film styles and directors. In all cases students will be expected to make connections and draw deeper conclusions about film and its relevance to our culture and within our society. Regular analysis – both oral and written – will be a key component to the course helping students understand the history of film as an art form and enabling them to understand how the makers of film structure their work to communicate ideas and feelings to an audience. This class is for fans of film, and requires critical thinking skills and formal writing skills. This course will be offered through e-learning.

**PREREQUISITE: ENG2D0, ENG2DN, ENG2P0**

### **ENG4U0 - English, Grade 12, University Preparation**

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

**PREREQUISITE: ENG3U0, ENG3UN**

### **ENG4UN - English, Grade 12, University Preparation (IB)**

As above. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE: ENG3UN**

### **ENG4C0 - English, Grade 12, College Preparation**

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

**PREREQUISITE: ENG3C0 or ENG3U0**

### **ENG4E0 - English, Grade 12, Workplace Preparation**

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

**PREREQUISITE: ENG3E0**

### **ETS4U0 - Studies in Literature, Grade 12, University Preparation**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyze a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

**PREREQUISITE: ENG3U0**

### **EWC4U0 - The Writer's Craft, Grade 12, University Preparation**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**PREREQUISITE: ENG3U0**

### **OLC400 - Ontario Secondary School Literacy Course, Grade 12, Open**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports.

**ELIGIBILITY REQUIREMENT:** *Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. NOTE: Students who have only had one opportunity to write the test and have been unsuccessful may be eligible to take the course under special circumstances, at the discretion of the Principal.*

# GUIDANCE

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## CAREER STUDIES

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### **GLC200 - Career Studies, Grade 10, Open**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. This course is worth 0.5 credit.

**PREREQUISITE:** *None*

### **RCR100 - Credit Recovery**

A credit recovery program is available at Lo-Ellen Park Secondary School for students to improve their overall credit accumulation.

**PREREQUISITE:** *Recommendation from teacher.*

## LANGUAGES

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### **FSF2D0 - Core French, Grade 10 Academic**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners.

**PREREQUISITE:** *One of FSF1D0, FSF1P or FIF1DI*

### **FSF2DN - French, Grade 10, Academic (IB Prep)**

Same as FSF2D0. IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

The curriculum in this course is enriched.

**PREREQUISITE:** *One of FSF1DN, or FIF1DN*

### **FSF3U0 - Core French, Grade 11 University Preparation**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

**PREREQUISITE:** *FSF2D0 or FIF2DI*

### **FSF3UN - Core French, Grade 11, University Preparation (IB)**

As above. This course is intended for students who are enrolled in the IB program.

**PREREQUISITE:** *FSF2DN or FIF2DN*

**FSF4U0 - Core French, Grade 12, University Preparation**

This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

***PREREQUISITE: FSF3U0***

**FSF4UN - Core French, Grade 12, University Preparation (IB)**

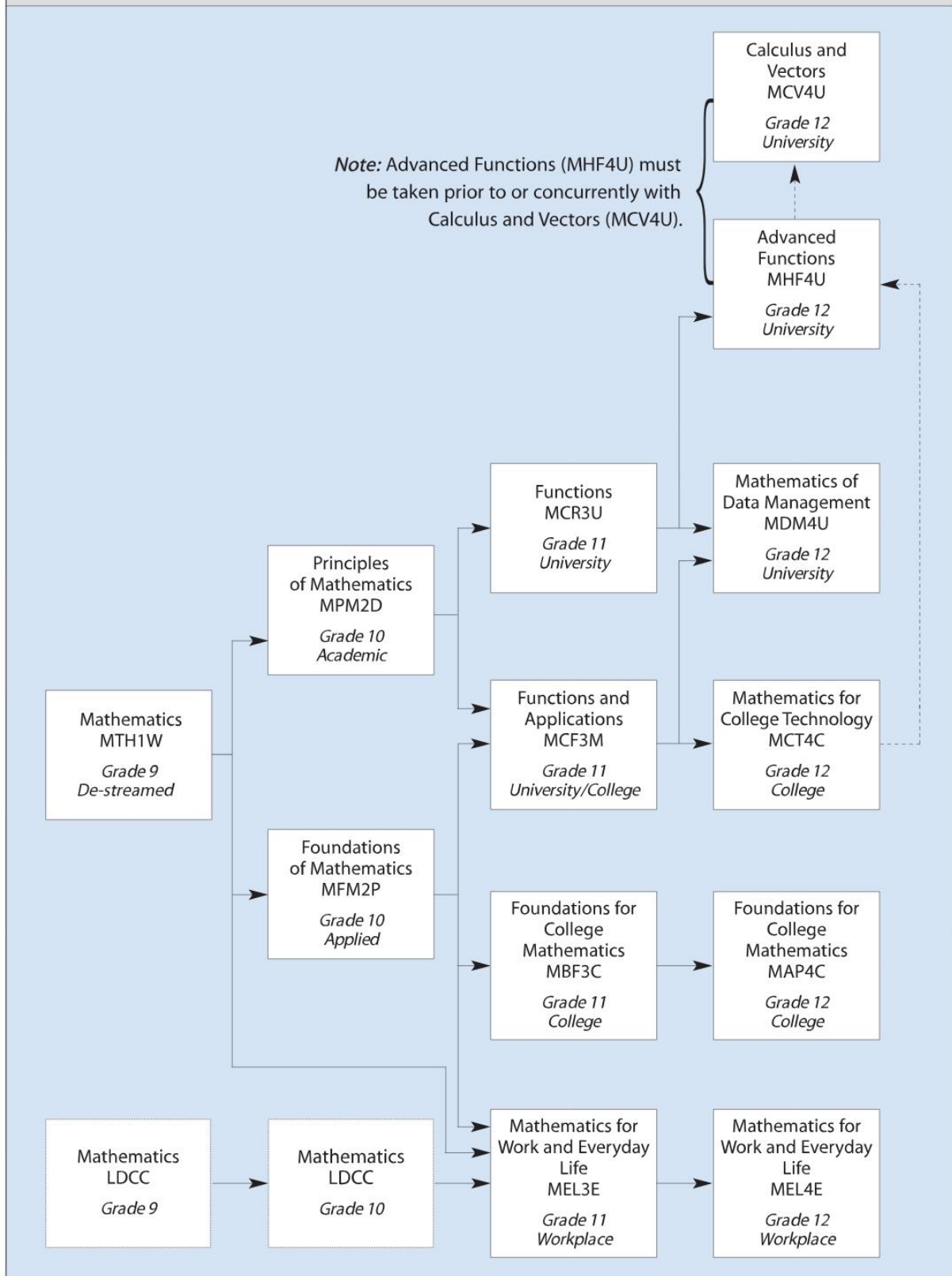
As above. The curriculum in this course is enriched with topics from the IB syllabus.

***PREREQUISITE: FSF3UN***



## Prerequisite Chart for Mathematics, Grades 9–12

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



Note: LDCC – locally developed compulsory credit course (LDCC courses are not outlined in this curriculum.)

# MATHEMATICS

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## IB Prep/International Baccalaureate Math Program

The Enrichment level is designed for the student, who is a high achiever at the Academic level, responds well to a challenge, likes Mathematics and enjoys problem solving. Students studying Mathematics at this level receive an Academic level credit and study the Academic curriculum. However, where time permits, topics are explored at greater depth, optional topics are covered and students prepare for Mathematics competitions during class time. It is emphasized that students who are not comfortable in this class should take the Academic level course. Many good Math students are better served in the Academic level course where they have more time to master important concepts and skills, and develop self-confidence.

Criteria for enrolment at the Enriched level are as follows:

1. A keen interest in Mathematics in general and problem solving in particular.
2. Over 80% in previous year's Mathematics course or the recommendation of a teacher.
3. An interest in preparing for and writing Math contests.
4. Results above the national average on the Math contests.

Students who do not satisfy one or more of the above will be considered on an individual basis.

### **MPM2DN - Principles of Mathematics, Grade 10 (IB Prep)**

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

**PREREQUISITE:** *MPM1DN or approval of the Principal.*

### **MCR3UN - Functions, Grade 11, University Preparation (IB Prep)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE:** *MPM2DN*

### **MHF4UN - Advanced Functions, Grade 12, University Preparation (IB)**

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

**The curriculum in this course is enriched with topics from the IB syllabus.**

**PREREQUISITE:** *Functions, Grade 11, University Preparation MCR3UN*

### **MCV4UN - Calculus and Vectors, Grade 12, University Preparation (IB)**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **The curriculum in this course is enriched with topics from the IB syllabus. PREREQUISITE: MHF4UN**

## **MATHEMATICS**

### **MPM2D0 - Principles of Mathematics, Grade 10, Academic**

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

**PREREQUISITE: MPM1D0 or MPM1DN**

### **MFM2P0 - Foundations of Mathematics, Grade 10, Applied**

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

**PREREQUISITE: MFM1P0 or MPM1D0**

### **MAT2L0 - Mathematics, Locally Developed Compulsory Credit Course**

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

**PREREQUISITE: MAT1L0**

### **MCR3U0 - Functions, Grade 11, University Preparation**

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.

**Note:** This course is intended for students who enjoy the challenges of math or those who may want to pursue a university program that is math-based such as engineering, science, or commerce. It is the prerequisite for the Grade 12 Advanced Functions MHF4U.

**PREREQUISITE:** MPM2D0

### **MCF3M0 - Functions and Applications, Grade 11, University/College Preparation**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Note:** This course is slightly less challenging than the Functions/university course MCR3U. It is intended for students who will not pursue a highly math-based university program or who intend to go to college in a technology program. This course can also be used as a prerequisite for the following Grade 12 courses: Mathematics of Data Management/University MDM4U, Mathematics for College Technology MCT4C.

**PREREQUISITE:** MPM2D0 or MFM2P0

### **MBF3C0 - Foundations for College Mathematics, Grade 11, College Preparation**

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

**PREREQUISITE:** MPM2D0 or MFM2P0

### **MEL3E0 - Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. This course and MEL4E0 will alternate from year to year. **PREREQUISITE:** MPM1D0 or MFM1P0 or MAT2L0 or MFM2P

### **MCV4U0 - Calculus and Vectors, Grade 12, University Preparation**

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

**PREREQUISITE:** Advanced Functions, Grade 12, MHF4U0

**Note:** The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.

### **MDM4U0 - Mathematics of Data Management, Grade 12, University Preparation**

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

**PREREQUISITE:** *Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation MCR3U0 or MCF3M0*

### **MHF4U0 - Advanced Functions, Grade 12, University Preparation**

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

**PREREQUISITE:** *Functions, Grade 11, University Preparation MCR3U0 or Mathematics for College Technology, Grade 12, College Preparation MCT4C0*

### **MAP4C0 - Foundations for College Mathematics, Grade 12, College Preparation**

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

**PREREQUISITE:** *Foundations for College Mathematics, Grade 11, College Preparation MBF3C0/MCF3M0/MCR3U0*

### **MCT4C0 - Mathematics for College Technology, Grade 12, College Preparation**

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

**PREREQUISITE:** *Functions and Applications, Grade 11, University/College Preparation MCF3M0 or MCR3*

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## **PHYSICAL AND HEALTH EDUCATION**

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### **PAL2OP: Healthy Active Living Education (Co-ed), Hockey Focus Grade 10, 11, Open**

This course enhances skills and team strategy concepts in hockey. Fitness, weight training and nutrition are included as components of this course. Student learning will include the application of movement principles to refine and develop hockey skills and coaching strategies. Success is dependent on the student being highly motivated to improve their football skills, as well as their personal fitness.

**PREREQUISITE:** *None*

### **PPL2OF - Healthy Active Living Education (female), Grade 10, Open**

### **PPL2OM - Healthy Active Living Education (male), Grade 10, Open**

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. **PREREQUISITE: None**

### **PAD300 - Healthy Living and Outdoor Activities Open**

The focus of this course is outdoor education. Activities include snowshoeing, skiing, hiking, orienteering, canoeing and tripping. The course will be conducted outside for 80% of the time. Theory sessions cover wilderness first aid, topographical maps, environmental issues and wilderness travel techniques. **Course Fee: \$150.00.**

**PREREQUISITE: Ability to pass a swim test. Interview required.**

### **PAF300 - Healthy Living and Personal and Fitness Activities**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. This course focuses on the development of a healthy lifestyle and participation in a personal fitness program and fitness activities, which have the potential to engage students' interest throughout their lives while improving the personal fitness in the areas of endurance, strength, and weight control. This course is for males only.

**Please note: there will be a fee to cover the use of outside resources set by GoodLife Fitness.**

**PREREQUISITE: None**

### **PAI3OF - Healthy Living and Individual and Small Group Activities - Yoga**

Through Yoga movements, students will further develop their physical literacy skills and learn the immediate and long-term benefits of Yoga. Students will leave the course with a mastery in basic postures (asanas), sequences of movements, breathing techniques, etiquette, terminology and various relaxation methods of yoga. Students will learn to relieve built up stress through stretching and breathing exercises. **Course Fee - \$75. Course Fee covers various guest instructors and field trips (Arc..etc)**

### **PAL3OP - Basketball, Grade 11, Open**

This course focuses on the development of the personalized approach to healthy active living through participation in basketball-focused activities. Student learning will include the application of movement principles to refine skills to enhance personal competence. Students will develop and implement personal fitness plans. Students will examine issues related to healthy relationships, reproductive health, mental health and personal safety. Students will also be given the opportunity to practice goal setting, decision making, social and interpersonal skills. **PREREQUISITE: None This course will be offered in 2026/2027.**

### **PAL4OP - Volleyball, Grade 11, Open**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote life-long healthy active living. Student learning will include the application of movement principals to refine skills; participation in a variety of activities that enhance personal competence, fitness and

health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. The emphasis of this course is on volleyball skill development with 40-45 sessions of on-court time.

**PREREQUISITE:** *None This course will be offered in 2025/2026*

### **PPL3OF (female) - Healthy Active Living Education, Grade 11, Open**

### **PPL3OM (male) - Healthy Active Living Education, Grade 11, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **PREREQUISITE:** *None*

### **PAF400 - Healthy Living and Personal and Fitness Activities, Grade 12, Open**

This focus course emphasizes how physical activity should be a component of everyone's lifestyle. It allows students to be active without taking the traditional physical education course. Emphasis will be on fitness with methods of improving the cardio respiratory system and muscular fitness. This course will combine theory and practical assessments of the various components of maintaining a healthy active lifestyle.

**Please note: there will be a fee to cover the use of outside resources set by GoodLife Fitness.**

**PREREQUISITE:** *PAF300*

### **PAI4OF- HealthyLiving and Individual and Small Group Activities – Yoga**

Yoga 12 introduces students to the ancient tradition of Yoga in its various forms and styles. With its vast capacity to bring vibrant health to body, mind and emotion, the intention is for students to develop a lifelong personal practice of yoga. Students will participate in various activities, including the physical practice, personal reflection, partner exercises, meditation group, discussion and classroom theory.

### **PLF4M0 - Recreation and Healthy Active Living Leadership, Grade 12, University/College**

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. **PREREQUISITE:** *None*

*This course will be offered in 2020/2021*

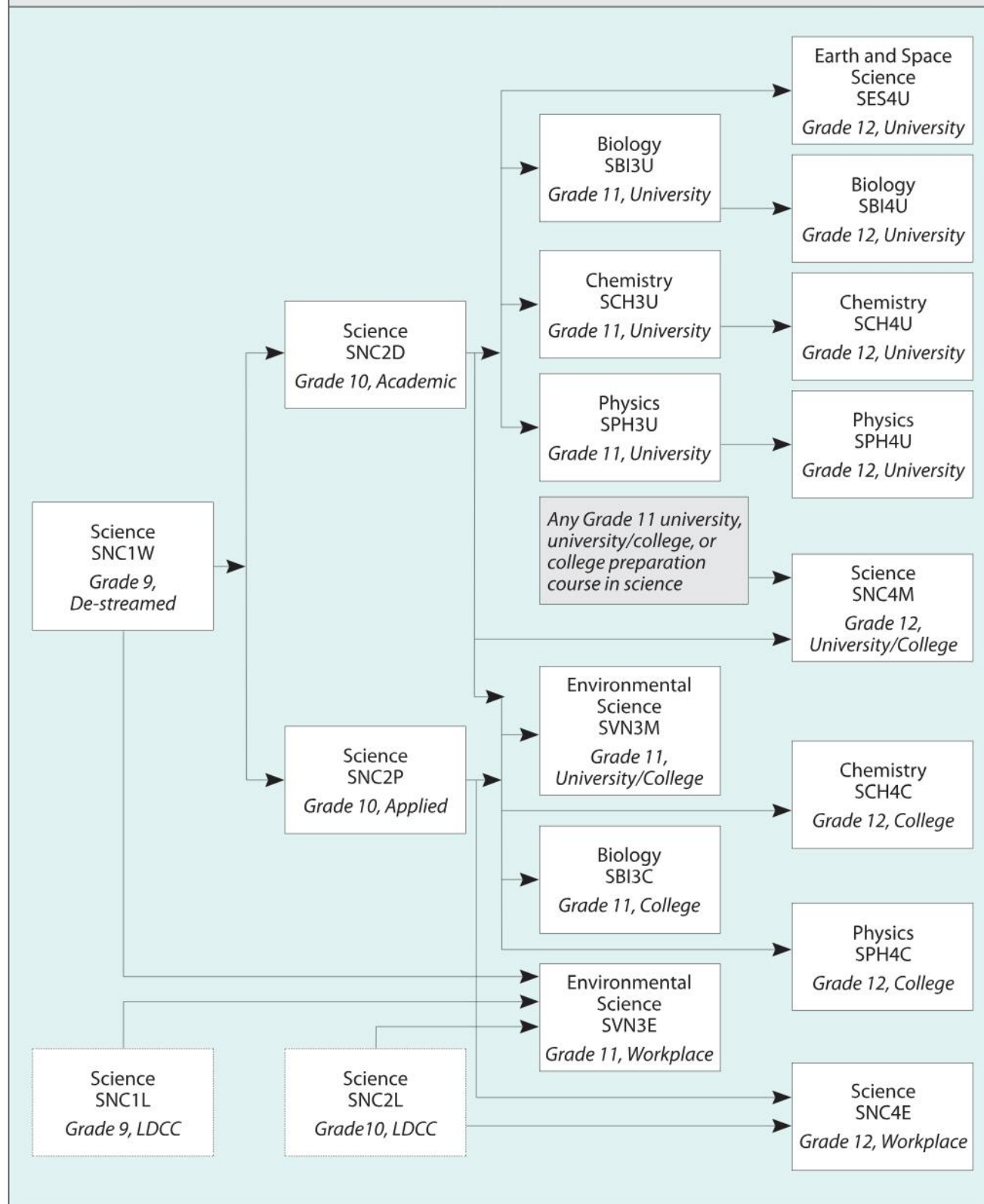
### **PSK4U0 - Introductory Kinesiology, Grade 12, University Preparation**

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

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

## Prerequisite Chart for Science, Grades 9–12

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



Note: LDCC – locally developed compulsory credit course (LDCC courses are not outlined in this curriculum.)



# SCIENCE

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## **SNC2D0 - Science, Grade 10, Academic**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their skills in scientific inquiry; and to understand the interrelationships among science, technology and the environment. Students will conduct investigations and understand scientific theories related to: ecology and the maintenance of ecosystems; chemical reactions, with particular attention to acid-base reactions; factors that influence weather systems; and motion.

**PREREQUISITE:** *One of SNC1D0, SNC1DN or SNC1P0*

## **SNC2DN - Science, Grade 10, (IB Prep)**

IB Prep courses involve enriched learning that focus more on the WHY of the course content. The Ontario Curriculum is differentiated to ensure that the collaboration, classroom activities and assessments reflect the needs of the IB Prep learner: faster pacing, a focus on critical thinking and supplementary learning. This, in turn, will prepare the students to study at the IB level.

As above. The curriculum in this course is enriched.

**PREREQUISITE:** *SNC1DN or approval of the Principal*

## **SNC2P0 - Science, Grade 10, Applied**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; to develop further their practical skills in scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion.

**PREREQUISITE:** *One of SNC1P0, SNC1D0, or SNC1DN*

## **ICS3U0 - Introduction to Computer Science, Grade 11, University**

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

*None*

## **IDC3OB - Interdisciplinary Studies: Neuroscience and Well-being, Grade 11, Open**

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy brain functions. It emphasizes the concept of wellness, in regards to brain function, which addresses all aspects of well-being – physical, cognitive and emotional – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a better understanding of their brain health. Students will engage in a variety of hands-on exploration activities such as mindfulness practices, meditations, gratitude journaling, biofeedback, hobbies, that will assist them in making decisions that enhance their well-being. This course combines the expectations from Interdisciplinary Studies, Grade 11 Open with selected expectations from the following four component courses (Human Development through the Lifespan, Grade 12, University College Preparation) (Health for Life, Grade 11, College Preparation) (Biology, Grade 11, College Preparation) (Biology, Grade 12, University Preparation)

**PREREQUISITE:** *SNC2P0, SNC2D0, SNC2DN*

**IF A STUDENT TOOK ICD3ON (EDIT), THEY CANNOT TAKE THIS COURSE**

### **SBI3U0 - Biology, Grade 11, University Program**

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

**PREREQUISITE: SNC2D**

### **SBI3UN - Biology, Grade 11, University Program (IB)**

As above. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE: SNC2DN**

### **SBI3C0 - Biology, Grade 11, College Preparation**

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. Emphasis will be placed on the practical application of concepts and skills needed for further study in the various branches of life sciences and related fields.

**PREREQUISITE: SNC2P0 or SNC2D0**

### **SCH3U0 - Chemistry, Grade 11, University Preparation**

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

**PREREQUISITE: SNC2D0**

### **SCH3UN - Chemistry, Grade 11, University Preparation (IB)**

As above. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE: SNC2DN**

### **SPH3U0 - Physics, Grade 11, University Preparation**

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**PREREQUISITE: SNC2D**

### **SVN3M0 - Environmental Science, Grade 11, University/College**

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

**PREREQUISITE: Grade 10 Science**

### **ICS4U0 - Computer Science, Grade 12 University**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

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

### **IDC4U0 - Interdisciplinary Studies: Engineering, Design & Innovation: Robotics Grade 12, University Preparation**

Through problems that engage and challenge, students will explore a broad range of engineering topics, including mechanisms and motion, control systems, machining processes, prototyping and the design process. Students will develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration and presentation. As part of the course, students will develop design concepts and ideas in relation to FIRST Robotics. Design ideas and projects will culminate in the FRC competition kickoff in January. Student will be required to design build functional prototypes as a part of their culminating activity.

**PREREQUISITE:** *MCR3U0 & MCR3UN*

### **SBI4U0 - Biology, Grade 12, University Preparation**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. An emphasis will be made on achievement of the detailed knowledge and refined skills needed for further study in the various branches of life sciences and related fields.

**PREREQUISITE:** *SBI3U0*

### **SBI4UN - Biology, Grade 12, University Preparation (IB)**

As above. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE:** *SBI3UN*

### **SCH4U0 - Chemistry, Grade 12, University Preparation**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical equilibrium, atomic and molecular structure, and electrochemistry. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

**PREREQUISITE:** *SCH3U0*

### **SCH4UN - Chemistry, Grade 12, University Preparation (IB)**

As above. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE:** *SCH3UN*

### **SCH4C0 - Chemistry, Grade 12, College Preparation**

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills of 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 in the development of new technologies and products.

**PREREQUISITE:** *SNC2D0 or SNC2P0*

### **SES4U0 – Earth and Space Science, Grade 12, University Preparation**

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

**PREREQUISITE:** *None*

### **SPH4U0 - Physics, Grade 12, University Preparation**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.

**PREREQUISITE:** *SPH3U0*

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## **SOCIAL SCIENCES AND HUMANITIES**

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### **CIVICS**

#### **CHV200 - Civics and Citizenship, Grade 10, Open**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course is worth 0.5 credit.

**PREREQUISITE:** *None*

### **GEOGRAPHY**

#### **CGW4U0 -World Issues: A Geographic Analysis, Grade 12 University Preparation**

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

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

# HISTORY

## **NAC200 – First Nations, Métis, and Inuit in Canada, Grade 10**

This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

**PREREQUISITE:** *None*

## **NAC20N – First Nations, Métis, and Inuit in Canada, Grade 10, (IB Prep)**

As above, the curriculum in this course is enriched.

**PREREQUISITE:** *None*

## **CHA3UN - American History, Grade 11, University Preparation (IB)**

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They 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 forces in American history. The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE:** *CHC2DN*

## **CHW3M0 - World History to the End of the Fifteenth Century, Grade 11, University/College Preparation**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. **PREREQUISITE:** *CHC2D0 or CHC2P0*

## **CHY4U0 - World History since the Fifteenth Century, Grade 12, University Preparation**

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history.

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

## **CHI4UN - Canada: History Identity and Culture, Grade 12, University Preparation (IB)**

The curriculum in this course is enriched with topics from the IB syllabus.

**PREREQUISITE:** *CHA3UN*

### **CHY4C0 - World History since the Fifteenth Century, Grade 12, College Preparation**

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

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

## **LAW**

### **CLU3M0 - Understanding Canadian Law, Grade 11 University/College Preparation**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

**PREREQUISITE:** *CHC2D0 or CHC2P0*

### **CLN4U0 - Canadian and International Law, Grade 12 University Preparation**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

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

## **First Nations, Metis and Inuit Studies**

### **NDA3M0 – Contemporary First Nations, Metis and Inuit Issues and Perspectives**

This explores existing and emerging issues of local, regional, and national importance of First Nations, Metis, and Inuit in Canada. Students will analyze diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

**PREREQUISITE:** *Grade 10 Aboriginal Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied*

## **PHILOSOPHY / SOCIOLOGY**

### **HSG3M0 - Gender Studies, Grade 11 University/College Preparation**

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both

Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

**PREREQUISITE:** *None*

### **HZB3M0 - Philosophy: The Big Questions, Grade 11 University/College Preparation**

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own response to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

**PREREQUISITE:** *None*

### **HHS4U0 - Families in Canada, Grade 12 University Preparation**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. **PREREQUISITE:** *Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. This course will be offered in 2026-2027*

### **HHS4C0 - Families in Canada, Grade 12 College Preparation**

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

**PREREQUISITE:** *Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. This course will be offered in 2026-2027*

### **HSB4U0 - Challenge and Change in Society, Grade 12 University Preparation**

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 analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

# TECHNOLOGICAL STUDIES

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Technological studies programs offer a unique learning experience for all students to explore. Whether students are interested in obtaining a valuable base of technological knowledge, or in developing generic skills and employability skills; whether students are going to university, college, or the world of work; a technological education background can be an important asset for any future endeavour.

## COMMUNICATION TECHNOLOGY

### **TGJ200 - Communication Technology, Grade 10, Open**

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

**PREREQUISITE: None**

### **TGJ3M0 - Communication Technology, Grade 11, University/College Preparation**

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

**PREREQUISITE: None**

### **TGJ4M0 – Communication Technology, Grade 12, University/College Preparation**

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.

**PREREQUISITE: TGJ3M**



# CONSTRUCTION TECHNOLOGY

## **TCJ200 - Construction Technology, Grade 10, Open**

This course requires students to design, build, and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology. In Part 1 emphasis will be placed on the systems used in modern conventional residential construction.

**PREREQUISITE: None**

## **TCJ3C0 - Construction Technology, Grade 11, College Preparation**

This course focuses on residential, commercial, industrial, and/or recreational construction. Students will learn about the tools, materials, equipment, and methods used in the light construction industry; structural analysis and design; presentation and working drawings; and mechanical systems. They will also estimate materials and labour costs, and study industry standards and building codes, health and safety issues, energy conservation, careers, and the impact of construction technology on society and the environment.

**PREREQUISITE: None**

## **TCJ3E0 - Construction Technology, Grade 11, Workplace Preparation**

This course focuses on residential, commercial, industrial, and/or recreational construction, emphasizing practical workplace applications, the development of generic employment skills, and preparation for apprenticeship and training programs. Students will learn about and gain practical experience with various types of materials, processes, labour, tools, and equipment used in the construction industry; technical drawings; and mechanical systems. They will also study industry standards and building codes, consider health and safety issues, and explore careers, the importance of lifelong learning, and the impact of construction technology on society and the environment.

**PREREQUISITE: None**

## **TWJ3E - Custom Woodworking, Grade 11, Workplace Preparation**

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and will explore apprenticeships, post-secondary training, and career opportunities in the field that may be pursued directly after graduation.

**PREREQUISITE: None**

## **TCJ4C0 - Construction Technology, Grade 12, College Preparation**

This course focuses on residential, 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 mechanical 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.

**PREREQUISITE: TCJ3C0**

### **TCJ4E0 - Construction Technology, Grade 12, Workplace Preparation**

This course focuses on residential and heavy construction, emphasizing advanced practical workplace applications and the development of generic employment skills and independent learning skills. Students will examine the materials, processes, labour, tools, and equipment used in the construction industry; technical drawings; mechanical systems; and landscaping. They will also study industry standards and building codes, consider health and safety issues, and explore careers, lifelong learning opportunities, and the impact of construction technology on society and the environment.

**PREREQUISITE:** TCJ3E0

## **DESIGN TECHNOLOGY**

### **TDJ200 - Design Technology, Grade 10, Open**

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

**PREREQUISITE:** None

### **TDJ3M0 - Technological Design, Grade 11, University/College Preparation**

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

**PREREQUISITE:** None

### **TDJ4M0 - Technological Design, Grade 11, University/College Preparation**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the post-secondary education and training requirements for them.

**PREREQUISITE:** *Technological Design, Grade 11, University/College Preparation*

## **GREEN INDUSTRIES**

### **THJ200 - Green Industries, Grade 10, Open**

This course introduces students to the various sectors of the green industries - agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also

develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and post-secondary education and training pathways and career opportunities in the various industry sectors.

**PREREQUISITE:** None

### **THJ3M0 - Green Industries, Grade 11, University/College Preparation**

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

**PREREQUISITE:** None

## **MANUFACTURING TECHNOLOGY**

Courses in manufacturing technology will include the study of the following three major areas: Physical Products, Human Processes, and Environmental Systems. Within these major areas, programs will include the study of product design, process and production planning, manufacturing processes and quality control.

Manufacturing technology is an activity based, project driven, student centered program that emphasizes problem solving techniques and transferable skills while working as individuals or as part of a team on a specific project. Manufacturing courses offer students a comprehensive overview of manufacturing as a system. A planned series of practical tasks and related learning experiences provide students with insight into typical applications of manufacturing technology in business and industrial enterprises. Ontario Apprenticeship System, Ontario Youth Apprenticeship Program and technological co-op credit program requirements will be explored throughout this program.

### **TAS1OE - EDIT (Engineering, Design + Innovative Technology)**

Through problems that engage and challenge, students will explore project design concepts that foster creativity, innovation and design thinking. With an interdisciplinary, project based STEAM focus (Science, Technology, Engineering, Arts and Mathematics), students will develop skills in:

- The Design Process (3D modelling software, 3D printing and manufacturing)
- Fabrication (woodworking + metalworking, prototyping testing, wiring and circuits)
- Programming and Controls (FIRST Robotics, Arduino microcontrollers)
- Mathematics of Design (Data Analysis & Design Calculations)

As a part of the course, students will participate in the FIRST Robotics Competition. Also, students will have the opportunity to utilize the EDIT (Engineering, Design + Innovative Technology) Lab which encourages collaboration and fosters an innovator mindset, where students gain understanding and skills by talking and tinkering.

**PREREQUISITE:** *MPM1DN (IB Preparatory Math for Grade 9 students), MPM2DN or MPM2D0 for Grade 10 students.*

### **TMJ3C0 - Manufacturing Engineering Technology, Grade 11, College Preparation**

This course focuses on design principles; electronic, pneumatic, and hydraulic control systems; and traditional and advanced manufacturing processes. Students will solve problems and make the critical decisions necessary to develop efficient production systems. They will also study the broad range of career opportunities available in the manufacturing sector and their educational requirements, and will research the scope of the manufacturing industry and the impact of its products on individuals, society, and the environment.

**PREREQUISITE:** None

### **TMJ3E0 - Manufacturing Technology, Grade 11, Workplace Preparation**

This course helps clarify for young people the broad range of career opportunities available within the manufacturing sector. Students will acquire design and fabrication skills using a variety of materials, tools, equipment, and processes, and will construct products that adhere to design specifications and meet quality control standards. In addition to developing employability and technical skills, students will develop an understanding of the impact of the manufacturing sector on consumers, society, and the environment.

**PREREQUISITE: None**

### **TMR3M0 - Manufacturing Engineering Technology, Robotics & Control Systems (University/College Preparation)**

Mechanical engineering systems are taught through the use of Mechanical CAD systems. The focus will be on the design process, CNC robotics, flexible manufacturing and general engineering concepts. Students explore machining, CNC machining, forming, welding, design techniques and assembly processes. Students learn about automation and fluid power (hydraulics) and they design, model, build and test various sub-components used in large systems. They will experience a broad range of Mechanical Engineering systems and study the career pathways available in the manufacturing sector. Students will recognize the impact of this specialization on individuals, society and the environment. This course is designed to prepare students for a University Pathway destination in Mechanical Engineering. There may be an optional course enhancement fee.

**PREREQUISITE: NONE**

### **TMJ4C0 - Manufacturing Engineering Technology, Grade 12, College Preparation**

This course focuses on advanced manufacturing and engineering and provides students with an opportunity to develop specialized knowledge and skills used in sophisticated production processes. Students will solve problems, make the decisions necessary to develop a product for manufacture, and examine production methods, quality control systems, and environmental and societal impacts.

**PREREQUISITE: TMJ3C0**

### **TMJ4E0 - Manufacturing Engineering Technology, Grade 12, Workplace Preparation**

This course focuses on drafting and design, machining, welding, computer numerical control (CNC), computer-assisted machining (CAM), motor control, hydraulic control, pneumatic control, and computer control. Students will use sophisticated design and manufacturing systems to design and fabricate tooling, to program CNC equipment, and to design and build solutions to technological challenges in manufacturing.

**PREREQUISITE: TMJ3E0**

## **TRANSPORTATION TECHNOLOGY**

The programs in transportation technology encompass four major areas of study: a) land, b) water, c) air, and d) space. Through activity based, student centered, hands-on experiences, students will develop and build meaningful subject-integrated projects or complete student/teacher chosen, problem solving work assignments. A generic approach to learning is emphasized within each broad-based transportation technology course that will provide students with important transferable work skills required for other technological areas of study, as well as many academic subject areas. Each course, encompassing the four major areas of study within the transportation field, provides a sound background for those interested in continuing their education through concentration in a particular sector or areas of study as well as those interested solely in a life skills personal use agenda.

Both knowledge and activity based personal safety, career exploration, group dynamics, organization, hand skills, service and repair procedures, efficient work habits and life-long learning techniques will be stressed throughout each course. Ontario Apprenticeship System, Ontario Youth Apprenticeship Program, and technological co-op credit program requirements will be explored as part of an all-encompassing program.

### **TTJ200 - Transportation Technology, Grade 10, Open**

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

**PREREQUISITE:** None

### **TTJ3C0 - Transportation Technology, Grade 11, College Preparation**

This course examines the infrastructure required for the operation of land, air and/or marine vehicles. Students will design, construct, and modify vehicles, and apply safe work practices and procedures using current technology. They will also develop effective communication and teamwork skills when developing solutions to managing vehicle support systems; investigate the educational requirements for career opportunities in the transportation sectors; and analyze the impact of transportation technology on society and the environment.

**PREREQUISITE:** None

### **TTJ300 - Transportation Technology: Vehicle Ownership, Grade 11, Open**

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

**PREREQUISITE:** None

### **TTJ4C0 - Transportation Technology, Grade 12, College Preparation**

This course examines the alternative modes of mass transit to enable students to develop the specialized knowledge and skills required to work with sophisticated land, air, and/or marine vehicles and transportation systems. Students will solve problems related to vehicles and transportation systems; examine transportation-related issues such as energy conversion, power transfer control systems, and environmental and societal impact; and investigate the educational requirements of career opportunities in the transportation sector.

**PREREQUISITE:** TTJ3C0

### **TTJ4E0 - Transportation Technology, Grade 12, Workplace Preparation**

This course examines the commonalities of land, air, and/or marine vehicles and transportation systems. Students will develop safe workplace habits and business management skills and will use diagnostic, hand, and power tools effectively to service and repair vehicles to meet industry standards and safety inspections. They will also research the entry requirements for apprenticeship training programs and develop the employability and technical skills required for entry into the workplace.

**PREREQUISITE:** TTJ3E0