## 2024-2025

## Course Calendar Grade 9-12



Tagwi Secondary School 16750 County Road 43 Avonmore, ON KOC 1C0
TEL: (613) 346-2122
FAX: 1(855)496-0969
http://tagwi.ucdsb.on.ca/

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## TAGWI SECONDARY SCHOOL

## VISION STATEMENT:

Guide, Instruct, and Inspire in all aspects of learning

## MISSION STATEMENT

In partnership with home and community, Tagwi Secondary School will prepare students to become productive members of society.

## VALUES

- students, teachers and parents work together to build a better future
- provide a positive atmosphere that allows for the development of a sense of responsibility and self-worth
- embrace diversity and foster mutual respect
- promote a healthy lifestyle
- community involvement
- respect for the environment
- uphold tradition while embracing change


## REACHING EVERY STUDENT

Every student has strengths and talents. Our goal is to identify, embrace and cultivate these aptitudes to help build success for each student. At Tagwi Secondary School, success is defined as:

- the student who continues his or her education at the college or university level
- the student who continues his or her education by enrolling in an apprenticeship
- the student who graduates high school and moves directly into the world of work.
- the student who continues their lifelong learning path at another location

Tagwi understands that students' successful completion of secondary education in Ontario is an important and valuable step toward achieving goals in life. Tagwi continues its commitment to helping all of its students create or choose a program pathway that prepares them for direct entry into:

- apprenticeship programs - university
- college
- community living

Statistics in Ontario show clearly that failure in Grade 9 and 10 is a significant factor in students dropping out of school. In other words, early success in high school is essential. Some initiatives that Tagwi has undertaken to ensure early success are:

- meeting with Grade 8 teachers to discuss potential pathways for all students
- using career fairs and other opportunities to give students a wide exposure to different vocations

When young people find a place where they can achieve success, they increase the likelihood of being happy and productive members of society. Tagwi provides this opportunity through learning experiences that are engaging, appropriately challenging and relevant to student learning in the $21^{\text {st }}$ century. Tagwi, has a very high graduation rate which is the clear result of our commitment to student success in all pathways. Through continued commitment and effort, Tagwi strives to foster in students the knowledge, skills, and sense of character and citizenship necessary to become contributing members of our increasingly complex and demanding society.

## DIPLOMA REQUIREMENTS

AN ONTARIO SECONDARY SCHOOL DIPLOMA (O.S.S.D) will be granted to a student who earns a minimum of 30 credits of 110 hours each, who completes the Ontario Secondary School Literacy Requirement, earn at least two (2) online learning credits and who completes the 40 hours of community involvement activities.

## Compulsory Credits (Total of 18)

Students must earn the following compulsory credits in order to obtain the O.S.S.D.:
4 credits in English (1 credit per grade)
3 credits in mathematics (at least 1 credit in grade 11 or 12)
2 credits in science
1 credit in Canadian history
1 credit in Canadian geography
1 credit in the arts
1 credit in health and physical education
1 credit in French as a second language
0.5 credits in civics
0.5 credits in career studies

Plus one credit from each of the following groups:

## Group 1:

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

Group 2:
1 additional credit in health and physical education, or the arts, or business studies, or French as a second language* or cooperative education**.

Group 3:
1 additional credit in science, or technological education, or French as a second language or computer studies, or cooperative education**.

Optional Credits (total of 12)
In addition to the 18 compulsory credits, students have to earn 12 optional credits in the courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests, and meets university, college, apprenticeship, or work requirements.

[^0]AN ONTARIO SECONDARY SCHOOL CERTIFICATE will be granted to a student who earns a minimum of 14 credits of 110 hours each.

## Compulsory Credits (Total of 7)

2 credits in English
1 credit in mathematics
1 credit in science
1 credit in arts or Grade 9 to 12 technology
1 credit in Canadian history or Canadian geography
1 credit in physical and health education

## Optional Credits (Total of 7 )

In addition to the 7 compulsory credits, students have to earn 7 optional credits in the courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests, and meets university, college, apprenticeship, or work requirements.

A CERTIFICATE OF ACCOMPLISHMENT will be granted to a student who leaves school before fulfilling the requirements for the Ontario Secondary School Diplomas or the Ontario Secondary School Certificate. The Certificate of Accomplishment is a way of recognizing the achievement of students who plan to take other kinds of further training or who plan to find employment after school. An Ontario Student Transcript will be attached to indicate what credits have been earned. A Certificate of Accomplishment will only be issued once.

## DEFINITION OF A CREDIT

A credit is granted to a student by the principal for the successful completion of a course for which a minimum of 110 hours of work has been completed. The passing mark is fifty percent (50\%).

## ONTARIO SECONDARY SCHOOL LITERACY TEST

All students must meet the requirements of the OSSLT in order to earn a Secondary School Diploma. This test is designed by the Ontario Education Quality and Accountability office. The test will be administered in the fall to all students in Grade 10.

Accommodations may only be made for students with an I.E.P and in accordance with EQAO policies. Students whose Individual Education Plan indicates that the student is not working towards a Secondary School Diploma may, with parental consent and the approval of the principal, be exempted from writing the test.

## COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their Individual Pathways Plan to identify possible activities they might undertake. Students in Grade 8 are able to start accumulating community involvement hours in the summer before they enter Grade 9.

Community involvement activities may take place in a variety of settings (e.g. not-for-profit organizations, hospitals, informal settings, etc.). Students may not fulfill the requirements through activities that are counted toward a credit (e.g. cooperative education and work experience), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instruction hours - that is, the activities are to take place during students' designated lunch hour, after school, on weekends, or during school holidays. Specific procedures for students regarding completion of the 40 hours will be provided by the Ministry of Education. The principal will decide whether the student has met the requirements of both the Ministry of Education and the Upper Canada District School Board for these activities.

To obtain further information, please consult the Upper Canada District School Board's "Mandatory Community Involvement" booklet that is provided to all Grade 9 students at the beginning of the school year.

## PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Students enrolled in Ontario Secondary Schools may have their knowledge and skills evaluated against the expectations outlined in provincial policy documents in order to earn credits towards the Secondary School Diploma. This formal evaluation and accreditation process in known as Prior Learning Assessment and Recognition (PLAR).

## SUBSTITUTIONS FOR COMPULSORY CREDITS

In order to allow the flexibility in designing a student's program and to ensure that all students can qualify for the Secondary School Diploma, substitutions may be made for a limited number of compulsory credits. These courses must be selected from the courses offered at the school that meet the requirements for compulsory credits. To meet individual student's needs, the principal may replace up to three of these courses (or the equivalent in half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

## TYPES OF SECONDARY SCHOOL COURSES

The curriculum for secondary school is organized into several types of courses. The system of courses is intended to enable students to choose courses that are suited to their strengths, interests and goals. In Grade 9, two types of courses are offered: destreamed and open. In Grade 10, students may select from academic, applied, and open courses. Essential Level courses may be offered to students requiring individualized programming.
Courses in Grade 11 and 12 are designed to prepare students for post-secondary destinations: for university, college, apprenticeship training, or the workplace.

## Types of Courses in Grade 9 and 10:

The three types of courses in Grade 9 and 10 are defined as follows:
In an academic or destreamed course, the essential concepts of a subject are learned and related material explored as well. Although the knowledge and skills in the subject will be developed through both theory and practical application, the focus will be on theory and abstract thinking as a basis for future learning and problem solving.

An applied course also covers the essential concepts of a subject. Knowledge and skill will be developed through both theory and practical applications, but the focus will be on the practical applications. In applied courses, familiar real-life situations will be used to illustrate ideas, and more opportunities will be given to experience hands-on applications on the concepts studied.

An essential course is designed to enable students to improve their basic academic skills. Real-life expectations are the basis of these courses. For further details see page 18.

Open courses are the only type of course offered in most subjects. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

## Types of Courses in Grades 11 and 12

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

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

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

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

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

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

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

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

## THE ORGANIZATION OF COURSES

| Grade 12 | University <br> Preparation <br> Courses | University/College <br> Preparation <br> Courses | College <br> Preparation <br> Courses | Workplace <br> Preparation <br> Courses | Open <br> Courses |
| :---: | :---: | :---: | :---: | :---: | :---: |


| Grade 11 | University <br> Preparation <br> Courses | University/College <br> Preparation <br> Courses | College <br> Preparation <br> Courses | Workplace <br> Preparation <br> Courses | Open <br> Courses |
| :---: | :---: | :---: | :---: | :---: | :---: |


| Grade 10 | Academic Courses | Applied Courses | Open Courses |
| :--- | :--- | :--- | :--- |


| Grade 9 | Academic Courses | Destreamed | Open Courses |
| :--- | :--- | :--- | :--- |

## PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Some students may change their educational goals as they proceed through secondary school.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.

In grade 10 to 12, a student may change to a different type of course in a given subject
provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses.

## COMMON COURSE CODE FORMAT

## Common Course Code Format:

The common course code (CCC) consists of the following components, designed by the Ministry of Education and Training: - five code characteristics and a course title.

EXAMPLE: ENG2DE

| E | $\mathbf{N}$ | G | $\mathbf{2}$ | $\mathbf{D}$ | E |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | SUBJECT CODE <br> English | Grade 10 | Instructional <br> Level <br> (Academic) | Taught in <br> English |  |

The Common Course Code (CCC) Characters:
The first three characters of the CCC are assigned by the Ministry and represent the discipline, the subject, and the course.

The fourth character refers to the grade of the course:

$$
\begin{aligned}
& 1 \text { - Grade } 9 \\
& 2 \text { - Grade } 10 \\
& 3 \text { - Grade } 11 \\
& \text { 4 - Grade } 12
\end{aligned}
$$

The fifth character refers to the course type. The course types are:
D - Academic
P - Applied
O - Open
U - University
M - University/College $\quad$ C-College E-Workplace W-Destreamed
L - Locally Developed Compulsory Courses

An optional sixth character is used by the school to reflect a particular focus of a course. This sixth character does not appear on the student's transcript.

> E - a course taught in English
> F - a course taught in French

## COURSES OFFERED

- Courses offered are subject to sufficient student request.
- Short descriptions of the courses are available in MyBlueprint and at the Tagwi website.
- All the courses offered by TAGWI Secondary School have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of the school and parents who wish to examine them may present their request to the principal.
- Courses are available through means other than regular day school. More information on these methods of delivery is available by contacting Student Services.


## COURSE CHANGES DURING THE YEAR

The transfer of a student from one course to another or from one type (ie: from applied to academic) to another may be suggested by the school, student or parent. During the first ten days of Semester 1 and the first five days of Semester 2, these changes will be made with counselor input. After these periods, teacher, counselor, parent and principal input will be required. However, in general, students are expected to follow through with their original timetable and changes will only be made in exceptional circumstances.

Senior courses from which the student withdraws after five days from the mid-term report, will be entered on the Ontario Student Transcript. The mark at the time of withdrawal will be shown.

## THE ONTARIO STUDENT TRANSCRIPT

In all Ontario secondary schools, the Ontario Student Transcript contains:

- a student's record of courses successfully completed in Grades 9 and 10
- all attempts at courses in Grades 11 or 12 including courses from which the student withdraws after five days from the mid-term report.

This transcript is the official document a person must present whenever evidence of secondary education standing is required, e.g. for employment purposes or for admission to a post-secondary program.

## THE ONTARIO STUDENT RECORD

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR. Appointments may be made through the Student Services Department for this purpose.

## ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

## Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Student learning is assessed and evaluated according to the content standards outlined in the curriculum expectations provided in all curriculum documents for Grades 9-12, and according to the four categories of knowledge and skills and the four levels of achievement as outlined in the achievement chart. Students must successfully demonstrate achievement of all of the overall expectations to earn a credit for a course.

## Assessment FOR Learning and Assessment AS Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. As part of Assessment for Learning, students will receive descriptive feedback and coaching for improvement prior to being evaluated.

## Assessment OF Learning

Assessment OF learning (evaluation) refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent the quality. Assessment OF Learning summarizes and communicates what the students know and can do with respect to the overall curriculum expectations for a particular subject or course. Assessment and Evaluation of Student Learning is carried out in accordance with Ontario Ministry of Education PolicyGrowing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12. Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

## REPORTING STUDENT ACHIEVEMENT

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9-12. The Report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments of the student's strengths and the areas in which improvement is needed, along with ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course.

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is $50 \%$ or higher. The final grade for each course will be determined as follows.

- Seventy per cent (70\%) of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent (30\%) of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

In all courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four of the assessment categories; knowledge and understanding, communication, thinking and inquiry, and application. Evaluation should reflect each student's most consistent level of achievement.

Final evaluations are administered at the end of every semester. In the case of a student absence because of illness (evidenced by a medical certificate) or bereavement, the principal will determine what actions will be taken.

Report cards are issued twice per semester along with a progress report. However, each student should constantly monitor his/her own performance and seek evaluative feedback and positive advice from his/her teachers. Report cards are filed in the student's Ontario School Record (O.S.R.) folder.

## GROWING SUCCESS

## Policy

The seven fundamental principles that guide assessment, evaluation, and reporting in Ontario schools in Grades 1 to 12 also apply to Kindergarten. These principles promote the development of the child who is becoming autonomous, collaborative, and able to participate in assessment practices.

## The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students,
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit,
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students,
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course,
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning,
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement,
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.


## Late and Missed Assignments

Many experts in the field of assessment and evaluation discourage deducting marks or giving zeros for late and missed assignments, arguing that such measures do not make students change their behaviour or help them succeed in the long run. They believe that success is the best way to breed more success, that punitive measures such as deducting marks only serve to discourage students and promote failure, and that it is more appropriate and more productive to focus on preventive measures. These experts are also concerned that, because every assignment - whether submitted on time or late - provides evidence of learning, deducting marks for late assignments could misrepresent the student's true level of achievement. They believe that lateness and failure to submit assignments are most appropriately reported - and addressed - as issues relating to the development of learning skills and work habits. Supporting non-performing students by helping them develop these skills and habits, rather than using punitive measures, is a matter of meeting individual students' needs and should not be considered a form of unwarranted "special treatment". The professional judgement of the teacher, acting within the policies and guidelines established by the ministry and board, is critical in determining the strategy that will most benefit student learning.

## STUDENT SERVICES

## THE GUIDANCE AND CAREER EDUCATION PROGRAM

The guidance and career education program are a vital and integral part of the secondary school program. Through this program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals. The program will be delivered through various means, including classroom instruction, orientation and exit programs, completion of the Individual Pathways Plan, career exploration activities, and individual assistance and short-term counseling.

To keep informed about post-secondary educational opportunities and requirements for admission, the student must assume responsibility for reviewing the available literature and asking counsellors for information.

The Student Services Department provides a wide variety of resources from which students may obtain information pertaining to careers and further education.

The Student Services Department staff is available to assist student in their efforts to achieve educational, vocational and personal goals.

The goals of the guidance and career education program are outlined in the policy document entitled Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013.

## STUDENT SUCCESS TEAM

The Student Success Team is a group composed of the principal, vice-principal, guidance counselors, student success teachers and the learning resource teachers who meet regularly to oversee the academic achievement of all the students and various factors that influence their academic success. The team works closely with subject teachers to ensure students are achieving their academic potential. The students may receive the necessary help at the Learning Commons or the Learning Resource room. The student success teachers assist in the recovery of credits when required.

## REMEDIAL AND SPECIAL EDUCATION PROGRAMS

"The Upper Canada District School Board strives to provide a range of programs and services for students with exceptional needs. A summary is provided in two documents, "Parent Guide to Special Education" and "Parent Guide to Special Education (abridged)", available at the school. A comprehensive multi-year plan for Special Education has been prepared. It is available at the school as well. In addition, we endeavour to provide support to parents by connecting them with various associations who represent exceptional pupils. The Special Education Advisory Committee advises the Board on special education matters. Information about its activities and meetings can be provided by the Superintendent. Most documents and information about special education are published on the Board's website (www.ucdsb.on.ca)."

The "Resource Room" provides identified students with opportunities to:

- develop specific skills such as study, organizational, test-taking and note taking, - receive remediation in specific subjects either in the regular classroom setting or by withdrawal from class at regular intervals,
- receive individualized instruction in specific academic courses.

Tagwi Secondary School offers support and specialized programming for students who have been identified as exceptional. Placement in these programs is made through an Identification, Placement and Review Committee (I.P.R.C.) that recommends the specific placement at these students.

The I.P.R.C., in consultation with the parents, will devise an appropriate program geared to meet the student's special needs. The learning experience required to meet these needs will be implemented by the classroom teacher with resource support.

## THE ESSENTIALS PROGRAM

The essentials program consists of credit courses for students in Grade 9 and 10 who require remediation and support to improve literacy and numeracy skills. Students in the essentials program may require support and accommodation to pass the Ontario Secondary School Literacy Test. Some students in essential course may have learning difficulties and require the opportunity to close gaps in specific skill areas and to develop learning strategies,
specifically in the areas of Mathematics, Science, and English. Students in the essentials program have the opportunity to take academic, applied, open or workplace courses. These students are working toward a Grade 12 diploma. Admission to this program will be done in consultation with the student, parent(s)/guardian(s), elementary teachers and secondary school guidance/special education personnel/student success teacher.

## ESSENTIAL COURSES

For course descriptions:
MAT1L1 Please refer to the Mathematics section. MAT1L1, page 40.
SNC1L1 Please refer to the Science section. SNC1L1, page 43.
MAT2L1 Please refer to the Mathematics section. MAT2L1, page 40.
SNC2L1 Please refer to the Science section. SNC2L1, page 43.

## CO-OPERATIVE EDUCATION PROGRAM

The Cooperative Education Program is available to students in Grades 10, 11 and 12, and is based on a related course (or courses) from an Ontario curriculum policy document or a Ministry-approved, locally developed course. The student must be concurrently enrolled in the related course or have successfully completed it. The Co-operative Education Program includes a classroom component. Work placements provide students with opportunities to apply and extend their knowledge, and practice and reflect current workplace practices and standards. The student's Personal Placement Learning Plan will be designed following a placement interview. Some students will be eligible to begin an apprenticeship program through a Cooperative Education placement in a skilled trades setting. Some students will select Cooperative Education placements which will prepare them for the school-to-work transition.

## SPECIALIST HIGH SKILLS MAJOR

Tagwi is proud to offer their students the opportunity to take part in the Specialist High Skills Major in Agriculture, Arts and Culture, Construction, Health and Wellness and Hospitality and Tourism. The SHSM is a customized package of senior courses, experiential learning and certification programs that allow a student to build a foundation of knowledge and skills in the construction area. It also allows students refine career goals by taking part in "reach ahead" activities. The student will complete industry certification related to their sectors, including First Aid and CPR. Students will then have an opportunity to complete a Cooperative Education experience in the sectors field. Upon completion of all the components, the student will receive a SHSM seal on their diploma, and a record of their achievement to share with potential employers.

## SPECIALIST HIGH SKILLS MAJOR - AGRICULTURE

The Agriculture SHSM is a Ministry approved program that enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeships training, college, university, or an entry-level position in the workplace.

The requirements for the Agriculture SHSM are:

1. A bundle of nine (9) Grade 11 and Grade 12 credits that comprise:

- Four (4) agricultural major credits
- Three (3) other required credits from the Ontario curriculum, in English, Mathematics and a choice of Business Studies or Science or an additional cooperative education
- Two (2) cooperative education credits tied to the sector.

2. Six (6) sector-recognized certifications.
3. Experiential learning and career exploration activities within the sector to assist with identifying and refining career goals.
4. Reach ahead experience connected with the student's post-secondary plans.
5.Completion of an I.C.E. (Innovation, Creativity, Entrepreneurship) activity.

Students who successfully complete the SHSM receive:

- an Ontario Secondary School Diploma with an embossed red seal
- an SHSM Record documenting their achievement
- formal recognition on the Ontario Student Transcript.


## SPECIALIST HIGH SKILLS MAJOR - ARTS \& CULTURE

The Arts and Culture SHSM is a Ministry approved program that enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeships training, college, university, or an entry-level position in the workplace.

The requirements for the Arts and Culture SHSM are:

1. A bundle of eight (8) Grade 11 and Grade 12 credits that comprise:

- Four (4) arts and culture major credits
- Two (2) other required credits from the Ontario curriculum, in English and a choice of Business Studies or Canadian and World Studies or an additional cooperative education
- Two (2) cooperative education credits tied to the sector.

2. Seven (7) sector-recognized certifications.
3. Experiential learning and career exploration activities within the sector to assist with identifying and refining career goals.
4. Reach ahead experience connected with the student's post-secondary plans.
5. Completion of an I.C.E. (Innovation, Creativity, Entrepreneurship) activity.

Students who successfully complete the SHSM receive:

- an Ontario Secondary School Diploma with an embossed red seal
- an SHSM Record documenting their achievement
- formal recognition on the Ontario Student Transcript.


## SPECIALIST HIGH SKILLS MAJOR - CONSTRUCTION

The Construction SHSM is a Ministry approved program that enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeships training, college, university, or an entry-level position in the workplace.
. The requirements for the Construction SHSM are:

1. A bundle of ten (10) Grade 11 and Grade 12 credits that comprise:

- Four (4) construction major credits
- Four (4) other required credits from the Ontario curriculum, in English, Mathematics and a choice of Business Studies or Science or an additional cooperative education
- Two (2) cooperative education credits tied to the sector.

2. Seven (7) sector-recognized certifications.
3. Experiential learning and career exploration activities within the sector to assist with identifying and refining career goals.
4. Reach ahead experience connected with the student's post-secondary plans.
5. Completion of an I.C.E. (Innovation, Creativity, Entrepreneurship) activity.

Students who successfully complete the SHSM receive:

- an Ontario Secondary School Diploma with an embossed red seal
- an SHSM Record documenting their achievement
- formal recognition on the Ontario Student Transcript.


## SPECIALIST HIGH SKILLS MAJOR - HEALTH \& WELLNESS

The Health and Wellness SHSM is a Ministry approved program that enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeships training, college, university, or an entry-level position in the workplace.
. The requirements for the Health and Wellness SHSM are:

1. A bundle of nine (9) Grade 11 and Grade 12 credits that comprise:

- Four (4) health and wellness major credits
- Three (3) other required credits from the Ontario curriculum, in English, Mathematics and a choice of Science or Social Science and Humanities or an additional cooperative education
- Two (2) cooperative education credits tied to the sector.

2. Seven (7) sector-recognized certifications.
3. Experiential learning and career exploration activities within the sector to assist with Identifying and refining career goals
4. Reach ahead experience connected with the student's post-secondary plans.
5. Completion of an I.C.E. (Innovation, Creativity, Entrepreneurship) activity.

Students who successfully complete the SHSM receive:

- an Ontario Secondary School Diploma with an embossed red seal
- an SHSM Record documenting their achievement
- formal recognition on the Ontario Student Transcript.


## SPECIALIST HIGH SKILLS MAJOR - HOSPITALITY \& TOURISM

The Hospitality and Tourism SHSM is a Ministry approved program that 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.

The requirements for the Hospitality and Tourism SHSM are:

1. A bundle of nine (9) Grade 11 and Grade 12 credits that comprise:

- Four (4) Hospitality and Tourism major credits
- Three (3) other required credits from the Ontario curriculum, in English, Mathematics, Science or Business Studies (or a cooperative education credit related to the sector, Which would be additional to the two cooperative education credits required in the bundle - Two (2) cooperative education credits that provide authentic learning experience in a workplace setting, enabling students to refine, extend, apply, and practice sector-specific knowledge and skills.

2. Two (2) sector-organized certifications.
3. Experiential learning and career exploration activities relevant to the sector to assist with Identifying and refining career goals.
4. Reach ahead experience connected with the student's post-secondary plans.
5. Completion of an I.C.E. (Innovation, Creativity, Entrepreneurship) activity.

Students who successfully complete the SHSM receive:

- an Ontario Secondary School Diploma with an embossed red seal
- an SHSM Record documenting their achievement
- formal recognition on the Ontario Student Transcript


## DUAL CREDIT

Students can apply to enroll in college courses or apprenticeship training, earning dual credits that count towards their OSSD and college diploma or apprenticeship certification. The college courses are taught at the college campus and high school students learn alongside their college peers. A Dual Credit student typically travels to the college once or twice a week for his or her two to three hours course.

The Dual Credit program is currently available through St. Lawrence College Cornwall campus. Students who desire learning opportunities outside of high school and who would benefit from a college or apprenticeship experience are suitable candidates. To ease scheduling, many students take their Dual Credit course in conjunction with their high school co-operative education course. This is an excellent opportunity for students to transition to post-secondary education while still in high school. For more information, please contact student services.

## UCDSB ONLINE LEARNING PROGRAM - AN OVERVIEW

The Online Learning Program enables our students to access a variety of courses and resources that might not otherwise be available in their schools. The program also creates an opportunity for our students to acquire a new set of $21^{\text {st }}$ century learning skills.

Online courses have been offered by the UCDSB with a consistently high degree of student success since September 2003. Here are some highlights of the program:

- intended to make courses available that are not offered in the student's school
- the courses are offered asynchronously so students and teachers are not required to be online at the same time;
- all courses are taught by qualified teachers and meet the curriculum requirements of the Ministry of Education
- most courses are offered in a semester format similar to in-school courses


## UCDSB Online Learning Courses

Upper Canada District School Board students have access to a wide range of online courses developed by the Ontario Ministry of Education and delivered by Upper Canada teachers. For more information on courses currently available, please speak with your school's Guidance counselor or check the courses information in Appendix 1 at the end of this document. Our students can also take online courses from Boards in the Ontario eLearning Consortium (OeLC).

## Considerations for Parents/Guardians of Online Students

- Take the opportunity to review course outline, expectations, and timelines,
- Help establish a good work/study area at home,
- Help set up a regular work/study schedule,
- Discuss the course progress together.
- Student should be motivated and able to work independently.


## UPPER CANADA DISTRICT SCHOOL BOARD STUDENT TRANSFER POLICY

The Upper Canada District School Board provides accommodation and programs that meet the needs of the students and parents in its varied communities. For a number of reasons, certain students will request transfers from one school to another. The director shall provide wherever possible for such requests given the following expectations:

1. Students in the geographical catchment area of the school will be accommodated first.
2. Students from outside the geographical catchment area shall be admitted if:
a) there is sufficient room in the school or class,
b) there will be no requirements for additional staff.
c) the student and/or parent requesting the admission recognizes that no transportation will be provided,
d) the superintendent and/or director are satisfied that such an admission is in the best interest of all concerned.
3. Other than in exceptional circumstances, applications are to be made by March $15^{\text {th }}$ in any year to be effective the following September $1^{\text {st }}$.

## Complete course descriptions for the courses listed on the following pages, are available at the Ministry of Education website.

http://www.edu.gov.on.ca/eng/teachers/curriculum.html


| HEALTH \& PHYSICAL EDUCATION | PPL10E <br> PPL1OF | PPL2OE PPL2OF | PAF3OE PPL3OE PPL3OF | PAF4OE <br> PPL4OE <br> PPL4OF <br> PSK4UE |
| :---: | :---: | :---: | :---: | :---: |
| INTERDISCIPLINARY STUDIES |  |  | IDC3OE | IDC40E IDC4UE |
| MATHEMATICS | MTH1W MAT1L1 | MPM2DE MFM2PE MAT2L1 | MBF3CE MCF3ME MCR3UE MEL3EE | MAP4CE <br> MCV4UE <br> MEL4EE <br> MHF4UE |
| SCIENCE | SNC1L1 <br> SNC1W | $\begin{aligned} & \text { SNC2DE } \\ & \text { SNC2L1 } \\ & \text { SNC2PE } \end{aligned}$ | $\begin{gathered} \text { SBI3CE } \\ (2025-2026) \\ \text { SBI3UE } \\ \text { SCH3UE } \\ \text { SPH3UE } \\ \text { SVN3ME } \end{gathered}$ | SBI4UE SCH4CE $(2024-2025)$ SCH4UE $(2025-2026)$ SPH4UE $(2024-2025)$ |
| SOCIAL SCIENCE \& HUMANITIES |  | HFN2OE | HFC3EE <br> HFC3ME <br> HPC3OE <br> HSP3CE <br> HSP3UE | HFA4CE HFA4CF HFA4UE HFA4UF HHG4ME (2024-2025) HSB4UE (2024-2025) HHS4UE (2025-2026) HSC4ME $(2025-2026)$ |
| TECHNOLOGY/SKILLED TRADES | TAS1OE |  |  |  |
|  |  | TCJ2OE | TCJ3CE | TCJ4CE |
| CONSTRUCTION TECHNOLOGY |  |  | THJ3M | THJ4M |
| MANUFACTURING TECHNOLOGY |  | TMJ2OE | TMJ3CE | TMJ4CE TMJ4M |
| TRANSPORTATION TECHNOLOGY |  | TTJ2OE | TTJ3CE | TTJ4CE |

The above courses will be offered if there is sufficient enrolment.
Available online courses, as well as descriptions of online courses, offered by the UCDSB are available at www.myBlueprint.ca/ucdsb.

Please see the list of available online courses on page 51.

| DRAMATIC ARTS | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\begin{aligned} & \text { ADA3ME } \\ & \text { ADA3OE } \end{aligned}$ | ADA4ME |
| MUSIC |  | AMU2OE | AMG3OE AMU30E | AMG4ME |
| VISUAL ARTS |  |  | ASM3OE <br> AVI3ME <br> AVI3OE <br> AWQ3OE | ASM4M AVI4ME |

## DRAMATIC ARTS

Drama, Grade 11, University/College ADA3ME
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: Drama, Grade 9 or 10, Open
Drama, Grade 11, Open ADA3OE
This course requires students to engage in dramatic processes and the presentation of dramatic works and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.
Prerequisite: None

## Drama, Grade 12, University/College

ADA4ME
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.
Prerequisite: Drama, Grade 11, University/College Preparation

## MUSIC

## Guitar Music, Grade 11, Open

AMG3OE
This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

This course is designed for students who wish to continue their guitar studies at an advanced level. Students in this course will build upon their practical skills and theoretical knowledge and will begin to explore a number of technical aspects of musical production. They will also be expected to take a leadership role within the class.
Prerequisite: AMG3OE
Music, Grade 10, Open
AMU2OE
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: None
Music, Grade 11, Open AMU3OE
This course develops students' musical literacy through performance and the preparation and presentation of
music productions. Students will perform works at a level consistent with previous experience. Independently
and collaboratively, students will use current technology and the creative and critical analysis processes to
plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze
music from various genres and periods, and they will develop skills transferable to other aspects of their life
and their careers.
Prerequisite: None

## VISUAL ARTS

Visual Arts, Grade 11, University/College Preparation
AVI3ME
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 (photography, video, computer graphics, information design).
Prerequisite: AVI2OE
Visual Arts, Grade 11, Open AVI3OE
This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Visual Arts, Grade 12, University/College Preparation
AVI4ME
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: AVI3ME

## Photography, Grade 11, Open

AWQ30E
This course introduces the students to the basics of digital photography. Students will explore the essentials of shutter speed, aperture, and resolution. They will acquire a practical knowledge of setting camera menu options, downloading images onto the computer, and digital photo-editing. Students will gain the fundamental knowledge necessary to take full advantage of the versatility of modern digital cameras. The pictures produced in this class will provide the school yearbook with a majority of its photographic content.

## Media Arts, Grade 11, Open

ASM3OE
This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.
Prerequisite: None
Media Arts, Grade 12, University/College
ASM4M
This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values. At Tagwi S. S. this course operates as the yearbook course.
Prerequisite: Media Arts, Grade 11, University/College Preparation

## BUSINESS STUDIES

| GRADE 10 | GRADE 11 |
| :---: | :---: |
| BEP2OE | BAF3ME |

## Launching and Leading a Business, Grade 10, Open

BEP2OE
The course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global marker opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.
Prerequisite: None

## Financial Accounting Fundamentals

BAF3ME
Grade 11, University/College Preparation
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { CGC1WE } \\ & \text { CGC1WF } \\ & \text { (2023-2024) } \end{aligned}$ | $\begin{gathered} \text { CHC2DE } \\ \text { CHC2DF } \\ \text { CHC2PE } \\ \text { (2024-2025) } \\ \text { CHV2OE } \\ \text { CHV2OF } \end{gathered}$ | $\begin{gathered} \text { CGG3OE } \\ \text { CIE3ME } \\ \text { (2024-2025) } \\ \text { CHW3ME } \\ \text { (2025-2026) } \\ \text { CLU3ME } \end{gathered}$ | CGR4ME (2025-2026) CHY4CE $^{*}$ CHY4UE $^{*}$ *(2024-2025) CLN4CE* CLN4UE* *(2024-2025) CPW4UE $(2025-2026)$ |

## ECONOMICS

The Individual and the Economy, Grade 11, University/College (2024-2025)
CIE3ME
This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles affect stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

## GEOGRAPHY

## Exploring Canadian Georgraphy, Grade 9, De-Streamed (Immersion French, CGC1WF (2023-2024)

CGC1WE
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Travel and Tourism: A Geographic Perspective, Grade 11, Open
CGG3OE
This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.
Prerequisite: Issues in Canadian Geography, Grade 9

The Environment and Resource Management,
Grade 12, University/College Preparation (2025-2026)
CGR4ME
This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyze these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

## HISTORY

Canadian History Since World War I, Grade 10, Academic
CHC2DE (Immersion French CHC2DF (2024-2025)
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

## Canadian History Since World War I, Grade 10, Applied (2024-2025)

CHC2PE
This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

## Civics and Citizenship, Grade 10, Open ( 0.5 credit) (Immersion French CHV2OF)

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.

## World History to the End of the Fifteenth Century

## CHW3ME

## Grade 11, University/College (2025-2026)

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, 38 political, and economic structures and historical forces at work in various societies and in different historical eras.
Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

## World History since the Fifteenth Century

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

World History since the Fifteenth Century<br>CHY4UE<br>Grade 12, University Preparation (2024-2025)

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.

LAW

## Legal Studies, Grade 12 <br> CLN4CE <br> College Preparation (2024-2025)

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

## Canadian and International Law, Grade 12 <br> CLN4UE <br> University Preparation (2024-2025)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## Understanding Canadian Law, Grade 11 <br> 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 laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
Prerequisite: CHC2PE, CHC2DE

## Canadian and International Politics

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

## COMPUTER STUDIES

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: |
|  |  | ICS3CE | ICS4UE |

## Introduction to Computer Programming <br> Grade 11, College Preparation

ICS3CE
This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.
Prerequisite: None

## Introduction to Computer Science

ICS3UE
Grade 11, University Preparation
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

## Prerequisite: None

## Computer Science

ICS4UE

## Grade 12, University Preparation

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

## ENGLISH

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: |
| ENL1WE | $\begin{aligned} & \text { ELS2OE } \\ & \text { ENG2DE } \\ & \text { ENG2PE } \end{aligned}$ | NBE3CE <br> NBE3EE <br> NBE3UE | ENG4CE <br> ENG4EE <br> ENG4UE <br> OLC4OE |

## English, Grade 9

ENL1WE
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

## Literacy Skills: Reading and Writing, Grade 10, Open

ELS2OE
This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas, and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

## English, Grade 10, Academic

ENG2DE
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: ENL1WE

## English, Grade 10, Applied

ENG2PE
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: ENL1WE

English: Contemporary Aboriginal Voices Preparation Grade 11, College Preparation
NBE3CE
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyze the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.
Prerequisite: English, Grade 10, Academic or Applied study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.
Prerequisite: English, Grade 10, Academic or Applied

## English: Contemporary Aboriginal Voices, Grade 11, University Preparation

NBE3UE
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions.

## Prerequisite: English, Grade 10, Academic

## English, Grade 12, College Preparation

ENG4CE
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: ENG3CE

## English, Grade 12, Workplace Preparation

ENG4EE
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: ENG3EE
English, Grade 12, University Preparation
ENG4UE
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: ENG3UE

## Ontario Secondary School Literacy Course Grade 12, Open

OLC4OE
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

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. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

## FIRST NATIONS, MÉTIS, AND INUIT STUDIES

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: |
| NAC1OE | NAC2OE |  |  |

Expressing Aboriginal Cultures, Grade 9, Open
NAC1OE
This course is designed to introduce students to the arts and gain an appreciation for both contemporary and traditional Indigenous culture. The NAC1OE course will count as the compulsory Art credit that is required for students to graduate with their O.S.S.D. Content explored may include drama, music and visual arts activities.

First Nations, Métis, and Inuit in Canada, Grade 10, Open
NAC2OE
This course explores the histories of First Nations, Métis, and Inuit in Canada from precontact 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

FRENCH AS A SECOND LANGUAGE CORE \& IMMERSION

|  | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :--- | :---: | :---: | :---: | :---: |
| FRENCH CORE | FSF1DF |  |  |  |
|  | FSF1OF |  |  | FIF4UF |
|  | FIF1DF | FIF2DF | FIF3UF |  |
| COURSES TAUGHT IN FRENCH | CGC1WE | CHC2DF | GPP3OF | HFA4OF |
|  | CGC1WF | $(2024-2025)$ | PPL3OF | HFA4UF |
|  | (2023-2024) | CHV2OF | COOP | PPL4OF |
|  | PPL1OF | GLC2OF |  | COOP |
|  |  | PPL2OF |  |  |

## Core French

## Core French, Grade 9, Academic

FSF1DF
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of $\mathbf{6 0 0}$ hours of French instruction, or equivalent.
French Immersion

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.
Prerequisite: None

Schools may grant a certificate in French Immersion if the student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

## French Immersion, Grade 9, Academic

FIF1DF
This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French-Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of $\mathbf{3 8 0 0}$ hours of French instruction, or equivalent.
French Immersion, Grade 10, Academic
FIF2DF
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

## Prerequisite: FIF1DF, FIF1PF

## French Immersion, Grade 11, University Preparation

FIF3UF
This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

## Prerequisite: FIF2DF

## French Immersion, Grade 12, University Preparation

FIF4UF
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: FIF3UF

## GUIDANCE AND CAREER EDUCATION

| GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: |
| GLC2OE <br> GLC2OF |  |  |

## Career Studies, Grade 10, Open ( 0.5 credit) Immersion French (GLC2OF)

GLC2OE
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

HEALTH AND PHYSICAL EDUCATION

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: |
| PPL1OE | PPL2OE | PAF3OE | PAF4OE |
| PPL1OF | PPL2OF | PPL3OE | PPL4OE |
|  |  | PPL3OF | PPL4OF |
|  |  | PSK4UE |  |

## Personal and Fitness Activities, Grade 11, Open

PAF30E
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. At Tagwi, the course is designed to introduce students to basic anatomy, the relationship between healthy eating and performance, and how to develop a positive self-image. Students will learn about common terminology associated with fitness training, a variety of related training techniques, and will build and develop personalized training programs. Although weight training will be a major component, aerobic and flexibility exercises will be included.

## Personal and Fitness Activities, Grade 12, Open

PAF4OE
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. At Tagwi, this course is designed for students interested in experiencing a variety of fitness and weight training programs. Anyone passionate about training will find this course valuable in attaining their personal fitness goals. Although weight training will be a major component, aerobic and flexibility components will be included. Other related topics such a nutrition and injury prevention will be introduced to complement the goals of the course. This course will appeal to team athletes and as well to students simply interested in getting into the best shape of their life!

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

## Healthy Active Living Education Grade 10, Open, Immersion French (PPL2OF)

PPL2OE
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.

## Healthy Active Living Education

## PPL3OE

## Grade 11, Open, Immersion French (PPL3OF)

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.

## Healthy Active Living Education <br> Grade 12, Open, Immersion French (PPL4OF)

PPL4OE
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.

## Introduction to Kinesiology <br> PSK4UE 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.

## INTERDISCIPLINARY STUDIES

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: |
|  |  | IDC3OE | IDC4OE |
|  |  | IDC4UE |  |

## Interdisciplinary Studies, Grade 11, Open

Food and Hospitality - From Farm to Fork
This course will investigate big ideas such as where our food comes from, how to make a sustainable food system, and the policies and procedures surrounding access to nutritious and affordable food. Using an interdisciplinary approach, students will examine such topics as current issues related to food and/or nutrition; current issues related to food supply, production, security, and waste; hospitality and tourism in the food industry; and hands-on skills of preserving, meal preparation, and planning/marketing a food event in the school.

Interdisciplinary Studies, Grade 12, Open
IDC4OE/4UE Link Crew - Advanced Leadership and Peer Mentorship
Link Crew is an interdisciplinary program that promotes the philosophy of students helping students succeed. Link Crew is a structured program that provides senior students with leadership training and opportunities as they mentor Grade 9 students during the transition into secondary school. Link leaders make a concerted effort to create relationships and positive school climate/environment. The program provides students the opportunity to develop and reflect upon their communication, organizational, and personal leadership skills in order to become positive motivators, peers and role models. The benefits of Link Crew include an increased sense of community, improved school climate, and the successful transition

## MATHEMATICS

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: |
| MAT1L1 | MAT2L1 | MBF3CE | MAP4CE |
| MTH1WE | MFM2PE | MCF3ME | MCV4UE |
|  | MPM2DE | MCR3UE | MEL4EE |
|  |  | MEL3EE | MHF4UE |

## Essential Mathematics - Locally Developed, Grade 9

MAT1L1
This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course.
The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

## Mathematics, Grade 9

MTH1WE
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.
Prerequisite: None

## Essential Mathematics - Locally Developed, Grade 10

MAT2L1
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 Grade 11 Mathematics Workplace Preparation course. The course is organized in 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: MAT1L1
Foundations of Mathematics, Grade 10, Applied
MFM2PE
This course enables students to consolidate their understanding of linear relations and extend their problemsolving 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 triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: MTH1WE
Principles of Mathematics, Grade 10, Academic
MPM2DE
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 and communicate their thinking as they solve multi-step problems.

## Prerequisite: MTH1WE

This course enables students to broaden their understanding of mathematics as a problem- solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: MFM2PE

## Functions and Applications, Grade 11, University/College

MCF3ME
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: MFM2PE, MPM2DE

## Functions, Grade 11, University Preparation

MCR3UE
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.
Prerequisite: MPM2DE

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

MEL3EE
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

## Prerequisite: MPM1DE, MFM1PE or MAT1L1

## Foundations for College Mathematics, Grade 12, College Preparation

MAP4CE
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: MBF3CE

## Calculus and Vectors, Grade 12, University Preparation

MCV4UE
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Prerequisite: MHF4UE

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: MEL3EE
Advanced Functions, Grade 12, University Preparation
MHF4UE
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: MCR3UE

## SCIENCE

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: |
| SNC1L1 | SNC2DE | SBI3CE | SBI4UE |
| SNC1W | SNC2L1 | $(2025-2026)$ | SCH4CE |
|  | SNC2PE | SBI3UE | $(2024-2025)$ |
|  |  | SCH3UE | SCH4UE |
|  |  | SPH3UE | $(2025-2026)$ |
|  |  | SVN3ME | SPH4UE |
|  |  |  | $(2024-2025)$ |

## Science, Grade 9, Academic

SNC1W
This course enables students to develop their understanding of basic concepts related to biology, chemistry, physics, and earth and space science, and to related science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Essential Science - Locally Developed, Grade 9
SNC1L1
This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical activities.

## Science, Grade 10, Academic

SNC2DE
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections related to sustainable ecosystems; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: SNC1WE
Essential Science, Grade 10, Locally Developed, Grade 10
SNC2L1
This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics, including science in media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

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

## Prerequisite: SNC1WE

## BIOLOGY

Biology, Grade 11, College Preparation (2025-2026)
SBI3CE
This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

## Prerequisite: SNC2DE or SNC2PE

Biology, Grade 11, University Preparation
SBI3UE
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: SNC2DE
Biology, Grade 12, University Preparation
SBI4UE
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: SBI3UE

## CHEMISTRY

## Chemistry, Grade 11, University Preparation

SCH3UE
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Prerequisite: SNC2DE

Chemistry, Grade 12, College Preparation (2024-2025)
SCH4CE
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
Prerequisite: SNC2DE, SNC2PE chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

## Prerequisite: SHC3UE

## ENVIRONMENTAL SCIENCE

## Environmental Science, Grade 11, University/College Preparation

SVN3ME
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, Academic or Applied

## PHYSICS

## Physics, Grade 11, University Preparation

SPH3UE
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: SNC2DE

## Physics, Grade 12, University Preparation (2024-2025)

SPH4UE
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: SPH3UE

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: |
|  | HFN2OE | HFC3EE | HFA4CE |
|  |  | HFC3ME | HFA4CF |
|  |  | HPC3OE | HFA4UE |
|  |  | HSP3CE | HFA4UF |
|  |  | HSP3UE | HHG4ME |
|  |  |  | (2024-2025) |
|  |  |  | HSB4UE |
|  |  |  | (2024-2025) |
|  |  |  | HHS4UE |
|  |  |  | HSC4ME |
|  |  |  | $(2025-2026)$ |
|  |  |  |  |

## FAMILY STUDIES

## Nutrition and Health, Grade 12, College Preparation Grade 12, College, Immersion French (HFA4CF)

HFA4CE
This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.

## Nutrition and Health, Grade 12, University Preparation

HFA4UE
Grade 12, University, Immersion French (HFA4UF)
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of foodpreparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

## Food and Culture, Grade 11, Workplace Preparation

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.
Prerequisite: None Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigation foods and food practices from around the world.
Prerequisite: None

## Food and Nutrition, Grade 10, Open

HFN2OE
This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop foodpreparation skills and introduces them to the use of social science research methods in the area of food and nutrition.
Prerequisite: None
Raising Healthy Children, Grade 11, Open
HPC3OE
This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.
Prerequisite: None

## Human Development throughout the Lifespan

HHG4ME
Grade 12, University/College Preparation (2025-2026)
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

## Families in Canada, Grade 12, University (2025-2026)

HHS4UE
This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze 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 parentchild relationships.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

## GENERAL SOCIAL SCIENCES

Challenge and Change in Society, Grade 12, University Preparation (2024-2025)
HSB4UE
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

World Cultures, Grade 12, University/College
HSC4M
This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyze cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyze issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

## Introduction to Anthropology, Psychology, and Sociology <br> HSP3CE Grade 11 College Preparation

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

## Prerequisite: None

Introduction to Anthropology, Psychology, and Sociology, Grade 11
HSP3UE University Preparation
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: ENG2DE, CHC2DE

## TECHNOLOGICAL EDUCATION

|  | Grade 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: | :---: |
| TECHNOLOGY AND |  |  |  |  |
| THE SKILLED TRADES | TAS1OE |  |  | TCJ4CE |
| CONSTRUCTION <br> TECHNOLOGY <br> GREEN INDUSTRIES <br>  <br> MANUFACTURING <br> TECHNOLOGY |  | TCJ2OE | TCJ3CE | THJ4M |
| TRANSPORTATION <br> TECHNOLOGY |  | TMJ2OE | TMJ3CE | TMJ4CE <br> TMJ4M |

Technology and the Skilled Trades, Grade 9, Open
TAS1OE
This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.
Prerequisite: None

## CONSTRUCTION TECHNOLOGY

## Construction Technology, Grade 10, Open

TCJ2OE
This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop awareness of environmental and societal issues related to construction technology and will explore secondary and postsecondary pathways leading to careers in the industry.

Construction Engineering Technology, Grade 11, College Preparation
TCJ3CE
This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and social issues related to construction technology and explore career opportunities in the field.

Construction Engineering Technology, Grade 12, College Preparation
This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawing and will extend their knowledge of construction terminology and of practices. Students will also focus on environmental and societal issues related to construction engineering technology and explore career opportunities in the field.
Prerequisite: TCJ3CE

## GREEN INDUSTRIES

Green Industries, Grade 11, University/College
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 postsecondary education programs and career opportunities.
Prerequisite: None

## Green Industries, Grade 12, University/College

THJ4M
This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They 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 explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.
Prerequisite: Green Industries, Grade 11, University/College Preparation

## MANUFACTURING TECHNOLOGY

Manufacturing Technology, Grade 10, Open
TMJ2OE
This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection molding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

## Manufacturing Technology, Grade 11, Workplace Preparation

TMJ3CE
This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop and awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

Manufacturing Technology, Grade 12, College Preparation
TMJ4CE
This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.
Prerequisite: TMJ3CE
Manufacturing Engineering Technology, Grade 12, University/College Preparation
TMJ4M
This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyze and solve complex problems involved in manufacturing products. Students will expand their awareness of environ- mental and societal issues and of career opportunities in the manufacturing industry.
Prerequisite: Manufacturing Engineering Technology, Grade 11, University/College Preparation

## TRANSPORTATION TECHNOLOGY

## Transportation Technology, Grade 10, Open

TTJ2OE
This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a selfpropelled vehicle or craft, engine service tire/wheel service electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.
Prerequisite: None
Transportation Technology, Grade 11, College Preparation
TTJ3CE
This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.
Prerequisite: None

## Transportation Technology, Grade 12, College Preparation

TTJ4CE
This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

## Prerequisite: TTJ3CE

## APPENDIX 1

| AVI3MU | AWR4UU | BAF3MU | BBB4MU | BDI3CU | BOH4MU | CGF3MU | CGF3MI | CGG3OU | CGR4MU |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CGW4UU | CHI4UU | CHV2OI | CHV2OU | CHW3MU | CHY4UU | CIA4UU | CLN4UU | CLU3MU | EMS3OU |
| ENG4CU | ENG4UU | EWC4UU | GLC2OI | GLC2OU | GLS4OU | GWL3OU | HFA4UU | HHS4UU | HLS3OU |
| HNC3CU | HSB4UU | HPC3OU | HSB4UI | HSC4MU | HSE4MU | HSG3MU | HSP3CU | HSP3UU | HSP3UI |
| HZT4UU | ICS3CU | ICS3UU | ICS4UU | ICS4CU | MAP4CU | MBF3CU | MCR3UU | MCV4UU | MDM4UU |
| MHF4UU | NBE3UU | OLC4OU | PPZ3CU | PSK4UU | SBI3CU | SBI3UU | SCH3UU | SCH4CU | SCH4UU |
| SES4UU | SNC4MU | SPH3UU | SPH4CU | SPH4UU | TGP3MU | THJ3MU | TPJ3MU | TOJ4CU |  |


[^0]:    * In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ** A maximum of 2 credits in cooperative education can count as compulsory credits.

