

# Huntsville High School

58 Brunel Road, Huntsville, ON, P1H 2A2

705-789-5594

[hhs.tlds.on.ca](http://hhs.tlds.on.ca)

## General Programs and Services **2026 - 2027**



**Learning Together  
Building Community  
Celebrating Diversity**

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## **Message from the Principal**

Welcome to the Huntsville High School Course Calendar. As a member of the Hoya community you have the opportunity to select from a wide range of courses that will help you to pursue your goals.

Selecting courses for next year includes some very important choices! Please take the time to review these course selections with your family and Guidance Counselor to ensure you select the courses most appropriate for your future path. This is your opportunity to invest in your future!

Best wishes for an exciting and rewarding year ahead.

Kelly Picken, Principal  
Huntsville High School

### **Our Philosophy**

At Huntsville High School we believe that education should help students develop their potential as contributing, responsible members of society, who approach their future with a positive life-long attitude toward learning.

The intellectual, cultural, environmental, athletic and social experience in education must encourage tolerance and self-esteem while fostering the development of the skills necessary for growth in an ever-changing world.

### **For More Information**

**Visit:** [hhs.tlidsb.on.ca](http://hhs.tlidsb.on.ca)

Each of the secondary schools in Trillium Lakelands District School Board has a website. To learn more about your school for next year, visit the Trillium Lakelands District School Board's website at [www.tlidsb.on.ca](http://www.tlidsb.on.ca).

The Ministry of Education and Training also has a website with information about secondary school education. Visit the Ontario Ministry of Education and Training website at [www.edu.on.ca](http://www.edu.on.ca).

**Note:** students who are **not** currently enrolled in a TLDSB school (for example: they are moving into the TLDSB next year, are attending a private school or are currently home-schooled) should contact the school office (705-789-5594) for registration instructions.

## **Course Selection using PowerSchool**

(for students who are currently enrolled with Trillium Lakelands District School Board)

Trillium Lakelands District School Board uses a Student Administration Software program called PowerSchool. Students and parents log-in and complete course selections online.

It is **strongly recommended** that students and parents/guardians review the information in this booklet and consult with their teachers and guidance counselors to help them make decisions about what courses they will pick for the next school year. Resources are available at [hhs.tlidsb.on.ca](https://hhs.tlidsb.on.ca).

**After** you have decided what courses you wish to select for next year, please follow the instructions listed below to complete your online selection of courses.

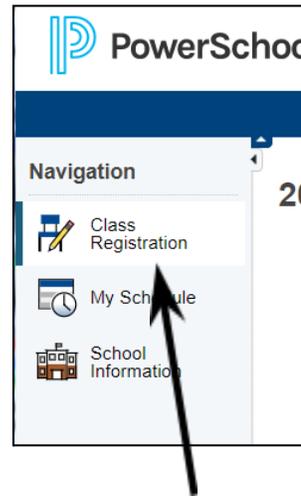
Using a web browser, enter the following address (URL) to access the student/parent portal of PowerSchool – <https://pschool.tlidsb.on.ca/public>. The following screen will appear:

The screenshot shows the PowerSchool SIS login interface. At the top is a blue header with the PowerSchool SIS logo. Below this is the 'Parent Sign In' section, which contains a 'Sign In' button, a 'Username' field, a 'Password' field, a 'Forgot Username or Password?' link, and a 'Sign In' button. Below the 'Parent Sign In' section is the 'Student Sign In' section, which contains a message: 'Students - Click the button to sign in. You will be redirected to the Student sign in page.' and a 'Student Sign In' button. A red arrow points to the 'Student Sign In' button. A red diagonal stamp reads 'DO NOT ENTER USERNAME OR PASSWORD HERE.' over the 'Username' and 'Password' fields.

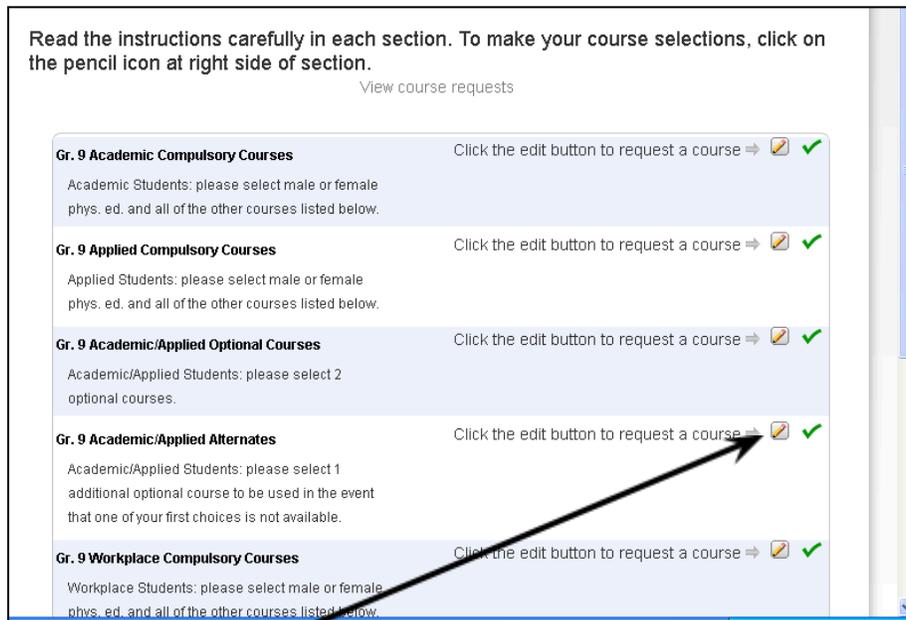
Click on the Student Sign-In button (red arrow, above) and follow the Single Sign-On prompts in the same way you do when accessing your school computer currently.

If you have any problems logging into your PowerSchool account, contact the student services/guidance office staff. If you are currently in grade 8, contact your main office staff.

This menu will appear upon successful login to PowerSchool.



To begin the online course selection process, click on the Class Registration button to display the following screen. You will see a screen indicating your current secondary school and a set of courses for your grade.



Click on the pencil icon to the right in order to select courses for each course group.

**Gr. 9 Academic Compulsory Courses**

Academic Students: please select male or female phys. ed. and all of the other courses listed below.

<input checked="" type="checkbox"/>	Course Name	Number	Credits	Prerequisite Note	Alerts
<input type="checkbox"/>	English	ENG1DR	1		
<input type="checkbox"/>	French	FSF1DR	1		
<input type="checkbox"/>	Geography of Canada	CGC1DR	1		
<input type="checkbox"/>	Healthy Active Living Education	PPL1OM	1		
<input type="checkbox"/>	Healthy Active Living Education	PPL1OF	1		
<input type="checkbox"/>	Principles of Mathematics	MPM1DR	1		
<input type="checkbox"/>	Science	SNC1DR	1		

<< first < prev 1 next > last >>

You may select up to 6 courses. You have selected 0 courses.

Cancel Okay

After you make your selections, **be sure to click on the Okay button** at the bottom of the screen to save your selections. You will then see a green checkmark when you have met the requirements for the completion of that course group.

A red exclamation point appears if courses need to be selected for an area. Continue accessing all the course groups for your particular grade until you are completed.

**Note**, you have a set amount of time (approximately 15 minutes) to submit your changes before the screen times out. If the screen times out, you will have to start over. **Please make sure you click on Logout when finished.**

After you click the Submit button a screen will display showing all the courses that you have selected.

**Questions?** Contact your HHS guidance counselor.

# ARTS

## Visual Arts, Media Arts, Dramatic Arts and Music.

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;"> <b>AV11OR</b> Visual Arts <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;"> <b>AV12OR</b> Visual Arts <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;"> <b>AV13MR</b> Visual Arts <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;">           Drawing and Painting <b>AWM3MR</b> <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;"> <b>AV13OR</b> Visual Arts <i>Open</i> </div> <div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px;"> <b>AWC3OR</b> Ceramics <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;"> <b>AV14MR</b> Visual Arts <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;">           Drawing and Painting <b>AWM4MR</b> <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; margin-bottom: 5px;"> <b>AV14ER</b> Visual Arts <i>Workplace</i> </div> <div style="border: 1px solid black; background-color: #A9A9A9; padding: 5px;"> <b>AWC4MR</b> Ceramics <i>Offered next 2027/28</i> </div>
	<div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px; margin-bottom: 5px;"> <b>ASM2OR</b> Media Arts <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px; margin-bottom: 5px;"> <b>ASM3MR</b> Media Arts <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px; margin-bottom: 5px;"> <b>AWQ3OR</b> Photography <i>Open</i> </div> <div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px; margin-bottom: 5px;"> <b>AWQ3MR</b> Photography <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px;"> <b>AWS3MR</b> Yearbook <i>University/College</i> </div>	<div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px; margin-bottom: 5px;"> <b>ASM4MR</b> Visual and Media Arts <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px; margin-bottom: 5px;"> <b>ASM4ER</b> Media Arts <i>Workplace</i> </div> <div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px; margin-bottom: 5px;"> <b>AWQ4MR</b> Photography <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #C8E6C9; padding: 5px;"> <b>AWS4MR</b> Yearbook <i>University/College</i> </div>
<div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMI1OR</b> Music Instrumental <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMI2OR</b> Music Instrumental <i>Open</i> </div> <div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMV2OR</b> Music Vocal <i>Open</i> </div> <div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px;"> <b>AMG2OR</b> Acoustic Guitar <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMI3MR</b> Music Instrumental <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMV3OR</b> Music Vocal <i>Open</i> </div> <div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMG3MR</b> Acoustic Guitar <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px;"> <b>AMH3MR</b> Music Stage Band <i>University/College</i> </div>	<div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMI4MR</b> Music Instrumental <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMV4MR</b> Music Vocal <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px; margin-bottom: 5px;"> <b>AMG4MR</b> Acoustic Guitar <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #FFCCBC; padding: 5px;"> <b>AMH4MR</b> Music Stage Band <i>University/College</i> </div>
<div style="border: 1px solid black; background-color: #FFF2CC; padding: 5px; margin-bottom: 5px;"> <b>ADA1OR</b> Dramatic Arts <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #FFF2CC; padding: 5px; margin-bottom: 5px;"> <b>ADA2OR</b> Dramatic Arts <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #FFF2CC; padding: 5px; margin-bottom: 5px;"> <b>ADA3MR</b> Dramatic Arts <i>University/College</i> </div>	<div style="border: 1px solid black; background-color: #FFF2CC; padding: 5px; margin-bottom: 5px;"> <b>ADA4MR</b> Dramatic Arts <i>University/College</i> </div>

# Arts - Drama

## **Grade: 9**

### **DRAMATIC ARTS**

**(OPEN)**

**ADA1OR**

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. Students will gain experience in collaborating, creating, and presenting dramatic works while developing their skills in mime, tableaux, monologue, choral speaking, and improv.

## **Grade: 10**

### **DRAMATIC ARTS**

**(OPEN)**

**ADA2OR**

Prerequisite: None

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as texts selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice and movement in creating, sustaining and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyze and reflect on the experience.

## **Grade: 11**

### **DRAMATIC ARTS**

**(UNIVERSITY AND COLLEGE PREP.)**

**ADA3MR**

Prerequisite: ADA1OR or ADA2OR

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

## **Grade: 12**

### **DRAMATIC ARTS**

**(UNIVERSITY AND COLLEGE PREP.)**

**ADA4MR**

Prerequisite: ADA3MR

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

# Arts - Music

## **Grade: 9**

### **INSTRUMENTAL MUSIC-BAND (OPEN) AMI1OR**

These courses emphasize the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

## **Grade: 10**

### **INSTRUMENTAL MUSIC- BAND (OPEN) AMI2OR**

Recommended Prerequisite: AMI1OR

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history.

## **Grade: 10**

### **INSTRUMENTAL MUSIC ACOUSTIC GUITAR (OPEN) AMG2OR**

Prerequisite: none

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. Chording and strumming techniques on guitar will be the main focus of performance, although sight reading standard notation and TAB will be introduced (students will be provided with an acoustic guitar).

## **Grade: 10**

### **VOCAL MUSIC (OPEN) AMV2OR**

Prerequisite: none

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing singing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

**Grade: 11**

**INSTRUMENTAL MUSIC**

**BAND (UNIVERSITY AND COLLEGE PREPARATION) AMI3MR**

Prerequisite: AMI1OR or AMI2OR

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music and Canadian and non- Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

**Grade: 11**

**INSTRUMENTAL MUSIC**

**STAGE BAND (UNIVERSITY AND COLLEGE PREPARATION) AMH3MR**

Prerequisite: AMI1OR or AMI2OR

This course emphasizes the appreciation, analysis, and performance of jazz and rock music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. Instruments used in this course are trumpet, trombone, saxophone, electric guitar, piano, electric bass and drums.

**Grade: 11**

**INSTRUMENTAL MUSIC**

**ACOUSTIC GUITAR (UNIVERSITY AND COLLEGE PREP.) AMG3MR**

Prerequisite: none

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. Chording and strumming techniques on guitar will be the main focus of performance, although sight reading standard notation and TAB will be introduced (students will be provided with an acoustic guitar).

**Grade: 11**

**VOCAL MUSIC**

**(OPEN)**

**AMV3OR**

Prerequisite: any grade 9 or 10 open level music course.

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music, making use of appropriate technology, and will evaluate the results.

**Grade: 12**

**INSTRUMENTAL MUSIC**

**BAND (UNIVERSITY AND COLLEGE PREPARATION) AMI4MR**

Prerequisite: AMI3MR

This course develops students' artistic knowledge and skills through the analysis and performance of music from the Romantic period and the Twentieth Century. Students will concentrate on developing good vocal technique, interpretive skills and the ability to work independently. Students will be involved in ensemble and solo performance, and will learn to use computer and recording technologies in their music.

**Grade: 12**

**INSTRUMENTAL MUSIC**

**STAGE BAND (UNIVERSITY AND COLLEGE PREPARATION) AMH4MR**

Prerequisite: AMH3MR

This course emphasizes the appreciation, analysis, and performance of jazz and rock music. Students will concentrate on interpretive skills and the ability to work independently. They will also complete complex creative projects in which they make use of new technologies such as recording equipment.

**Grade: 12**

**INSTRUMENTAL MUSIC ACOUSTIC GUITAR**

**(UNIVERSITY and COLLEGE PREPARATION) AMG4MR**

Prerequisite: AMG3MR

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. Chording and strumming techniques on guitar will be the main focus of performance, although sight reading standard notation and TAB will be introduced (students will be provided with an acoustic guitar).

**Grade: 12**

**VOCAL MUSIC (UNIVERSITY AND COLLEGE PREPARATION) AMV4MR**

Prerequisite: AMV3OR

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music production, making use of appropriate technology, and will evaluate the results.

# Arts – Visual and Media Arts

**Grade: 9**

**VISUAL ARTS**

**(OPEN)**

**AVI10R**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. Students will create traditional and contemporary art works in a variety of media.

**Grade: 10**

**VISUAL ARTS**

**(OPEN)**

**AVI20R**

Prerequisite: none

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

**Grade: 10**

**MEDIA ARTS**

**(OPEN)**

**ASM20R**

Prerequisite: none

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

**Grade: 11**

**MEDIA ARTS**

**(Open)**

**ASM3MR**

Prerequisite: ASM20R

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values. **If you are blocked, choose ASM20R, and make an appointment with your guidance counselor to upgrade to ASM3MR.**

**Grade: 11**

**VISUAL ARTS (UNIVERSITY AND COLLEGE PREPARATION) AVI3MR**

Prerequisite: AVI1OR or AVI2OR

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). This course is for those hoping to continue to AVI4M and eventually to college or university art studies.

**Grade: 11**

**VISUAL ARTS (OPEN) AVI3OR**

Prerequisite: none

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create artworks 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.

**Grade: 11**

**DRAWING and PAINTING (UNIVERSITY/COLLEGE) AWM3MR**

Prerequisite: AVI1OR or AVI2OR

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, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). This course is for those hoping to continue to AVI4M and eventually to college or university art studies.

**Grade: 11**

**CERAMICS (OPEN) AWC3OR**

Prerequisite: none

This course focuses on studio activities in one or more of the visual arts, with a focus on clay and sculptural three dimensional works. Students will use the creative process to create artworks 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.

**Grade: 11**

**PHOTOGRAPHY (OPEN) AWQ3OR**

Prerequisite: none

This course enables students to create photographic works using available and emerging technologies such Photoshop and studio equipment. Students will explore the elements and principles of photography, the connections between contemporary photography 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. Students will learn to use SLR cameras in this course.

**Grade: 11****PHOTOGRAPHY****(UNIVERSITY/COLLEGE)****AWQ3MR**

Prerequisite: recommended ALC20 or AWQ30 or Level 3 standing in grade 9 or 10 art  
This course focuses on the development of photography skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as web environments. Students will explore the evolution of photography as an extension of traditional art forms, use the creative process to produce effective photographs, and critically analyse the unique characteristics of this art form. Students will examine the role of photo artists in shaping audience perceptions of identity, culture, and values. Students will think conceptually, and create a website of their works as a final portfolio.

**Grade: 11 -****YEAR BOOK – Digital Information and Consumer Design****(UNIVERSITY AND COLLEGE PREPARATION)****AWS3MR**

Prerequisite: any grade 9 or 10 art

This course enables students to create professional quality digital works for consumer sale using emerging technologies such as computer software, digital imaging, and video. Students will explore composition and typography, photography and contemporary publishing, advertisements and traditional art forms, the importance of using responsible practices when engaged in the creative process. Students will develop the school Yearbook and work on other media works that will be published throughout the school year. Students in this course must work to deadlines, work well in teams, and be willing to market products.

**Grade: 12****CERAMICS****(UNIVERSITY AND COLLEGE PREPARATION)****AWC4MR**

Prerequisite: AWC3MR *Please see your counsellor or Art teacher to have this course added to your course request list.*

*To be offered next in 2026/2027.*

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works with a focus on clay and sculptural three dimensional works. 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.

**Grade: 12****VISUAL ARTS (UNIVERSITY AND COLLEGE PREPARATION)****AVI4MR**

Prerequisite: AVI3MR

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.

**Grade: 12**

**VISUAL ARTS (WORKPLACE)**

**AVI4ER**

Prerequisite: any grade 11 course in visual arts.

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.

**Grade: 12**

**DRAWING and PAINTING  
(UNIVERSITY AND COLLEGE PREPARATION)**

**AWM4MR**

Prerequisite: AWM3M, AVI3MR or AVI4MR

This course focuses on enabling students to refine their use of the creative process when creating and presenting two-dimensional artworks 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. **This course is a dual credit where students receive a Design One college credit from Fleming College; it will include at least two mandatory field trips during the semester.**

**Grade: 12**

**MEDIA ARTS (WORKPLACE PREPARATION)**

**ASM4ER**

Prerequisite: ASM30 or AWQ30

This course focuses on a practical approach to a variety of media arts challenges related to the interests of the student and provides students with opportunities to examine media arts in relation to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in post-secondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace. **If you wish to choose ASM 4M, make a guidance appointment so your counsellor can override the prerequisite.**

**Grade: 12**

**MEDIA ARTS (UNIVERSITY AND COLLEGE PREPARATION) ASM4MR**

Prerequisite: ASM3M or ASM30 with relevant experience

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 analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. **If you are blocked, choose ASM4ER, and make an appointment with your guidance counselor to upgrade to ASM4MR.**

**Grade: 12**  
**PHOTOGRAPHY**  
**(UNIVERSITY AND COLLEGE PREPARATION)**

**AWQ4MR**

Prerequisite: AWQ3MR

This course emphasizes the refinement of photography skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as photoshop, and studio equipment. 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 analyse the role of photo artists in shaping audience perceptions of identity, culture, and community values. **Book an appointment with your counselor to choose the M-level**

**Grade: 12 .**  
**YEAR BOOK – Digital Information and Consumer Design**  
**(UNIVERSITY AND COLLEGE PREPARATION)**

**AWS4MR**

Prerequisite: AWS3M

This course emphasizes the refinement of digital information skills and promotes leadership skills through the creation of a thematic Yearbook. Students will refine and share knowledge of emerging technologies including photography, digital tools, and computer software as it connects to consumer design. Students will develop works that express a theme and create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyze the role of digital artists in shaping audience perceptions of identity, culture and community values. **Students in this course should have a level 3 in ASM30** and must be able to work well independently to create conceptual graphic works. **This course requires students that can work to deadlines, can work well on a team, are willing to work beyond class time and are able to take on leadership tasks.**

# **BUSINESS STUDIES**

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;"> <b>BEM1OR</b>                      Building the Entrepreneurial Mindset  <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;"> <b>BEP2OR</b>                      Launching and Leading a Business  <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;"> <b>BAF3MR</b>                      Intro to Financial Accounting  <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px;"> <b>BDI3CR</b>                      Entrepreneurial Studies  <i>College</i> </div>	<div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px; margin-bottom: 10px;"> <b>BOH4MR</b>                      Business Leadership: Management  <i>University/College</i> </div> <div style="border: 1px solid black; background-color: #e1f5fe; padding: 5px;"> <b>BBB4MR</b>                      International Business  <i>University/College</i> </div>

## **Grade: 9**

### **BUILDING THE ENTREPRENEURIAL MINDSET (OPEN) BEM1OR**

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

## **Grade: 10**

### **LAUNCHING AND LEADING A BUSINESS (OPEN) BEP2OR**

Prerequisite: None

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

## **Grade: 11**

### **FINANCIAL ACCOUNTING FUNDAMENTALS (UNIVERSITY AND COLLEGE PREPARATION) BAF3MR**

Prerequisite: None

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

**Grade: 11**

**ENTREPRENEURSHIP: THE VENTURE**

**(COLLEGE PREPARATION) BDI3CR**

Prerequisite: None

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a student-run school based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Grade: 12**

**INTERNATIONAL BUSINESS FUNDAMENTALS**

**(UNIVERSITY AND COLLEGE PREPARATION) BBB4MR**

Prerequisite: None

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing and management.

**Grade: 12**

**BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS**

**(UNIVERSITY AND COLLEGE PREPARATION) BOH4MR**

Prerequisite: None

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

# CANADIAN AND WORLD STUDIES

## Geography, History, Civics, Law, Social Sciences and Native Studies.

This chart maps out all the courses in the discipline. Students are required to take one credit each of grade 9 geography, grade 10 history and grade 10 civics. See course descriptions for specific grade 11 and 12 courses' prerequisites.

Grade 9	Grade 10	Grade 11	Grade 12
<div style="border: 1px solid black; padding: 5px; background-color: #e1f5fe;"> <b>CGC1WR</b>                      Exploring Canadian Geography  <i>De-streamed</i> </div>		<div style="border: 1px solid black; padding: 5px; background-color: #e1f5fe;"> <b>CGF3MR</b>                      Forces of Nature: Physical Processes and Disasters  <i>University/College</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #e1f5fe;"> <b>CGG3OR</b>                      Travel and Tourism: A Geographic Perspective  <i>Open</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #e1f5fe;"> <b>CGW4UR</b>                      World Issues: A Geographic Analysis  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #e1f5fe;"> <b>CGW4CR</b>                      World Issues: A Geographic Analysis  <i>College</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;"> <b>CGR4ER</b>                      Living in a Sustainable World                      Offered next 2027/28                 </div>
	<div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <b>CHC2DR</b>                      Canadian History Since World War 1  <i>Academic</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <b>CHC2PR</b>                      Canadian History Since World War 1  <i>Applied</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <b>CHC2LR</b>                      Canadian History Since World War 1  <i>Workplace</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <b>CHA3UR</b>                      American History  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <b>CHW3MR</b>                      World History to the End of the Fifteenth Century  <i>University/College</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;"> <b>CHT3OR</b>                      World History since 1900                      Offered next in 27/28                 </div>	<div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <b>CHY4UR</b>                      World History Since the Fifteenth Century  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <b>CHY4CR</b>                      World History Since the Fifteenth Century  <i>College</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <b>CHM4ER</b>                      Adventures in World History  <i>Workplace</i> </div>
	<div style="border: 1px solid black; padding: 5px; background-color: #ffe0b2;"> <b>CHV2OR</b>                      Civics and Citizenship (one half credit)  <i>Open</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #ffe0b2;"> <b>CLU3MR</b>                      Understanding Canadian Law  <i>University/College</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #ffe0b2;"> <b>CLN4UR</b>                      Canadian and International Law  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #ffe0b2;"> <b>CLN4CR</b>                      Legal Studies  <i>College</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #ffe0b2;"> <b>CPW4UR</b>                      Canadian and World Politics  <i>University</i> </div>
		<div style="border: 1px solid black; padding: 5px; background-color: #e8f5e9;"> <b>NBV3CR</b>                      Beliefs, Values and Aspirations of Aboriginal Peoples in Contemporary Society  <i>College</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #e1bee7;"> <b>HSB4UR</b>                      Challenge and Change in Society  <i>University</i> </div>

# **CAWS: ABORIGINAL STUDIES**

**Grade: 11**

**BELIEFS, VALUES AND ASPIRATIONS OF ABORIGINAL PEOPLES  
IN CONTEMPORARY SOCIETY (COLLEGE PREPARATION) NBV3CR**

Prerequisite: CHC2PR or CHC2DR

This course focuses on the diverse beliefs, values, and aspirations between First Nations, Métis, and Inuit peoples of Canada and the political, economic, cultural and social challenges facing Aboriginal individuals and communities from various regions and cultures. By examining their own beliefs, values and assumptions, the worldviews of others and factors that influence world views, students will appreciate how traditional and contemporary beliefs and values influence present and future aspirations of Aboriginal peoples.

# **CAWS: CIVICS**

**Grade: 10**

**CIVICS AND CITIZENSHIP (Half Credit, OPEN) CHV2OR**

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.

# **CAWS: GEOGRAPHY**

**Grade: 9**

**EXPLORING CANADIAN GEOGRAPHY (DE-STREAMED) CGC1DR**

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.

**Grade: 11**

**FORCES OF NATURE: PHYSICAL PROCESSES AND  
DISASTERS (UNIVERSITY AND COLLEGE PREPARATION) CGF3MR**

Prerequisite: CGC1PR or CGC1DR

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

**Grade: 11**

**TRAVEL AND TOURISM:  
A GEOGRAPHIC PERSPECTIVE (OPEN) CGG3OR**

Prerequisite: CGC1PR or CGC1DR

*This course, offered for 2026/2027, runs in alternate years.*

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. This course offers students the opportunity to explore and plan for travel to interesting locations around the world.

**Grade: 12**

**LIVING IN A SUSTAINABLE WORLD  
(WORKPLACE PREPARATION) CGR4ER**

Prerequisite: None

*To be offered next in 2027/2028.*

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community.

**Grade: 12**

**WORLD ISSUES: A GEOGRAPHIC ANALYSIS  
(COLLEGE PREPARATION) CGW4CR**

Prerequisite: CGC1PR or CGC1DR

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. This course focuses on making sense of current events happening in Canada and around the world.

**Grade: 12**

**WORLD ISSUES: A GEOGRAPHIC ANALYSIS  
(UNIVERSITY PREPARATION)**

**CGW4UR**

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

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

## **CAWS: HISTORY**

**Grade: 10**

**CANADIAN HISTORY  
SINCE WORLD WAR 1**

**(ACADEMIC)**

**CHC2DR**

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.

**Grade: 10**

**CANADIAN HISTORY  
SINCE WORLD WAR 1**

**(APPLIED)**

**CHC2PR**

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.

**Grade: 10**

**CANADIAN HISTORY  
SINCE WORLD WAR 1**

**(ESSENTIAL)**

**CHC2LR**

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

**Grade: 11**

**AMERICAN HISTORY (UNIVERSITY PREPARATION) CHA3UR**

Prerequisite: CHC2PR or CHC2DR

*This course, offered for 2026/2027, runs in alternate years.*

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating forces in American history.

**Grade: 11**

**WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY (UNIVERSITY AND COLLEGE PREPARATION) CHW3MR**

Prerequisite: CHC2PR or CHC2DR

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. Some of the themes explored in this course include changing technology, human rights, conflict, religion, leadership, natural disaster and other challenges faced in Ancient and Medieval times, and how these ideas relate to the present-day.

**Grade: 11**

**WORLD HISTORY SINCE 1900: GLOBAL AND REGIONAL INTERACTIONS (OPEN) CHT3OR**

Prerequisite: CHC2PR or CHC2DR or CHC2LR

*To be offered next in 2027/2028.*

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. 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 interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world.

**Grade: 12**

**ADVENTURES IN WORLD HISTORY (WORKPLACE PREPARATION) CHM4ER**

Prerequisite: CHC2DR, CHC2PR or CHC2LR

This course examines significant developments and events in world history from earliest times to the present. Students will explore social, economic, and political forces in different times and places, and how technology, art, and religion have helped shape people's lives and identities. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.

**Grade: 12**

**WORLD HISTORY SINCE THE FIFTEENTH CENTURY (COLLEGE PREPARATION)**

**CHY4CR**

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

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.

**Grade: 12**

**WORLD HISTORY SINCE THE FIFTEENTH CENTURY (UNIVERSITY PREPARATION)**

**CHY4UR**

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

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.

## **CAWS: HUMANITIES**

**Grade: 12**

**CHALLENGE AND CHANGE IN SOCIETY (UNIVERSITY PREPARATION)**

**HSB4UR**

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

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitude, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

# **CAWS: LAW & POLITICS**

**Grade: 11**

## **UNDERSTANDING CANADIAN LAW**

**(UNIVERSITY AND COLLEGE PREPARATION)**

**CLU3MR**

Prerequisite: CHC2DR or CHC2PR

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

**Grade: 12**

## **CANADIAN AND INTERNATIONAL LAW**

**(UNIVERSITY PREPARATION)**

**CLN4UR**

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

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

**Grade: 12**

## **LEGAL STUDIES**

**(COLLEGE PREPARATION)**

**CLN4CR**

Prerequisite: CHV2OR

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

**Grade: 12**

## **CANADIAN AND WORLD POLITICS**

**(UNIVERSITY PREPARATION)**

**CPW4UR**

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

*This course, offered for 2026/2027, runs in alternate years.*

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 different levels of government, multinational corporations, and non-governmental organizations, respond to and work to influence domestic and international developments. Students will apply the concepts of political thinking and the political inquiry process to investigate current political policies, issues, and events, and to develop and communicate informed opinions about them.

# COMPUTER STUDIES

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;"> <b>TEJ2OR</b>                      Computer Technology:  <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;"> <b>ICS3UR</b>                      Introduction to Computer                      Science  <i>University</i> </div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px;"> <b>TER3MR</b>                      Computer Engineering                      Technology: Robotics and                      Control System  <i>College/University</i> </div>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;"> <b>ICS4UR</b>                      Computer Science  <i>University</i> </div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px;"> <b>TER4MR</b>                      Computer Engineering                      Technology: Robotics and                      Control System  <i>College/University</i> </div>

**Grade: 10**

**COMPUTER TECHNOLOGY (OPEN) TEJ2OR**

*This course, offered for 2024/2025, runs in alternate years.*

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

**Grade: 11**

**INTRO TO COMPUTER SCIENCE (UNIVERSITY PREPARATION) ICS3UR**

Prerequisite: None

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.

**Grade: 11**

**COMPUTER ENGINEERING TECHNOLOGY: ROBOTICS and CONTROL SYSTEMS (COLLEGE/UNIVERSITY PREPARATION) TER3MR**

Prerequisite: None

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology. This course provides an emphasis on Robotics and Control Systems.

**Grade: 12**

**COMPUTER SCIENCE (UNIVERSITY PREPARATION) ICS4UR**

Prerequisite: ICS3UR

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

**Grade: 12**

**COMPUTER ENGINEERING TECHNOLOGY: ROBOTICS and CONTROL SYSTEMS (COLLEGE/UNIVERSITY PREPARATION) TER4MR**

Prerequisite: TER3MR

This course extends students' understanding of robotic systems and robotic interfacing with external devices. Students will assemble robotic systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in robot technology.

# ENGLISH

## English, Journalism, Literature and Writing.

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>ENL1WR</b> English <i>De-streamed</i>	<b>ENG2DR</b> English <i>Academic</i>	<b>NBE3UR</b> Indigenous Literature <i>University</i>	<b>ENG4UR</b> English <i>University</i>
	<b>ENG2PR</b> English <i>Applied</i>	<b>NBE3CR</b> Indigenous Literature <i>College</i>	<b>ENG4CR</b> English <i>College</i>
<b>ENG1LR</b> English <i>Essential</i>	<b>ENG2LR</b> English <i>Essential</i>	<b>NBE3ER</b> Indigenous Literature <i>Workplace</i>	<b>ENG4ER</b> English <i>Workplace</i>
			<b>EWC4UR</b> The Writer's Craft <i>University</i>
			<b>EWC4CR</b> The Writer's Craft <i>College</i>

### **Grade: 9 ENGLISH**

### **(DE-STREAMED)**

### **ENL1WR**

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.

### **ENGLISH**

### **(ESSENTIAL)**

### **ENG1LR**

This course provides students who have experienced significant difficulties in previous English courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use practical models through which to communicate effectively. Technology and media-driven materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

**Grade: 10****ENGLISH****(ACADEMIC)****ENG2DR**

Prerequisite: ENG1WR

This course extends the range of analytical, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.

**Grade: 10****ENGLISH****(APPLIED)****ENG2PR**

Prerequisite: ENG1WR

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

**Grade: 10****ENGLISH****(ESSENTIAL)****ENG2LR**

Prerequisite: ENG1LR or ENG1WR

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives and in the workplace. The course is organized into strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing and thinking. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts, including an introduction to Business English with electronic media applications.

**Grade: 11**

**ENGLISH:**

**INDIGENOUS LITERATURE (UNIVERSITY PREPARATION) NBE3UR**

Prerequisite: ENG2DR

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

**Grade: 11**

**ENGLISH:**

**INDIGENOUS LITERATURE (COLLEGE PREPARATION) NBE3CR**

Prerequisite: ENG2PR or ENG2DR

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

**Grade: 11**

**ENGLISH**

**INDIGENOUS LITERATURE (WORKPLACE PREPARATION) NBE3ER**

Prerequisite: Any Grade 10 English

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

**Grade: 12**  
**ENGLISH (UNIVERSITY PREPARATION) ENG4UR**

Prerequisite: ENG3UR or NBE3UR

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze a range of challenging texts from various time periods, countries and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

**Grade: 12**  
**ENGLISH (COLLEGE PREPARATION) ENG4CR**

Prerequisite: ENG3CR or NBE3CR

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyze the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

**Grade: 12**  
**ENGLISH (WORKPLACE PREPARATION) ENG4ER**

Prerequisite: ENG3ER or NBE3ER

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will demonstrate reading proficiency in a variety of texts and literature; write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts, with emphasis given to electronic media applications.

**Grade: 12**  
**THE WRITER'S CRAFT (UNIVERSITY PREPARATION) EWC4UR**

Prerequisite: ENG3UR

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

**Grade: 12**  
**THE WRITER'S CRAFT (COLLEGE PREPARATION) EWC4CR**

Prerequisite: ENG3CR

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

## FRENCH

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

Grade 9	Grade 10	Grade 11	Grade 12
<b>FSF1DR</b> Core French <i>De-streamed</i>	<b>FSF2DR</b> Core French <i>Academic</i>	<b>FSF3UR</b> Core French <i>University</i>	<b>FSF4UR</b> Core French <i>University</i>

### **Grade: 9**

#### **CORE FRENCH (DE-STREAMED) FSF1DR**

Prerequisite: minimum of 600 hours of instruction in French, or equivalent.

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.

### **Grade: 10**

#### **CORE FRENCH (ACADEMIC) FSF2DR**

Prerequisite: FSF1DR

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

### **Grade: 11**

#### **CORE FRENCH (UNIVERSITY PREPARATION) FSF3UR**

Prerequisite: FSF2DR

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

### **Grade: 12**

#### **CORE FRENCH (UNIVERSITY PREPARATION) FSF4UR**

Prerequisite: FSF3UR

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

## FRENCH IMMERSION PROGRAMMES

**Note: the instructional language for the courses listed in this section is French.**

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>FIF1DR</b> Immersion French <i>De-streamed</i>	<b>FIF2DR</b> Immersion French <i>Academy</i>	<b>FIF3UR</b> Immersion French <i>University</i>	<b>FIF4UR</b> Immersion French <i>University</i>
<b>CGC1WI</b> Géographie <i>De-streamed</i>	<b>CHC2DI</b> Histoire <i>Academic</i>	<b>PAD3OI</b> Activités de plein air <i>Offered next in 27/28</i>	<b>BBB4MI</b> Commerce international <i>University/College</i>
<b>ADA1OI</b> Théâtre <i>Open</i>	<b>CHV2OI</b> (one half credit) Citoyenneté <i>Open</i>		
	<b>GLC2OI</b> (one half credit) Carrière <i>Open</i>		

The ability to speak and understand French offers our students many opportunities including being able to communicate with French-speaking people in Canada and around the world as well as benefit from a competitive advantage in the workforce.

In order to encourage our students to continue their studies in French, Huntsville High School offers certifications that recognize their efforts and achievements. Below is a list of certifications and their requirements:

### ***Certificate of Achievement in:***

**Core French:** 4 French Language courses (FSF1P *or* FSF1D, FSF2D, FSF3U and FSF4U)

**Intensive French:** 7 courses in which the language of instruction is French.

**Extended French:** 7 courses in which the language of instruction is French; 4 of which must be Immersion French Language courses.

**Immersion French:** 10 courses in which the language of instruction is French; 4 of which must be Immersion French Language courses.

## Planning the French Immersion Certificate Pathway

	Code	Name	Year 1 2026/2027	Year 2 2027/2028	Year 3 2028/2029	Year 4 2029/2030
1	FIF1DR	9 Français	X			
2	CGC1WI	9 Géographie	X			
3	ADA1OI	9 Théâtre	X			
4	FIF2DR	10 Français		X		
5	CHC2DI	10 Histoire		X		
6.5	CHV2OI	10 Citoyenneté		X		
6.5	GLC2OI	10 Carrières		X		
7	FIF3UR	11 Français			X	
8	PAD3OI	11 Outdoor Ed.		O		O
9	BBB4MI	12 Commerce Int.		X	X	
10	FIF4UR	12 Français				X

Graduating		Grade 9	Grade 10	Grade 11	Grade 12
June 2029		FIF1DR	FIF2DR	FIF3UR	FIF4UR
		CGC1WI	CHV2OI GLC2OI		
		ADA1OI	CHC2DI		
			PAD3OI?		PAD3OI?= BBB4MI
				BBB4MI	

## IMMERSION FRENCH: LANGUAGE

### Grade: 9

### IMMERSION FRENCH

### (DE-STREAMED)

### FIF1DR

Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

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 as 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.

**Grade: 10****IMMERSION FRENCH****(ACADEMIC)****FIF2DR**

Prerequisite: FIF1DR

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.

**Grade: 11****IMMERSION FRENCH****(UNIVERSITY PREPARATION)****FIF3UR**

Prerequisite: FIF2DR

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.

**Grade: 12****IMMERSION FRENCH****(UNIVERSITY PREPARATION)****FIF4UR**

Prerequisite: FIF3UR

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.

## **IMMERSION FRENCH: OTHER**

**Grade: 9****GÉOGRAPHIE****(DE-STREAMED)****CGC1WI**

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.

**Grade: 9****Théâtre****(OPEN)****ADA10I**

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as texts selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice and movement in creating, sustaining and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama, and will analyze and reflect on the experience.

**Grade: 10****HISTOIRE****(ACADEMIC)****CHC2DI**

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.

**Grade: 10****CITOYENNETÉ (Half Credit)****(OPEN)****CHV2OI**

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.

**Grade: 10****CARRIÈRE (Half Credit)****(OPEN)****GLC2OI**

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. This course explores post secondary learning and career options, prepares students for managing work and life transitions and helps students to focus on their goals through the development of a career plan. This course will broaden Extended French students' French communication skills.

**Grade: 11**

**Activités de plein air**

**(OPEN)**

**PAD3OI**

Prerequisite: FIF2DR

*To be offered next in the 2027/2028 academic year.*

This course emphasizes regular participation in a variety of outdoor and recreational activities that promote lifelong, healthy, active living. Students will focus on skills such as leadership, responsibility, problem-solving and resourcefulness, through a variety of activity-based experiences such as snowshoeing, skiing and canoe tripping. Students will examine issues ranging from personal safety to environmental awareness.

**Grade: 12**

**COMMERCE INTERNATIONAL**

**(UNIVERSITY/COLLEGE)**

**BBB4MI**

Prerequisite: FIF2DR

*This course, offered for 2026/2027, runs in alternate years.*

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

## GUIDANCE

### Learning Strategies, Career Studies, COOP and Peer Support.

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	<b>GLC2OR</b> Career Studies (one half credit) <i>Open</i>		
<b>GLE1OR</b> Learning Strategies <i>Open</i>	<b>GLE2OR</b> Learning Strategies <i>Open</i>	<b>GLE3OR</b> Advanced Learning Strategies <i>Open</i>	<b>GLE4OR</b> Advanced Learning Strategies <i>Open</i>
		<b>GWL3OD</b> Co-operative Education <i>Open</i> <b>(2 credit)</b>	<b>GLN4OD</b> Co-operative Education <i>Open</i> <b>(2 credit)</b>
		<b>GWL3OQ</b> Co-operative Education <i>Open</i> <b>(4 credit)</b>	<b>GLN4OQ</b> Co-operative Education <i>Open</i> <b>(4 credit)</b>
		<b>GPP3OR</b> Leadership and Peer Support <i>Open</i>	

## GUIDANCE: LEARNING STRATEGIES

### **Grade: 9**

#### **LEARNING STRATEGIES: SKILLS FOR SUCCESS IN SECONDARY SCHOOL (OPEN)**

#### **GLE1OR**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Learning Strategies also has time allocated for homework and tasks from other courses and helps allocate time to prepare for EQAO math. A student doesn't need to have an IEP (Individual Education Plan) in order to take the learning strategies course.

**Grade: 10****LEARNING STRATEGIES: SKILLS FOR SUCCESS IN  
SECONDARY SCHOOL (OPEN)****GLE2OR**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Learning Strategies also has time allocated for homework and tasks from other courses and helps allocate time to prepare for the OSSLT (The Ontario Secondary School Literacy Test). A student doesn't need to have an IEP (Individual Education Plan) in order to take the learning strategies course.

**Grade: 11/12****ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER  
SECONDARY SCHOOL (OPEN) GLE3OR/GLE4OR**

This course improves students' learning and personal management skills, preparing them to make successful transitions to work, training and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. This course is intended to support students and their studies as well as prepare them for the world of work and post-secondary studies and therefore, time is allocated for homework and tasks in other courses.

## **GUIDANCE: CAREER STUDIES**

**Grade: 10****CAREER STUDIES (Half Credit) (OPEN)****GLC2OR**

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.

## **GUIDANCE: DISCOVERING THE WORKPLACE - COOP**

**Grade: 11 and/or 12**

**COOP: DESIGNING YOUR FUTURE (OPEN) GWL30D/GWL30Q  
GLN40D/GLN40Q**

These courses prepare students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job search and employability skills. Students will examine their portfolios with a focus on their targeted destination and develop an action plan for future success. **These are regular co-op courses, where students are working independently for an employer in the work world.**

GWL30D & GLN40D – Two Credit Coop (1/2 Days)

GWL30Q & GLN40Q – Four Credit Coop (Full Days)

## **GUIDANCE: LEADERSHIP**

**Grade: 11**

**LEADERSHIP AND PEER SUPPORT (OPEN) GPP30R**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles- for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

# HEALTH AND PHYSICAL EDUCATION

## Healthy Active Living, Exercise Science and Leadership.

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>PPL1OR</b> Healthy Active Living <i>Open</i>	<b>PPL2OR</b> Healthy Active Living <i>Open</i>	<b>PPL3OR</b> Healthy Active Living <i>Open</i>	<b>PPL4OR</b> Healthy Active Living <i>Open</i>
<b>PAF1OR</b> Fitness <i>Open</i>	<b>PAF2OR</b> Fitness <i>Open</i>	<b>PAF3OR</b> Fitness <i>Open</i>	<b>PAF4OR</b> Fitness <i>Open</i>
			<b>PSK4UR</b> Introductory Kinesiology <i>University</i>
			<b>PLF4MR</b> Recreation Leadership <i>University/College</i>

### **Grade: 9**

#### **HEALTHY ACTIVE LIVING**

**(OPEN)**

**PPL1OR**

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. Daily participation may include activities such as badminton, volleyball, basketball, soccer, dance, games, fitness, and swimming.

### **Grade: 9**

#### **FITNESS**

**(OPEN)**

**PAF1OR**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy eating, personal safety and injury prevention, substance use, addictions and related behaviours, and human development and sexual health. The concentration of this course will be on individual fitness activities such as weight training and aerobics, SMART goal setting, and personal fitness program design.

**Grade: 10****HEALTHY ACTIVE LIVING****(OPEN)****PPL2OR**

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. Activities may include: basketball, volleyball, badminton, fitness, soccer, golf at the driving range, bowling, and tennis.

**Grade: 10****FITNESS****(OPEN)****PAF2OR**

This course emphasizes regular participation in a wide variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn and apply fitness principles to enhance their body awareness and fitness, including issues related to proper training, types of training, and performance nutrition. They will investigate issues related to healthy eating, personal safety and injury prevention, substance use, addictions and related behaviours, and human development and sexual health. The concentration of this course will be on fitness activities such as circuit training, weight training and aerobic type activities. Students should be aware that this is a highly active course.

**Grade: 11****HEALTHY ACTIVE LIVING****(OPEN)****PPL3OR**

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. Activities may include: team sports, racquet sports, canoeing, golf, curling, and bowling.

**Grade: 11****FITNESS****(OPEN)****PAF3OR**

This course is designed specifically for students who recognize the need to improve their personal fitness level and the need to develop life-long personal fitness skills. The focus is on individual needs such as weight control, nutrition counselling, strength training, endurance training and personal fitness plans. Fitness levels will be monitored regularly. They will investigate issues related to healthy eating, personal safety and injury prevention, substance use, addictions and related behaviours, and human development and sexual health. Students should be aware that this is a highly active course.

**Grade: 12****HEALTHY ACTIVE LIVING (OPEN) PPL4OR**

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. Activities in this course may include: canoeing, golf, bowling, nordic skiing, downhill skiing and snowboarding.

**Grade: 12****FITNESS (OPEN) PAF4OR**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports, fitness and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. They will investigate issues related to healthy eating, personal safety and injury prevention, substance use, addictions and related behaviours, and human development and sexual health. Activities in this course may include: canoeing, team sports, golf, bowling, racquet sports, downhill skiing and snowboarding as well as other special topics. Pending enrollment, the male and female sections of this course may be combined into a COED class.

**Grade: 12****INTRODUCTORY KINESIOLOGY (UNIVERSITY PREPARATION) PSK4UR**

Prerequisite: Any U or M course in Science or any Grade 11 or 12 course in Health and Physical Education

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.

**Grade: 12****RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP (UNIVERSITY/COLLEGE PREPARATION) PLF4MR**

Prerequisite: Any Grade 11 or 12 Open course in Health and Physical Education

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. Activities in this course may include: golf, curling, nordic skiing, snowboarding and downhill skiing as well as high ropes; this class will be working closely in a mentorship program with the Life Skills program.

# MATHEMATICS

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; width: 80%; margin: auto;"> <b>MTH1WR</b> De-streamed Math Open                 </div>	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; width: 80%; margin: auto;"> <b>MPM2DR</b> Principles of Mathematics <i>Academic</i> </div>	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; width: 80%; margin: auto;"> <b>MCR3UR</b> Functions <i>University</i> </div>	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; width: 80%; margin: auto;"> <b>MHF4UR</b> Advanced Functions <i>University</i> </div>
		<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; width: 80%; margin: auto;"> <b>MCF3MR</b> Functions and Applications <i>University/College</i> </div>	<div style="border: 1px solid black; background-color: #ADD8E6; padding: 5px; width: 80%; margin: auto;"> <b>MCV4UR</b> Calculus and Vectors <i>University</i> </div>
	<div style="border: 1px solid black; background-color: #90EE90; padding: 5px; width: 80%; margin: auto;"> <b>MFM2PR</b> Foundations of Mathematics <i>Applied</i> </div>	<div style="border: 1px solid black; background-color: #90EE90; padding: 5px; width: 80%; margin: auto;"> <b>MBF3CR</b> Foundations for College Mathematics <i>College</i> </div>	<div style="border: 1px solid black; background-color: #90EE90; padding: 5px; width: 80%; margin: auto;"> <b>MAP4CR</b> Foundations for College Mathematics <i>College</i> </div>
		<div style="border: 1px solid black; background-color: #90EE90; padding: 5px; width: 80%; margin: auto;"> <b>MCF3MR</b> Functions and Applications <i>University/College</i> </div>	<div style="border: 1px solid black; background-color: #90EE90; padding: 5px; width: 80%; margin: auto;"> <b>MCT4CR</b> Mathematics for College Technology <i>College</i> </div>
<div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; width: 80%; margin: auto;"> <b>MAT1LR</b> Mathematics <i>Essential</i> </div>	<div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; width: 80%; margin: auto;"> <b>MAT2LR</b> Mathematics <i>Essential</i> </div>	<div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; width: 80%; margin: auto;"> <b>MEL3ER</b> Mathematics for Everyday Life <i>Workplace</i> </div>	<div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; width: 80%; margin: auto;"> <b>MEL4ER</b> Mathematics for Everyday Life <i>Workplace</i> </div>

**Grade: 9**  
**MATHEMATICS (DE-STREAMED) MTH1WR**

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.

**Grade: 9**  
**MATHEMATICS (ESSENTIAL) MAT1LR**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in MAT2L and in the mathematics Grade 11 and Grade 12 Workplace Preparation courses. This course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic everyday problems. Students have opportunities to further develop their skill in reading, writing, and oral language through relevant and practical math activities.

**Grade: 10**  
**PRINCIPLES OF MATHEMATICS (ACADEMIC) MPM2DR**

Prerequisite: MTH1WR

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning, solve and apply linear systems, solve multi-step problems in analytic geometry to verify properties of geometric figures, investigate trigonometry of right and acute triangles, and develop supporting algebraic skills. This is a demanding course involving many abstract concepts and complex problem solving and has been designed for university-bound math students.

**Grade: 10**  
**FOUNDATIONS OF MATHEMATICS (APPLIED) MFM2PR**

Prerequisite: MTH1WR

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

**Grade: 10**  
**MATHEMATICS (ESSENTIAL) MAT2LR**

Prerequisite: any grade 9 math course.

This course emphasizes the extension of mathematical knowledge in their everyday lives, in the workplace, and in the Grade 11 and Grade 12 Mathematics, Workplace Preparation courses. The course is organized by three major 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.

**Grade: 11**  
**FUNCTIONS (UNIVERSITY PREPARATION) MCR3UR**

Prerequisite: MPM2DR

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Only students experiencing a high degree of success in Grade 10 academic math and wishing to study university math or science should consider this course.

**Grade: 11**  
**FUNCTIONS AND APPLICATIONS (UNIVERSITY AND COLLEGE PREPARATION) MCF3MR**

Prerequisite: MPM2DR or MFM2PR

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 financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course is designed for university students entering a non-math based program, and college students entering a math based program.

**Grade: 11**  
**FOUNDATIONS FOR COLLEGE MATHEMATICS (COLLEGE PREPARATION) MBF3CR**

Prerequisite: MFM2PR

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

**Grade: 11**  
**MATHEMATICS FOR WORK AND EVERYDAY LIFE (WORKPLACE PREPARATION) MEL3ER**

Prerequisite: MPM1DR or MFM1PR or MAT2LR

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. Students completing Grade 10 essential or Grade 10 applied should consider this course.

**Grade: 12**  
**CALCULUS AND VECTORS (UNIVERSITY PREPARATION) MCV4UR**

Prerequisite: MHF4UR (can be taken concurrently)

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

**Grade: 12**  
**ADVANCED FUNCTIONS (UNIVERSITY PREPARATION) MHF4UR**

Prerequisite: MCR3UR or MCT4CR

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

**Grade: 12**  
**MATHEMATICS OF DATA MANAGEMENT (UNIVERSITY PREPARATION) MDM4UR**

Prerequisite: MCF3MR or MCR3UR

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

**Grade: 12**  
**COLLEGE AND APPRENTICESHIP MATHEMATICS (COLLEGE PREPARATION) MAP4CR**

Prerequisite: MBF3CR or MCF3MR

This course equips students with the mathematical knowledge and skills they will need in many college programs. Students will use statistical methods to analyze problems; solve problems involving the application of principles of geometry and measurement to the design and construction of physical models; solve problems involving trigonometry in triangles; and consolidate their skills in analyzing and interpreting mathematical models.

**Grade: 12**  
**MATHEMATICS FOR COLLEGE TECHNOLOGY (COLLEGE PREPARATION) MCT4CR**

Prerequisite: MCF3M or MCR3U

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

**Grade: 12**

**MATHEMATICS FOR WORK AND EVERYDAY LIFE  
(WORKPLACE PREPARATION)**

**MEL4ER**

Prerequisite: MEL3ER

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will use statistics in investigating questions of interest and apply principles of probability in familiar situations. They will also investigate accommodation costs and create household budgets; solve problems involving estimation and measurement; and apply concepts of geometry in the creation of designs.

# SCIENCE

## General Science, Biology, Chemistry, Physics, Earth and Space

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

### Grade 9      Grade 10      Grade 11      Grade 12

<div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;"> <b>SNC1LR</b>                      Science  <i>Essential</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;"> <b>SNC2LR</b>                      Science  <i>Essential</i> </div>		<div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;"> <b>SNC4ER</b>                      Science  <i>Workplace</i> </div>
<div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;"> <b>SNC1WR</b>                      Science  <i>De-streamed</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;"> <b>SNC2PR</b>                      Science  <i>Applied</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #90EE90;"> <b>SBI3CR</b>                      Biology  <i>College</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #FFFF00;"> <b>SCH4CR</b>                      Chemistry  <i>College</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #FFDAB9; margin-top: 5px;"> <b>SPH4CR</b>                      Physics  <i>College</i> </div>
	<div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;"> <b>SNC2DR</b>                      Science  <i>Academic</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #90EE90;"> <b>SBI3UR</b>                      Biology  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #FFFF00; margin-top: 5px;"> <b>SCH3UR</b>                      Chemistry  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #FFDAB9; margin-top: 5px;"> <b>SPH3UR</b>                      Physics  <i>University</i> </div>	<div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;"> <b>SNC4MR</b>                      Science  <i>University/College</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #90EE90; margin-top: 5px;"> <b>SBI4UR</b>                      Biology  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #FFFF00; margin-top: 5px;"> <b>SCH4UR</b>                      Chemistry  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #FFDAB9; margin-top: 5px;"> <b>SPH4UR</b>                      Physics  <i>University</i> </div> <div style="border: 1px solid black; padding: 5px; background-color: #FF69B4; margin-top: 5px;"> <b>SES4UR</b>                      Earth and Space  <i>University</i> </div>

**Grade: 9  
SCIENCE**

**(DE-STREAMED)**

**SNC1WR**

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

**Grade: 9  
SCIENCE**

**(ESSENTIAL)**

**SNC1LR**

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 Environmental course. Students explore a range of topics, including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing and oral language through relevant and practical science activities. Essential learners have experienced significant difficulty in elementary science and math, are motivated to work and do well, and learn best from a hands-on approach.

**Grade: 10  
SCIENCE**

**(ACADEMIC)**

**SNC2DR**

Prerequisite: SNC1WR

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Students who are successful in this course are self-motivated, work independently, understand abstract ideas and theories, do homework diligently and have performed well in Grade 9 Science.

**Grade: 10  
SCIENCE**

**(APPLIED)**

**SNC2PR**

Prerequisite: SNC1WR

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. Students who are successful in this course are interested in facts over concepts, enjoy hands-on activities, work best in class, and may have experienced some difficulty in science and math in the past.

**Grade: 10**  
**SCIENCE** (ESSENTIAL) **SNC2LR**

Prerequisite: none

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy.

**Grade: 11**  
**BIOLOGY** (UNIVERSITY PREPARATION) **SBI3UR**

Prerequisite: SNC2DR

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.

**Grade: 11**  
**CHEMISTRY** (UNIVERSITY PREPARATION) **SCH3UR**

Prerequisite: SNC2DR (*MPM2DR is strongly recommended*)

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.

**Grade: 11**  
**PHYSICS** (UNIVERSITY PREPARATION) **SPH3UR**

Prerequisite: SNC2DR (*MPM2DR is strongly recommended*)

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. This is a math based course, students should have a strong math background in order to be successful.

**Grade: 11**  
**BIOLOGY** (COLLEGE PREPARATION) **SBI3CR**

Prerequisite: SNC2DR or SNC2PR

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.

**Grade: 12**  
**BIOLOGY (UNIVERSITY PREPARATION) SBI4UR**

Prerequisites: SBI3UR (SCH3UR is strongly recommended)

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. The first unit of this course is Biochemistry, requiring students to have background knowledge of chemistry as well as biology.

**Grade: 12**  
**CHEMISTRY (UNIVERSITY PREPARATION) SCH4UR**

Prerequisite: SCH3UR

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

**Grade: 12**  
**PHYSICS (UNIVERSITY PREPARATION) SPH4UR**

Prerequisite: SPH3UR (MCR3UR is strongly recommended)

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

**Grade: 12**  
**EARTH AND SPACE SCIENCE (UNIVERSITY PREPARATION) SES4UR**

Prerequisite: SNC2DR

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

**Grade: 12**  
**SCIENCE (UNIVERSITY/COLLEGE PREPARATION) SNC4MR**

Prerequisite: SNC2DR or any Grade 11 university, university/college, or college preparation course in science

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

**Grade: 12**  
**CHEMISTRY (COLLEGE PREPARATION) SCH4CR**

Prerequisite: SNC2DR or SNC2PR

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.

**Grade: 12**  
**PHYSICS (COLLEGE PREPARATION) SPH4CR**

Prerequisite: SNC2DR or SNC2PR

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

**Grade: 12**  
**SCIENCE (WORKPLACE PREPARATION) SNC4ER**

Prerequisite: any one grade 9 or 10 science

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

## SOCIAL SCIENCES

### Family Studies, Psychology, Sociology, Philosophy, etc.

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<div style="border: 1px solid black; background-color: #e0ffe0; padding: 5px; margin-bottom: 10px;"> <b>HFN1OR</b>                      Food and Nutrition  <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #e0e0ff; padding: 5px; margin-bottom: 10px;"> <b>HNL2OR</b>                      Clothing  <i>Open</i> </div>	<div style="border: 1px solid black; background-color: #e0e0ff; padding: 5px; margin-bottom: 10px;"> <b>HPC3OR</b>                      Raising Healthy Children (parenting)  <i>Open</i> </div> <div style="border: 1px solid black; background-color: #ffffe0; padding: 5px;"> <b>HSP3UR</b>                      Intro to Anthropology, Psychology and Sociology  <i>University</i> </div>	<div style="border: 1px solid black; background-color: #e0e0ff; padding: 5px; margin-bottom: 10px;"> <b>HPD4CR</b>                      Working With School Aged Children  <i>College</i> </div> <div style="border: 1px solid black; background-color: #e0ffe0; padding: 5px; margin-bottom: 10px;"> <b>HHS4CR</b>                      Families in Canada  <i>College</i> </div> <div style="border: 1px solid black; background-color: #ffe0ff; padding: 5px; margin-bottom: 10px;"> <b>HHS4UR</b>                      Families in Canada (Sociology)  <i>University</i> </div> <div style="border: 1px solid black; background-color: #ffffe0; padding: 5px;"> <b>HZT4UR</b>                      Philosophy: Questions and Theories (Sociology)  <i>University</i> </div>

**Note:** for **HSB4UR**, Challenge and Change, see the [CAWS section](#) of this course calendar.

#### **Grade: 9**

#### **FOOD AND NUTRITION**

**(OPEN)**

**HFN1OR**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

#### **Grade: 10**

#### **CLOTHING**

**(OPEN)**

**HNL2OR**

Prerequisite: None

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

**Grade: 11****RAISING HEALTHY CHILDREN (PARENTING) (OPEN) HPC3OR**

Prerequisite: None

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.

**Grade: 11****INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY  
(University/College) HSP3UR**

Prerequisite: Grade 10 academic English or Grade 10 academic history.

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

**Grade: 12****WORKING WITH SCHOOL-AGE CHILDREN  
AND ADOLESCENTS (COLLEGE PREPARATION) HPD4CR**

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

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

**Grade: 12****FAMILIES IN CANADA (SOCIOLOGY)  
(UNIVERSITY PREPARATION) HHS4UR**

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

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

**Grade: 12**

**FAMILIES IN CANADA (SOCIOLOGY)**

**(COLLEGE PREPARATION)**

**HHS4CR**

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

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

**Grade: 12**

**PHILOSOPHY: QUESTIONS**

**AND THEORIES**

**(UNIVERSITY PREPARATION)**

**HZT4UR**

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

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

# TECHNOLOGICAL STUDIES

This chart maps out all the courses in the discipline. See course descriptions for specific course prerequisites.

Grade 9	Grade 10	Grade 11	Grade 12
<b>TAS1OR (Co Ed)</b> <b>TAS1OF (Female)</b> Technology and the Skilled Trades <i>Open</i>	<b>TCJ2OR</b> Construction Tech <i>Open</i>	<b>TCJ3ER</b> Construction Tech <i>Workplace</i>	<b>TCJ4ER</b> Construction Tech <i>Workplace</i>
	<b>TAS2OR</b> Technology and the Skilled Trades <b>Cabinet Making</b> <i>Open</i>	<b>TWJ3ER</b> Custom Woodworking <i>Workplace</i>	<b>TWJ4ER</b> Custom Woodworking <i>Workplace</i>
	<b>TDJ2OR</b> Design / Engineering <i>Open</i>	<b>TDJ3MR</b> Technological Design and the Environment <i>College/University</i>	<b>TDJ4MR</b> Technological Design In the Twenty-first Century <i>College/University</i>
	<b>TFJ2OR</b> Hospitality and Tourism <i>Open</i>	<b>TFJ3CR</b> Culinary Arts <i>College</i>	<b>TFJ4CR</b> Culinary Arts <i>College</i>
		<b>TFJ3ER</b> Hospitality and Tourism <i>Workplace</i>	<b>TFJ4ER</b> Hospitality and Tourism <i>Workplace</i>
	<b>THJ2OR</b> Green Industries <i>Open</i>	<b>THJ3ER</b> Green Industries <i>Workplace</i>	
	<b>TMJ2OR</b> Manufacturing Tech <i>Open</i>	<b>TMJ3CR</b> Manufacturing Tech <i>College</i>	<b>TMJ4ER</b> Manufacturing Tech <i>Workplace</i>
	<b>TMW3ER</b> Welding <i>Workplace</i>	<b>TMW4ER</b> Welding <i>Workplace</i>	
	<b>TMC3CR</b> Computer Aided Manufacturing <i>College</i>		
<b>TTJ2OR</b> Transportation Tech <i>Open</i>	<b>TTJ3CR</b> Transportation Tech <i>College</i>	<b>TTJ4CR</b> Transportation Tech <i>College</i>	
		<b>TTJ4ER</b> Transportation Tech Vehicle Maintenance <i>Workplace</i>	

**Note:** For **Computer** and **Robotics Tech** see the [Computer Studies](#) section.

**Grade: 9****TECHNOLOGY AND THE SKILLED TRADES (OPEN) TAS1OR (Co Ed)  
TAS1OF (Female)**

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.

## CONSTRUCTION TECHNOLOGIES

**Grade: 10****CONSTRUCTION TECHNOLOGY (OPEN) TCJ2OR**

Prerequisite: None

This course requires students to design, build and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media, identify and describe building materials and other resources needed to construct, maintain, and service buildings, identify support systems and components, apply safety rules related to materials, processes, and equipment, identify common architectural styles, and identify careers related to construction technology.

**Grade: 11****CONSTRUCTION TECHNOLOGY (WORKPLACE PREPARATION) TCJ3ER**

Prerequisite: None

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

**Grade: 12****CONSTRUCTION TECHNOLOGY (WORKPLACE PREPARATION) TCJ4ER**

Prerequisite: TCJ3ER

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

# CUSTOM WOODWORKING

## **Grade: 10**

### **TECHNOLOGY AND THE SKILLED TRADES:**

#### **CABINET MAKING EMPHASIS**

**(OPEN)**

**TAS2OR**

Prerequisite: None

This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. **This course will focus on carpentry skills.**

## **Grade: 11**

### **CUSTOM WOODWORKING**

**(WORKPLACE PREPARATION)**

**TWJ3ER**

Prerequisite: None

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

## **Grade: 12**

### **CUSTOM WOODWORKING**

**(WORKPLACE PREPARATION)**

**TWJ4ER**

Prerequisite: TWJ3ER

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

# TECHNOLOGICAL DESIGN

**Grade: 10**

**TECHNOLOGICAL DESIGN**

**(OPEN)**

**TDJ2OR**

Prerequisite: None

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

**Grade: 11**

**TECHNOLOGICAL DESIGN and the ENVIRONMENT**

**(COLLEGE & UNIVERSITY PREPARATION)**

**TDJ3MR**

Prerequisite: None

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

**Grade: 12**

**TECHNOLOGICAL DESIGN in the TWENTY-FIRST CENTURY**

**(COLLEGE & UNIVERSITY PREPARATION)**

**TDJ4MR**

Prerequisite: TDJ3MR

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

# HOSPITALITY AND TOURISM

## **Grade: 10**

### **HOSPITALITY AND TOURISM TECHNOLOGY (OPEN) TFJ2OR**

Prerequisite: None

This course emphasizes the scope of the hospitality and tourism industry. Students will study food origins, food-handling techniques and food preparation, health and safety standards, and the use of specialized tools and equipment. They will also investigate travel and tourism activities in Ontario, develop effective communication and management skills, and identify career opportunities in the hospitality and tourism industry.

## **Grade: 11**

### **CULINARY ARTS (COLLEGE PREPARATION) TFJ3CR**

Prerequisite: None

This course helps students understand the features, trends, and guidelines of the hospitality industry, as well as learn the basic requirements of serving customers. Students will acquire skills related to preparing and presenting food, evaluating facilities, controlling inventory, and marketing special events. They will also learn about economic and environmental impacts, health and safety standards, and career opportunities related to the hospitality industry.

## **Grade: 11**

### **HOSPITALITY AND TOURISM (WORKPLACE PREPARATION) TFJ3ER**

Prerequisite: None

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

## **Grade: 12**

### **CULINARY ARTS (COLLEGE PREPARATION) TFJ4CR**

Prerequisite: TFJ3CR

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

## **Grade: 12**

### **HOSPITALITY AND TOURISM (WORKPLACE PREPARATION) TFJ4ER**

Prerequisite: TFJ3ER

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

# GREEN INDUSTRIES

**Grade: 10**

**GREEN INDUSTRIES**

**(OPEN)**

**THJ2OR**

Prerequisite: None

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

**Grade: 11**

**GREEN INDUSTRIES (WORKPLACE PREPARATION)**

**THJ3ER**

Prerequisite: None

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation. The focus of this course will have students using materials, processes, and techniques commonly employed in the landscape industry, where they will participate in a number of hands-on projects that may include the development of landscape concepts and design; plant propagation and care; landscape maintenance; and/or related construction activities.

# MANUFACTURING TECHNOLOGY

**Grade: 10**

**MANUFACTURING TECHNOLOGY**

**(OPEN)**

**TMJ2OR**

Prerequisite: None

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 moulding. 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. By the end of the course students will have learned the skills to safely use and operate SMAW and GMAW welders, as well as center lathe, mills, grinders, plasma cutters, oxy fuel equipment, etc.

**Grade: 11**  
**MANUFACTURING TECHNOLOGY (WORKPLACE PREPARATION) TMJ3CR**

Prerequisite: None

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 an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry

**MANUFACTURING TECHNOLOGY (WORKPLACE PREPARATION) TMW3ER**

Prerequisite: TMJ3CR

This is a Grade 11 **Welding Emphasis course** which focuses on Welding Techniques.

**Grade: 11**  
**COMPUTER AIDED MANUFACTURING (COLLEGE PREPARATION) TMC3CR**

Prerequisite: None

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 an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. This course focuses on CNC manufacturing with an emphasis on manufacturing for robotics.

**Grade: 12**  
**MANUFACTURING TECHNOLOGY (WORKPLACE PREPARATION) TMJ4ER**

Prerequisite: TMJ3ER or TMJ3CR

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. Building on the skills learned in TMJ3E (Grade 11 Manufacturing) students will learn the necessary skills to prepare them for the workplace.

**MANUFACTURING TECHNOLOGY (WORKPLACE PREPARATION) TMW4ER**

Prerequisite: TMJ4ER

This Grade 12 **Welding Emphasis course** builds upon all prior learning in TMW3E & TMJ4E to prepare students for a career in welding.

# TRANSPORTATION TECHNOLOGY

## **Grade: 10**

### **TRANSPORTATION TECHNOLOGY (OPEN)**

**TTJ2OR**

Prerequisite: None

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, 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.

## **Grade: 11**

### **TRANSPORTATION TECHNOLOGY (COLLEGE PREPARATION)**

**TTJ3CR**

Prerequisite: None

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

## **Grade: 12**

### **TRANSPORTATION TECHNOLOGY (COLLEGE PREPARATION)**

**TTJ4CR**

Prerequisite: TTJ3CR

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.

## **Grade: 12**

### **TRANSPORTATION TECHNOLOGY VEHICLE MAINTENANCE (WORKPLACE PREPARATION)**

**TTJ4ER**

Prerequisite: none

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation, and will learn about careers in the transportation industry and the skills and training required for them. This double credit course will also allow students to complete a variety of personal projects, focusing on the service and repairs of vehicles, and small powered equipment; as well, they will be given the opportunity to design and fabricate a transportation-related project.

## **E-Learning**

Students in Ontario are required to earn two online learning credits to graduate from secondary school with an OSSD, beginning with every student who entered Grade 9 in the 2020-21 school year. See the [Ministry of Education's website](#) for details.

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. Opting out of this graduation requirement does not affect a student's opportunity to take online courses (yes, a student can opt out of this requirement and still take online courses if they wish), nor does it affect their graduation. [The Opt Out Form](#) is posted on [HHS' website](#).

Grade 11 and 12 students can incorporate e-Learning courses into next year's schedule by choosing **ELEARN1** (one course) or **ELEARN2** (two courses) when they enter their course requests in PowerSchool. After the course selection process is complete the TLDSB's Virtual Learning Center will contact students to present specific course options and provide registration instructions.

More detailed information, provided by the [Ministry of Education](#), follows below.



### **Online learning graduation requirement**

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

### **Definition of "online learning" for this requirement**

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
  - examinations and other final evaluations
  - occasional meetings with educators and other school staff, and
  - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for

- English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
  - Students from the same online class may follow different timetables and be from different schools or school boards.
  - Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: **Up to one** secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the support they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

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

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an [opt-out form](#) to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

## **Specialist High Skills Majors**

A Specialist High Skills Major (SHSM) is a program that lets students focus on a potential career that matches their skills and interests. We offer six SHSM programs at HHS; Arts & Culture, Construction, Hospitality & Tourism, Health and Wellness, Manufacturing and Transportation. Each SHSM is a bundle of classroom courses, workplace experiences and sector certifications. Students who complete a major receive a special designation on their high school diploma. The SHSM is not an extra credit. Out of the bundle of 30 credits required to graduate the SHSM student is required to have 8 or 9 credits within the pathway chart of the SHSM program that they are enrolled in.

<b>CHECKLIST OF SHSM REQUIREMENTS</b>	
<b>1</b>	Bundle of 8 or 9 required eligible credits as part of the 30 required to graduate *Please see <a href="https://hhs.tdsb.on.ca/programs/">https://hhs.tdsb.on.ca/programs/</a> for details.
<b>2</b>	Completion of six industry standard certifications.
<b>3</b>	Reach ahead (This is usually a practical experience or visit to a college, etc.)

Up to date and detailed information can be found on our website at:

<https://hhs.tdsb.on.ca/programs/>

As well, for further information please contact Lead SHSM teachers directly:

<b>Arts &amp; Culture</b>	<b>Construction</b>	<b>Hospitality &amp; Tourism</b>
Samantha Nadrofsky	Jeff Brady	Greg Young
<a href="mailto:samantha.nadrofsky@tdsb.on.ca">samantha.nadrofsky@tdsb.on.ca</a>	<a href="mailto:jeff.brady@tdsb.on.ca">jeff.brady@tdsb.on.ca</a>	<a href="mailto:gregory.young@tdsb.on.ca">gregory.young@tdsb.on.ca</a>
(705) 789 5594 Ext. 18454	(705) 789 5594 Ext. 19838	(705) 789 5594 Ext. 18074
<b>Manufacturing</b>	<b>Health and Wellness</b>	<b>Transportation</b>
Paul McDonough	Sara Hutson	Brad Littlefield
<a href="mailto:Paul.McDonough@tdsb.on.ca">Paul.McDonough@tdsb.on.ca</a>	<a href="mailto:sara.hutson@tdsb.on.ca">sara.hutson@tdsb.on.ca</a>	<a href="mailto:Brad.Littlefield@tdsb.on.ca">Brad.Littlefield@tdsb.on.ca</a>
(705) 789 5594 Ext. 18136	(705) 789 5594 Ext.19856	(705) 789 5594 Ext.19862

# Dual Credit Opportunities

## What are Dual Credit programs?

- Dual credits give senior secondary students the opportunity to sample college work in new learning environments, gain credit in both secondary school and college, and get a head start on post-secondary education.
- Two credits are recorded: one on the high school transcript and the second on the college transcript.

## Who can participate?

- Grade 11 or 12 students who are college capable and motivated to succeed!
- Students who have the potential to succeed but at risk of not graduating.
- Students in specialized programs including, Specialist High Skills Majors (SHSM) and Ontario Youth Apprenticeship Program (OYAP).
- Students who want to explore career paths and experience college. .

## Benefits:

- Help support a successful transition to college or apprenticeship programs.
- Students may receive some industry-specific certification, hands-on experience, and the opportunity to explore college life.
- Students can earn up to four optional credits through dual credits courses to help them earn their Ontario Secondary School Diploma (OSSD).
- Increased awareness of post-secondary pathways and careers.

For more information on dual credits and to find out what is being offered to HHS students in a particular semester, visit

[www.tldsbc.ca/programs](http://www.tldsbc.ca/programs)

# OYAP Fast

Focused Apprenticeship Skills Training (FAST) is an accelerated stream within OYAP (OYAP-FAST) that will allow students in Grades 11 & 12 to participate in more apprenticeship learning through additional cooperative education credits while completing their OSSD. This program is available to TLDSB students beginning in September, 2025.

To participate in OYAP-FAST, students must:

- 1) Be OYAP participants. At course selection time, choose COOP.
  - Meet the OYAP eligibility requirements (15 years or older, completed 14 credits towards OSSD, and be enrolled in a secondary school or continuing education program.
  - Participate in a cooperative education program with a placement in one of the 144 skilled trades.
  - Have completed an OYAP participant application form (for all students under 18, a parent/guardian must have signed the OYAP participant application form).
- 2) Have parent/guardian consent to participate in OYAP-FAST, by completing this Consent to Participate in OYAP-FAST.
- 3) Be flagged in school student management system (SMS - Power School)

Completion requirements for OYAP-FAST include:

- 1) Students have earned 8 to 11 cooperative education credits with placement components in the skilled trades.
- 2) Students have registered as apprentices (obtained a registered training agreement) by the time they complete their either cooperative education credit (contingent on the willingness of the employer to sign the student as an apprentice).

Students who complete OYAP-FAST will be awarded the OYAP-FAST seal on their OSSD, and OYAP-FAST will be listed in the Specialized Program field of the Ontario Student Transcript (OST).

*\*\*If student has already been granted an OSSD, it cannot be exchanged for an OSSD with the OYAP-FAST seal.*

## Post Secondary Pathway Considerations

Students and parents/guardians are encouraged to research post-secondary options before applying to this program. Certain college and university programs might have

prerequisite courses that would not be easily fulfilled due to timetable constraints when taking the OYAP-FAST program. Students who are in this program should be confident that they will be pursuing the apprenticeship pathway for their post secondary education. They are encouraged to connect with their guidance counselor to discuss post secondary options. For more information about the apprenticeship pathway and the skilled trades, please visit the Skilled Trades Ontario website.

# **STUDENT SERVICES**

## **SCHOOL PROGRAM COORDINATION**

Counselors and teachers work with students throughout their high school years to select courses related to their abilities, motivation, interests, future academics and career goals. Students will be helped by their counselors to keep track of the credits they need to meet diploma requirements. The ultimate responsibility, however, for ensuring that graduation requirements are met, rests with the student and their parents or guardians.

*FOR AN APPOINTMENT WITH A COUNSELLOR, PLEASE VISIT:*

<https://hhs.tdsb.on.ca/student-services-guidance/>

*And fill out the Appointment Request Form*

## **MONITORING STUDENT PROGRESS**

The Guidance Department and teachers are responsible for providing feedback to parents and students through formal reports as well as informal checks on student progress throughout the year. Parents and students may request a progress report at any time they wish additional information. Ontario School Records (OSR) for each student are kept in the Student Services office. Parent nights are arranged early in each semester to encourage parents and teachers to share information about expectations and performance.

## **POST SECONDARY ACADEMIC PLANNING**

Counsellors are familiar with the requirements for admission to Ontario Universities, Community Colleges and apprenticeship training programs. Representatives of post secondary institutions visit the school in the Fall to prepare senior students for their future choices. Extensive information about Universities and Colleges is available at [www.ouinfo.ca](http://www.ouinfo.ca) and [www.ontariocolleges.ca](http://www.ontariocolleges.ca). [ONtransfer.ca](http://ONtransfer.ca) is a tool that can be used to find college/university collaborative pathways. For those interested in pursuing an trade and/or an apprenticeship, see [www.skilledtradesontario.ca](http://www.skilledtradesontario.ca).

## **CAREER AND VOCATIONAL COUNSELLING**

An ongoing career education program exposes students to information and values concerning the world of work and personal career interests. All students will take the Career Studies Course in grade 10 for half a credit. Various testing and information programs are available to all students and provide individuals with information on interests, abilities, careers, educational requirements, and programs related to apprenticeships.

## **PARENT-TEACHER LIAISON**

The Guidance Department and Administration provide a channel through which parents, students and teachers can communicate in the interest of furthering a student's progress. We often find that a casual chat about a minor problem can prevent a serious situation from developing. Parents, teachers, and students alike find that a counsellor can serve as an effective "go-between" when an individual feels hesitant in approaching another directly. We cannot always provide the answers, but often can suggest workable alternatives. We encourage parents to call the school at any time for information or to arrange a meeting.

## **PERSONAL COUNSELLING**

Many students find that personal problems arise during their high school career, sometimes causing them anxiety. Students may find it helpful to discuss growing pains or emotional concerns with their Guidance Counsellor or the school's Mental Health Counsellor. Special sessions can be arranged for students in need. Whatever the reason, all students are welcome. For extreme situations we have an Emergency Response Team trained and in place.

## **ENRICHMENT OPPORTUNITIES**

The wide variety of instructional programs and extracurricular activities within Huntsville High School allow a student to select a challenging timetable. Workshops, specialty camps and/or conferences, exchange opportunities and community programs also exist. Students and families are encouraged to seek out information about these opportunities. Information is available from Guidance Counsellors.

## **SUMMER SCHOOL AND VIRTUAL LEARNING**

Summer school programs offered as on-line courses are available to students currently registered in day school programs in Trillium Lakelands District School Board. Summer school programs have tended to focus on grade nine and ten students who have missed a math or English credit. For registration information and program format please contact your guidance office early in May.

## **SPECIALIZED SERVICES**

Huntsville High School is committed to increasing achievement, closing the academic gap, as well as increasing personal growth for students with Individual Education Plans. The Specialized Services department consists of personnel, programs, services, and resources which will help to support students with IEPs reach their potential in their chosen courses. In cooperation with subject teachers, special education staff can provide support in a variety of ways including:

- Mainstream class with monitoring and strategies
- Learning Strategies Courses (focus on executive functioning skills)
- Student Success Support (not for credit)
- Practical Academic and Life Skills programs

These programs are made available to students as a result of the recommendation of an I.P.R.C. (Identification, Placement and Review Committee) as well as part of their IEP programming. Identified students may have as many support periods as they need as long as they benefit from these and it meets their programming needs. Our long-term goal is to have students develop self-advocacy skills, an understanding of their individual learning profile, and independence.

## **ASSESSMENT SERVICES**

Informal assessment or screeners may be conducted in order to provide a better understanding of the student's learning profile and to develop appropriate programming modifications and accommodations where necessary. A request for formal assessment through central office staff may also be an outcome.

At weekly Student Success Team meetings, concerns about student performance and success are addressed. In addition, the effectiveness of on-going plans is scrutinized. Students may have Individual Education Plans (I.E.P.). This is noted on the report card in courses where the I.E.P. is in effect and is a result of modifications to provincial expectations.

## **EXCEPTIONAL STUDENTS**

Students identified by the Board as exceptional will be monitored by the Specialized Services department to ensure that the expectations of their programs are being satisfied and that any special equipment necessary, or strategies are made available.

## **CERTIFICATE OF ACHIEVEMENT**

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning the Ontario Secondary School Diploma provided they have earned the required 14 credits. Some students with unique learning profiles may work towards their OSSC first, as a goal and specific pathway that supports their learning. They then begin to work towards additional goals (e.g. Co-op placements, high interest credits, community hours, etc.). The OSSC is an additional tool to support student career and pathway planning. Please see your Guidance counsellor for details.

## **EQUAL OPPORTUNITY**

All students have the opportunity to develop as completely as possible in the direction of their individual talents and needs. Every effort is made to create a learning environment that is free from discrimination.

## **STUDENT RECORDS AND ONTARIO STUDENT TRANSCRIPTS**

An Ontario Student Record (OSR) file is maintained in the school for each secondary school student. The Ontario Student Transcript will show the successful completion of the grade 10 Literacy Test, and the 40 hours of mandatory Community Involvement.

Students, parents, and legal guardians have a right to view the Ontario Student's Record (OSR) upon request. The purpose of the Ontario Student Transcript is to provide students, parents and elementary/secondary schools with a common record of student achievement.

## **PRIOR LEARNING ASSESSMENT AND RECOGNITION**

The process for obtaining credits whereby an adolescent student's prior learning is assessed through a variety of assessment strategies appropriate for the particular credit being challenged. For details and application information contact the Head of Student Services. PLAR challenge applications can be submitted within the first six weeks of each semester.

## HUNTSVILLE HIGH SCHOOL LIBRARY

The library provides a comfortable and quiet learning environment for students to complete independent work. We provide assistance and strategies for accessing digital and print resources for research. We also promote recreational reading and encourage the exploration of a wide range of literature and other reading material so that students may pursue their own interests. The library is open at lunch for students to eat and socialize. The library also provides Chromebook support and mediates Chromebook repairs.

Students may access the library's on-line catalogue, Sora (online books) and a variety of databases for research. We maintain a large collection of fiction, non-fiction, graphic novels, suspense novels, science fiction/fantasy novels, French books and quick reads. We also have DVD's, magazines, board games, headphones, computer mice and kits available for student use.

Most materials may be borrowed from the library for a two-week period. DVDs are available for a one week loan. Some resources are loaned for one day only. Students have access to the printer in the library via their Chromebook or a networked laptop. Students who have used up their annual printing allowance of \$5 may come to the library to add more credit to their account. Students can also pay to use the photocopier. Black and white copies are 1¢ per page and colour copies are 5¢ per page.

The library staff welcome any inquiries students may have and are most willing to help.

Many teachers bring their classes to the library to learn about the resources available, to learn search strategies, and to learn research skills of collecting, organizing, processing, evaluating and reporting information. In addition the library provides tips and workshops for students and classes related to study skills.

# High school graduation requirements

Learn what you need to earn your Ontario Secondary School Diploma by visiting: [www.ontario.ca/page/high-school-graduation-requirements](http://www.ontario.ca/page/high-school-graduation-requirements).

The page includes detailed information on:

1. [Earning you high school diploma](#)
2. [If you started Grade 9 in or before Fall 2023](#)
3. [If you started Grade 9 in Fall 2024 and after](#)
4. [Literacy graduation requirement](#)
5. [Online learning graduation requirement](#)
6. [40 Community involvement hours](#)

## FREQUENTLY ASKED QUESTIONS

### **Q: What is a credit?**

A: A means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted by the School's Principal on behalf of Ontario's Minister of Education.

### **Q: In what stream should I take a course?**

A: You and your parents/guardians know your abilities, interests and work ethic best. But take into careful consideration information provided by the staff at HHS. Pay particular attention to the evaluation components on report cards. Assignment, test, and exam marks are the best indicator of the actual subject knowledge that the student possesses. Essentially, academic level work has more of an abstract or theoretical direction. Applied level work has a greater practical or concrete focus. Remember that all courses need not to be taken at the same level. Indeed, many worthwhile courses are only offered at one level.

### **Q: Will I be closing doors if I take applied and essential level courses?**

A: Students should take courses that match their skills and abilities. Students have the opportunity to upgrade to academic level courses if their wish is to proceed to university. There are many opportunities available to all levels of students. Courses can be taken at different levels. For example a student may do English and Geography at the Academic level, but take French and Math at the applied level. Colleges are mandated to receive students with college level high school courses which follow from applied grade 9 and 10. College students are also able to transfer to University as an alternate route. Students who develop good work habits and desire to be successful in high school have the best chance for success in any of these levels. Failure or borderline passes in courses at either level (applied or academic) do little to promote the development of these habits so necessary for success.

### **Q: What if I have made the wrong stream choice?**

A: Be realistic about your work habits and abilities. Listen to the suggestions of your Grade 8 teacher. Once the semester has begun and you know a change is absolutely necessary, see your guidance counsellor immediately. All changes are made subject to availability and the number of students in the class.

### **Q: How do I know what is being taught in a course?**

A: The detailed course outlines as described are at the school and available for perusal by students, parents, or guardians. Each course, unless otherwise noted, represents one full credit.

**Q: How do I interpret a course code?**

A: Most of the course codes in this booklet contain 5 or 6 characters. For example: ENG2PR or MEL3ER. The first three denote the subject and course group. ENG is English; MEL is Math for Everyday Life. The fourth character denotes grade level: 2 is grade 10 or second year, 3 is grade 11 and so on. The fifth character indicates the stream of study as follows:

O	Open
W	Destreamed
D	Academic
P	Applied
L	Locally Developed
U	University Preparation
M	University/College Preparation
C	College Preparation
E	Workplace Preparation

Where there is a sixth character it may denote the number of credits the course is worth or the specific subject matter.

**Q: Why are courses cancelled?**

A: The presentation of any course described in this booklet is subject to two conditions:

1. There must be a teacher on staff who is able to teach the course.
2. There must be sufficient enrolment.

**Q: What if I change my mind after I submit my course requests?**

A: Make firm choices. Research and choose the proper courses. It is often difficult to make changes once classes have begun. If a change is absolutely necessary, see a guidance counsellor immediately. All changes are subject to availability and number of students enrolled in the class.

**Q: How do I report to the school that I've completed my forty community involvement hours?**

A: Students can report their completed hours using the portal found on the HHS website ([hhs.tldsb.on.ca](http://hhs.tldsb.on.ca)). Look for the blue button to the right of the screen on the homepage.

**Q: How can I find out how my work will be evaluated?**

A: Teachers will provide students with evaluation outlines for each course. The HHS Assessment and Evaluation policy is available on our website ([hhs.tldsb.on.ca](http://hhs.tldsb.on.ca)).

**Q: What are the expectations at HHS with regard to behaviour and attendance?**

A: Students are expected to attend all classes and behave in a respectful manner. Details with regards to these expectations can be found in the school's [Code of Conduct](#) document available on our website ([hhs.tdsb.on.ca](http://hhs.tdsb.on.ca)).