

# La Salle Intermediate & Secondary School

Course Calendar  
2022—2023





**La Salle Intermediate & Secondary School**

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**Principal: Mr. Brent Pickering**

**Vice-Principal: Mrs. Janet Sanderson**

**Vice-Principal: Ms. Michelle Sousa**

**Student Services & Special Education**

**Communications (Languages)**

**Technical & Art**

**Physical & Health Education / Athletic Director**

**Mathematics**

**Pure & Applied Science**

**Social Science & Business Studies**

**Student Success Teacher**

**Mr. J. Armstrong**

**Mrs. T. Cubitt**

**Mr. S Conboy**

**Mr. R. Brunet**

**Ms. K. Hendry**

**Ms. M. Singh-Graham**

**Mr. A. Hills**

**Ms. S. Richarz**

**RED TEXT = potential areas where edits need to occur**

## **Section 1**

### **La Salle Intermediate & School Information and Organization**

#### **The Principal's Message**

This course selection book is designed to assist students of La Salle Intermediate & Secondary School in their selection of a program. We firmly believe that success is measured in different ways and we fully prepare all of our students for the next steps in life - be it university, college, the military, apprenticeships, trades or the workforce. The information and course descriptions in this booklet will help you in making decisions based on your desired destination after high school. Course selection is important in order for each student to develop to the maximum of their potential. Students should consult with parents/guardians, guidance counselors and teachers to discuss options and set goals consistent with their aspirations.

Course selections by students provide information that is used to create next year's timetable. It is extremely important that selections are well-thought-out. If you decide to make changes at a later date, it may be difficult to get your first choices, as the timetable will be built specifically to accommodate the selections you made.

La Salle Intermediate & Secondary School is an outstanding school and I am proud of our staff and students. We want the best for our students, and I am committed to working with parents/guardians and an excellent staff to develop the strengths of each and every one of you to help you grow into a contributing member of society.

#### **A Message from Your Student Leadership Council**

On behalf of your Student Leadership Council, we would like to welcome you to our La Salle family and wish you luck in your years to come. We believe that La Salle provides a positive and encouraging environment for each and every student to enjoy their high school experience as proud Black Knights. La Salle provides a variety of great opportunities for its students. As members of many teams and councils, we strongly encourage you to get involved. Whether you are an athlete, leader, musician, performer, academic, reader, writer, walker, runner, or some other combination of all of the above, La Salle will welcome you with open arms.

All aspects of La Salle help you grow as an individual and make your high school experience extraordinary. We strongly believe that La Salle is the greatest high school in Kingston thanks to our amazing hardworking teachers, administration, support staff and student body. All La Salle staff will go above and beyond what the curriculum demands to support you in all of your pursuits.

At La Salle our motto is "Facite Omnia Bene" or "Do all things well." As Black Knights, we STAND together. We are Strong, Trustworthy, Altruistic, Noble and Determined. We would like to encourage all students to make their lives at La Salle full of happy memories by taking advantage of all La Salle has to offer by making every moment count!

## Code of Behaviour

### Code of Behaviour and Student Responsibilities

The Code of Behaviour is the result of a co-operative effort by students, parents, and teachers. It reflects a philosophy of openness and mutual respect and, if followed in the intended spirit, will ensure the well-being and sense of security of everyone at La Salle. Our policy complies with the current directives of the Ontario Ministry of Education and Training and the Limestone District School Board, and thus reflects the expectations of society. A school is a co-operative workplace where young people learn the skills, knowledge, and values that enable them to fulfill the expectations of society. Each student has the right to select a suitable and challenging program of studies as available, to enjoy a clean and comfortable environment, and to be treated with respect and dignity by staff and other students. In all situations, every student shall exercise self-discipline in language and conduct to fulfill his or her role as a responsible member of the school community.

### Application of the Code of Behaviour

As a representative of La Salle, you are expected to observe the La Salle Code of Student Behaviour at all times while on Limestone District School Board property, and while attending any school activity, (field trips, sporting or cultural events) and while riding a school bus. Incidents that occur off-site during and beyond the instructional day, and which are injurious to the moral tone of the school and/or the safety of students and/or staff, will result in school consequences and, where applicable, a referral to the police.

### The Safe Schools Act

The Safe Schools Act (Bill 81), passed by the Provincial Legislature in June 2000, established the Provincial Code of Conduct. The Act and Code of Conduct provides a basis for the Limestone District School Board's Policy E-7; Safe Schools; Codes of Student Behaviour and Discipline Policy, and Policy E-8; Safe Schools; Appeal of a Suspension. The Provincial Code of Conduct is available at: <http://www.edu.gov.on.ca/eng/document/brochure/conduct/conduct.html>. The Limestone District School Board's Policy E-7 and E-8 are available by request through the school. The Provincial Code of Conduct provides mandatory consequences for behavioural infractions and allows boards (and thereby schools) to add discretionary consequences for other behavioural infractions.

Provincially developed mandatory consequences are listed below:

**Mandatory Consequences** - Police will be involved, as indicated by the *police/school* protocol. Immediate Suspension and possible Expulsion for:

- possession of a weapon, including, but not limited to firearms;
- trafficking in drugs or weapons;
- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- providing alcohol to minors.

Immediate Suspension will be the minimum penalty faced by a student for:

- uttering a threat to inflict serious bodily harm;
- possession of illegal drugs;
- acts of vandalism causing extensive damage to school property or property located on school premises.

A student will be immediately suspended for:

- swearing at a teacher, or other person in authority;
- being in possession of alcohol or illegal drugs;
- being under the influence of alcohol or illegal drugs.

## **Personal Safety**

Students are expected to show concern for the personal safety of themselves and others at all times. Students should not engage in horseplay in public areas where others may be adversely affected. This includes play fighting, running through public areas, or engaging in conduct potentially harmful to themselves or others. Rollerblading and skateboarding are not allowed on school property. There is a skateboard park adjacent to school property.

*Engaging in potentially harmful activities will result in a warning from the staff, or a member of Administration. Persistent misconduct could lead to suspension.*

## **Respect for Others and Self**

### **Dress Code**

Different forms of dress are appropriate in different situations. All members of the school community must dress in a way consistent with a casual workplace tone, which reflects personal pride and respect for others. Expectations for dress are as follows:

Members of the school community are required to be dressed in a manner which is appropriate for an educational environment.

- Members of the school community must not wear clothing or accessories with images or wording that might
- be interpreted by some as sexually provocative, demeaning, degrading, rude or promote substances which are
- prohibited at school.
- For safety purposes, all members of the school community must be easily identifiable.
- As a result, hoods pulled over the head, masks (other than Halloween), or other clothing (not including hats) that covers the head and/or face are not permitted. If your clothing is found to be inappropriate, you may be reminded of the expectations by a staff member and referred to a Vice-Principal or the Principal.

### **Harassment and Intimidation**

Students have the right to be treated with dignity and courtesy. Therefore, you are expected to treat others as you would like to be treated. This includes the use of appropriate language, behaviour, and dress.

Specifically, students should not engage in any activity that could be interpreted by others as harassment or intimidation. Students should not use language, display pictures or wear clothing (hats and T-shirts) that show images that are sexually or racially explicit, demeaning, degrading, rude, or promote illegal drugs.

Conduct which is injurious to the mental and physical well-being of others is not conducive to good school morale or to a secure learning environment. Harassment which is any unwelcome behaviour (including physical intimidation, sexual harassment and racism) that interferes with the well-being of others is not tolerated in work environments or in social situations.

*If you harass or intimidate others, use inappropriate language, wear inappropriate clothing, or display pictures or images that are sexually or racially explicit, demeaning, degrading, or promote illegal drugs, you will be confronted by a staff member and referred to the Administration. Your parent/guardian will be notified and you may be suspended.*

### **Smoking**

For your health, we hope that you do not smoke. Our curriculum strongly supports a healthy lifestyle. All Ontario schools and their properties, including school buses and parking lots are smoke free zones. You are not permitted to use tobacco or tobacco products anywhere on school property. It is a criminal offense to sell or provide cigarettes to students under the age of 19. Smoking on school property will result in a phone call to your parent/guardian, and possible suspension. There will be more extensive suspensions for subsequent occurrences. The Health Unit patrols the school regularly, and will fine students who smoke on school properties. Grade 9 and 10 students are not permitted in the "smoking" areas adjacent to the property.

### **Alcohol and Drugs**

You are not to come to school under the influence of, or in the possession of, alcohol or drugs or drug equipment. Alcohol or drug use interferes with academic success. Possession and trafficking in alcohol or illegal drugs is against the law. If you are found under the influence of alcohol or drugs, in possession of either, or engaged in trafficking at school, your parent/ guardian will be contacted, and you may be suspended. Consequences for additional offences and expectation for readmission are found in the board policy on Alcohol and other Drug Uses (#E-4). The police may be involved.

### **Respect for Staff and Authority**

Throughout your life you will have to respect authority. The Principal and members of staff have been given authority under the Education Act to impose requirements for academic perseverance and appropriate behaviour.

You are expected to be courteous and co-operative with all staff while you are at school. This includes out-of-school activities organized by the school, and travel on buses owned by or under contract to the Board. Staff includes: teachers, office staff, educational assistants, caretakers, bus drivers, and other support staff such as volunteers, student teachers, and peer tutors. If your behaviour is unacceptable, you may be asked to account for your actions to a staff member. Continued inappropriate behaviour will result in suspension. Students must correctly identify themselves immediately upon being asked to do so by a member of staff. Students who are sent to the office will comply immediately. Failure to comply with these requests may result in immediate suspension.

### **Respect for Property**

A pleasant, safe school building makes it possible for a good learning environment. The health and safety of everyone in a school is a shared responsibility. If you lose, damage or destroy school property, including textbooks and library materials, you must pay the cost of repair or replacement. Costs associated with vandalism and theft are an additional financial burden to your parents/guardian and other taxpayers. Take care with all books that will be used by future students. You are expected to treat all school property, including school buses, with care. Willful destruction of school property will result in suspension and possible police action. Theft of personal or school property may result in suspension and a police report.

## **Pathways to the Future: Reaching Every Student**

### **Apprenticeship Pathway**

The Ontario Youth Apprenticeship Program (OYAP) is a joint agreement between LDSB and the Ministry of Training, Colleges and Universities. Through OYAP, a student has the opportunity to apprentice in a skilled trade while completing their high school diploma. OYAP often begins with a co-operative education placement where students gain valuable work experience. Should a student wish to pursue registration in a skilled trade, they can apply for further co-operative education experience or the Phase One in-school portion of formal apprenticeship training at college or in selected schools offering an MTCU approved Oversight. Students are asked to contact their guidance counsellor or the Ontario Youth Apprenticeship co-ordinator for further information. More information about OYAP can be found in the *Expanded Opportunities* section of this course calendar.

### **College Pathway**

Students are encouraged to thoroughly research and carefully plan their college program.

Information for Ontario colleges is available at [www.ontariocolleges.ca](http://www.ontariocolleges.ca). The Ontario School Counsellors' Association, <http://osca.ca>, also has a number of resources related to making a post-secondary plan.

Consult with your guidance counsellor, attend liaison visits at your school, peruse college view books and review all program prerequisites for the programs of your choice. Transfer agreements from college to university are in place for many programs. Up-to-date information is available in college calendars or at [www.ocutg.ca](http://www.ocutg.ca).

## University Pathway

Students are encouraged to thoroughly plan and research their university program. Universities have specific admission criteria and prerequisite courses. Generally, six grade 12 U/M level courses are required.

Admission requirements for similar programs may vary significantly from university to university. Students should consult their guidance counsellor for more information. University admission criteria can be found at [www.electronicinfo.ca](http://www.electronicinfo.ca). Students should attend the university liaison visits at their school, read university view books and carefully review all admission criteria.

## Workplace Pathway

Students who desire to seek employment and begin earning wages immediately following the completion of their OSSD may consider the Workplace Pathway. The Workplace Pathway equips students with the essential knowledge and employability skills required for direct entry to the world of work. Students should carefully plan their secondary program to ensure full participation in the many unique opportunities to learn about the world of work and explore potential careers. For more information visit <http://skills.edu.gov.on.ca>. Workplace courses may be offered as stand alone credits in a core subject discipline (such as math, science and English) or they may be offered as part of *Expanded Opportunities* such as SHSM, Focus Programs and Co-operative Education. More information can be found in the *Expanded Opportunities* section of this course calendar.

## Assessment & Evaluation

### Our Key Beliefs

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

### Assessment for Learning

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

### Assessment of Learning

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

### **Assessment as Learning**

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

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

### **Course Outlines**

Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. Curriculum documents which describe course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>

### **Student Transfers**

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

### **La Salle Secondary School's Evaluation Policy and Dates**

All Ministry Guidelines for Evaluation will be followed at La Salle. See individual Outlines of Courses of Study for further details.

### **Evaluation & Examination Policies**

Students will be evaluated based on the achievement charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course. 70% of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. 30% of the evaluation is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge toward the conclusion of the course.

### **Evaluation Reports**

Semester 1	Early Report (October) - No percentage marks (Grades 9 & 10) Mid Semester Report (November) - percentage marks Final Report (February) - final percentage marks
Semester 2	Early Report (March) - No percentage marks (Grades 9 & 10) Mid Semester Report (April) - percentage marks Final Report (June) - final percentage marks

\* Note: Final marks for ½ credit courses such as Civics or Career Studies will appear on the mid-semester report for students who took the course in the first 9 weeks of the semester, and on the final report for students who took the course in the last 9 weeks of the semester.



### **Honour Standing**

Honour Standing is granted annually to students who have achieved an average of 80.0% in credits obtained during the regular school year (September to June) as follows:

Grade 9	-	8 different credits
Grade 10	-	8 different credits
Grade 11	-	7 different credits
Grade 12	-	6 different credits

### **Subject Awards**

These are awarded annually to the students who obtain the highest standing in their subjects taken at La Salle during a regular school year. These awards are for outstanding achievement (80% or better). Students repeating courses or upgrading marks in the same academic year are not eligible. \*The criteria of this award can vary depending on structure of school year.

### **Student Handbook**

A student Handbook and Code of Behaviour is available for each student on the first day of the school year outlining the following:

- the school's expectations regarding students' responsibilities, achievement, and attendance;
- the essential information on evaluation and examination policies;
- the general daily routine procedures;
- the Student Council and extra-curricular activities of the school.

### **Textbooks**

A non-refundable fee is due on the first day of school for new students. All textbooks are managed using a bar code system. If a student removes the bar code sticker there will be a \$5.00 charge to the student responsible for the textbook or library book. Students are required to pay for lost or damaged textbooks and library books. Students are required to return textbooks, from any dropped courses, to the library or the bookroom directly. Textbooks will be issued to students directly from the bookroom at La Salle Secondary School. The textbooks and novel studies will be scanned on to the student's account and the student is responsible for these books. All books must be returned to the bookroom (or in the green cart during exams) in the condition in which they were issued. Textbooks and library books will not be issued the following semesters unless the students account is completely clear. Outstanding textbooks and library books must be returned, replaced or paid for in order for a student's account to be cleared.

When a student is refused textbooks because there are books outstanding on his or her account, a form will be issued to the student. On the form will be a list of the outstanding books and their price. The student is required to pay Ms. Hodgins in the bookroom before textbooks will be issued (or Mrs. Mulholland in the main office).

Grade 12 students are required to pay a \$125.00 deposit fee in order to receive textbooks. The cheque will be shredded when they graduate and all their books have been returned in the condition in which they were issued.

## Section 2

### Program Planning and Course Offerings

#### OSSD - Ontario Secondary School Diploma for students entering Grades 9 to 12

The high school program is based on a credit system. Students must earn a total of 30 credits (one for every 110-hour course successfully completed) to obtain a high school diploma. Eighteen of the credits are compulsory, earned in a specified number of courses from a list of subjects that every student must take.

The remaining 12 credits are optional, earned in courses that the student may select from the full range of courses offered by the school.

18 Compulsory Credits - Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics

Plus one credit from each of the following groups:

- 1 additional credit in English, or French as a Second Language, or a Native Language, or a Classical or an International Language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education.
- 2 additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education.
- 1 additional credit in Science, or Technological Education, or Cooperative Education.

In addition to the compulsory credits, students must complete:

- 12 optional credits
- 40 hours on Community Involvement Activities
- the Provincial Literacy Requirement

#### Community Involvement

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years. *Please note: You may not start your community involvement hours until September of your grade 9 year.* For more information, please contact Student Services.

Universities and colleges encourage students to maintain breadth in their secondary school courses and to keep their options open. Remember that to earn your diploma, you need 18 prerequisite credits, 12 optional credits, 40 hours of Community Involvement, and you must successfully complete the Ontario Secondary School Literacy Test.

## Requirements for the Ontario Secondary School Certificate (OSSC)

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

2	English
1	Canadian Geography or Canadian History
1	Mathematics
1	Science
1	Health and Physical Education
1	Arts, Technology or Computer Studies
7	Additional optional credits

## Requirements for the Certificate of Accomplishment (CA)

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

## The Ontario Secondary School Literacy Test (OSSLT)

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including grade 9. Remedial assistance is made available for students who are not successful.

Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. For additional information, please contact Student Services.

## The Ontario Secondary School Literacy Course (OSSLC)

Students who have been unsuccessful at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT).

Students who successfully complete the course will meet the provincial literacy requirement for graduation.

## Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credits. To meet individual students' needs, principals may replace up to three of these credits (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Transcript. Please contact Student Services for more information.

## Semesters

La Salle Secondary School is a semestered school. In each semester, students take up to four credit courses from September to January and up to 4 credit courses from February – June. There are final summative evaluations / exams in January and June. For specific dates, please refer to the Limestone District School Board calendar. Each course in each semester is 110 hours in length. \*The structure of the school year can be altered, if deemed necessary, by the local health unit and the LDSB.

## **Reporting Periods**

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

## **Definition of a Credit**

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

## **Types of Courses**

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

### **Grades 9 and 10:**

The Ministry of Education is committed to moving forward with changes to the education system to ensure equity of access and outcomes for all students. This change is in response to the historic over-representation in applied courses of Indigenous, Black, and other racialized students, students who live in low-income households, and those with disabilities and other special education needs. The Grade 9 courses in September 2022 will provide opportunities for students to make decisions about their future, while keeping their options open. Students new to Grade 9 will take courses that will include English, Math, Science, Geography, French, Health and Physical Education plus two elective courses (Art courses, Technology courses, Business courses, etc.). Grade 9 is a continuation of learning from Grade 8, and will allow students to transition into high school before making a decision about their preferred pathway (apprenticeship, college, workplace or university) for the future. Further details and FAQ's can be found here:

[Grade 9 Destreaming - Board Website](#)

### **Grades 11 and 12**

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

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

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

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

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

## **Common Course Codes**

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

<b>Mathematics</b>	<b>MPM</b>	<b>2</b>	<b>D</b>
Course Title	Course Code	Grade of course	Course Type
		"1" Grade 9	(L/P/D/O)
		"2" Grade 10	(L/P/D/O)
		"3" Grade 11	(U/C/M/E/O/L)
		"4" Grade 12	(U/C/M/E/O/L)
"D" – Academic (Grade 9/10 only)			"P" – Applied (Grade 9/10 only)
"O" – Open			"U" – University
"M" – University/College			"C" – College
"E" – Workplace			"L" – Locally Developed

### Course Selection at La Salle Secondary School

Students will have the opportunity to use resources like course selection sheets, the LISS course calendar and their myBlueprint account to explore and plan their course selections each year. Students can meet individually with guidance counsellors to discuss and finalize their selections/plan.

### Course Changes

Students wishing to change a course must consult with a guidance counsellor. Once an option sheet has been completed and approved by a student, parents/guardians, and the school administration, and a timetable has been established, no change may be made in the program without the consent of both the school administration and the parents/guardians. Students are required to follow fully any established timetable until a change has been officially approved. Normally, no timetable additions will be considered after the tenth day of classes in any semester.

### Course Availability

The decision to offer a class in any course is dependent upon the number of students requesting it, the teacher, time, and facilities available. This decision will be made by the school administration. The school and the Board reserve the right to adjust the master timetable as required by staffing and budgeting guidelines. A student will normally be expected to register for full credit semester courses on or before the first day of school of that semester. In view of instructional time and requirements for credits, registration will not normally be accepted in semester courses more than ten (10) school days after the beginning of a semester.

### Prerequisites

A prerequisite is a course which provides an essential foundation for a succeeding course. Whenever prerequisites are recommended for a particular course, they are listed under the description of that course. The student should successfully complete such prerequisites prior to enrolment in that course. Individual consideration will be given by the Department Head and Student Services where prerequisites are not met.

### Credit Attainment and Provincial Standard

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

### **Ontario Student Record (OSR): Recording & Reporting Procedures**

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

### **Ontario Student Transcript (OST): Recording & Reporting Procedures**

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

### **Full Disclosure for Grades 11 and 12**

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

## **La Salle Potential Course Offerings**

### **Dramatic Arts**

#### **Dramatic Arts, Grade 9, Open (ADA 100)**

Credit Value 1.00

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

#### **Dramatic Arts, Grade 10, Open (ADA 200)**

Credit Value 1.00

Prerequisite: *None*

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

#### **Dramatic Arts, Grade 11, University/College Preparation (ADA 3M0) (SHSM)**

Credit Value 1.00

Prerequisite: *Grade 9 or 10 Dramatic Arts, Open, ADA 100 or 200*

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.

#### **Dramatic Arts, Grade 11, Open (ADA 300) (SHSM)**

Credit Value 1.00

Prerequisite: *None*

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works.

**Dramatic Arts, Grade 12, University/College Preparation (ADA 4M0) (SHSM)** Credit Value 1.00

Prerequisite: *Grade 11 Dramatic Arts, Open or University/College, ADA 3M0 or 3O0*

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

## Music

**Music, Grade 9, Open (AMU 100)** Credit Value 1.00

Prerequisite: *None*

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

**Music, Grade 10, Open (AMU 200)** Credit Value 1.00

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.

**Music, Grade 11, University/College Preparation (AMU 3M0) (SHSM)** Credit Value 1.00

Prerequisite: *Grade 9 or 10 Music, Open, AMU 100 or 200*

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Music, Grade 12, University/College Preparation (AMU 4M0) (SHSM)** Credit Value 1.00

Prerequisite: *Grade 11 Music, Open or University/College, AMU 300 or 3M0*

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Music, Grade 11, University/College Preparation (AMG 3M0) GUITAR** Credit Value 1.00

Prerequisite: *Grade 9 or 10 Music, Open, AMU 100 or 200*

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

**Music, Grade 12, University/College Preparation (AMG 4M0) GUITAR** Credit Value 1.00

Prerequisite: *Grade 9 or 10 Music, Open, AMU 100 or 200*

## Visual Arts

\*All Grade 11 and 12 Visual Arts Courses will require a \$20.00 fee to help cover costs of supplies for each course. An Art kit will be required for Grade 9 and 10 Visual Arts Courses and can be purchased through the Art teacher.

### **Visual Art, Grade 9, Open (AVI 100)**

Credit Value 1.00

**Prerequisite:** *None*

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.

### **Visual Arts, Grade 10, Open (AVI 200)**

Credit Value 1.00

**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.

### **Visual Arts, Grade 11, University/College Preparation (AVI 3M0) (SHSM)**

Credit Value 1.00

**Prerequisite:** Grade 9 or 10 Visual Arts, Open, AVI 100 or 200

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

### **Visual Arts, Grade 11, Open (AVI 300) (SHSM)**

Credit Value 1.00

**Prerequisite:** *None*

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

### **Visual Arts, Grade 12, University/College Preparation (AVI 4M0) (SHSM)**

Credit Value 1.00

**Prerequisites:** *Grade 11 Visual Arts, University/College, AVI 3M0*

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. \* *Required for post-secondary Visual Art.*

### **Portfolio, Gr 12, Open (AWM 4M0)**

Credit Value: 1.00

**Prerequisite:** *Gr 11 Visual Arts*

This course focuses on studio activities in the visual arts aimed towards taking a visual arts portfolio for post- secondary application purposes. Students will create drawings and paintings that will explore a wide range of subject matter and techniques. Students will receive assistance and guidance in preparation for portfolio interviews and the application process.



**Introduction to Digital Photography, Grade 11, Open (AWQ 300 / 3M)**

Credit Value 1.00

**Prerequisite:** *AWQ 4M0 is AWQ 3M0*

These courses provide students with opportunities to develop their skills and knowledge in photography. Students will explore a range of subject matter through studio activities and will consolidate their photographic skills. Students will analyze photographic works of art and study the History of Photography. Students will learn how to apply the elements of design and composition to taking better images.

Photoshop concepts will be applied to images and students will create slide shows to illustrate their work. Strongly recommended: Digital Camera and USB flash drive.

**Advanced Digital Photography, Grade 12, College / University (AWQ 4M0)**

Credit Value 1.00

**Prerequisite:** *AWQ 3M0*

This course provides students with opportunities to further develop their skills and knowledge in photography and Photoshop. Working exclusively with the DSLRs students will develop their knowledge of studio photography and working with the light box. Students will also be given the opportunity to shoot videos and edit them with iMovie. (Strongly recommend: Digital Camera (DSLR) and USB flash drive.)

**Business / Computer Information Studies****Introduction to Business, Grade 9 or 10, Open (BBI 100 / BBI 200)**

Credit Value 1.00

**Prerequisite:** *None* (Students may take BBI 100 or BBI 200; not both)

This course introduces students to the world of BUSINESS. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Information and Communication Technology in Business COMPUTERS, Grade 9 or 10, Open (BTT 100 / BTT 200)****Prerequisite:** *None* (Students may take BBI 100 or BBI 200; not both)

Credit Value 1.00

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

**Accounting****Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF 3M0) (SHSM)**

**Prerequisite:** *None*  
Credit Value 1.00 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 and current issues in accounting.

**Financial Accounting Principles, Grade 12 University/College Preparation (BAT 4M0) (SHSM)****Prerequisite:** *Financial Accounting Fundamentals, Grade 11, University/College, BAF 3M0*

Credit Value 1.00

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

## Computer and Information Sciences

### **Introduction to Computer Science, Grade 11, University Preparation (ICS 3U0)**

Credit Value 1.00

**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.

### **Introduction to Computer Programming, Grade 11, College Preparation (ICS 3C0) (SHSM)**

**Prerequisite:** *None*

Credit Value 1.00

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

### **Computer Science, Grade 12, University Preparation (ICS 4U0)**

Credit Value 1.00

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

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also 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.

### **Computer Programming, Grade 12, College Preparation (ICS 4C0)**

Credit Value 1.00

**Prerequisite:** *Grade 11, Introduction to Computer Programming, College Preparation*

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

## Entrepreneurial Studies

### **Entrepreneurship: The Venture, Grade 11, College Preparation (BDI 3C0) (SHSM)**

Credit Value 1.00

**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.

### **Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation (BDV 4C0) SHSM) Prerequisite:**

*None*

Credit Value 1.00

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

## International Business

### **International Business Fundamentals, Grade 12, University/College Preparation (BBB 4M0) (SHSM)**

**Prerequisite:** *Any University, University/College, or College preparation course in Business Studies, English, or Canadian and World Studies* Credit Value 1.00

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 post-secondary programs in business, including international business, marketing, and management.

## Canadian and World Studies

### **Issues in Canadian Geography, Grade 9, Destreamed (CGC 1D0)**

Credit Value 1.00

**Prerequisite:** *None*

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environment, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

### **Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW 4U0)**

**Prerequisite:** *Any Grade 11 or 12, University or University/College preparation course in Canadian and World Studies, English, or a Social Science and Humanities* Credit Value 1.00

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. Through research, independent study and discussion, contemporary topics with a global focus will be explored and analyzed. This is an excellent steppingstone for various programs at University.

## History

### **Canadian History since World War I, Grade 10, Academic (CHC 2D0)**

Credit Value 1.00

**Prerequisite:** *None*

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Canadian History since World War I, Grade 10, Applied (CHC 2P0)**

Credit Value 1.00

**Prerequisite:** *None*

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

**Civics and Citizenship, Grade 10, Open (CHV 200), Compulsory**

Credit Value 0.50

**Prerequisite:** *None*

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.

**Current Aboriginal Issues in Canada Open, Grade 11, University/College Prep NDA3M**

Credit Value 1.00

**Prerequisite:** *Canadian History in the Twentieth Century, Grade 10, Academic or Applied*

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.

**World History to the Sixteenth Century, Grade 11, University/College Prep (CHW 3M0) (SHSM)****Prerequisite:** *Canadian History since World War I, Grade 10, Academic or Applied*

Credit Value 1.00

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.

**World History: The West and the World, Grade 12, Univ Preparation (CHY 4U0) (SHSM)****Prerequisite:** *Any Grade 11 or 12, University or University/College preparation course in Canadian and World Studies, English, or a Social Science and Humanities*

Credit Value 1.00

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

**World History: The West and the World, Grade 12, College Preparation (CHY 4C0) (SHSM) Prerequisite:***Any Grade 11 or 12, University or University/College preparation course in Canadian and World Studies, English, or a Social Science and Humanities*

Credit Value 1.00

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.

## Law

### **Understanding Canadian Law, Grade 11, University/College Preparation (CLU 3M0) (SHSM)** Credit Value 1.00

**Prerequisite:** *Grade 10 Canadian History in the 20th Century, Acad or Appl, CHC 2D0 or 2P0*

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 in formed interpretations of legal issues, and they will develop the ability to advocate for new laws.

### **Canadian and International Law, Grade 12, University Preparation (CLN 4U0) (SHSM)** Credit Value 1.00

**Prerequisite:** *Any Grade 11 or 12, University or University/College preparation course in Canadian and World Studies, English, or a Social Science 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.

## ENGLISH

### **English, Grade 9, Destreamed (ENG 1D0)** Credit Value 1.00

**Prerequisite:** *None*

This course is designed to develop the literacy skill set, oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

### **Locally Developed Compulsory Credit Course, English, Grade 9 (ENG 1LL)** Credit Value 1.00

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

### **English, Grade 10, Academic (ENG 2D0)** Credit Value 1.00

**Prerequisite:** *English, Grade 9, Academic or Applied*

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

### **English, Grade 10, Applied (ENG 2P0)** Credit Value 1.00

**Prerequisite:** *English, Grade 9, Academic or Applied*

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

**Locally Developed Compulsory Credit Course, English, Grade 10 (ENG 2LL)**

Credit Value 1.00

**Prerequisite:** *A Grade 9 English Credit*

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

**English, Grade 11, University Preparation (NBE 3U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 English, Academic, ENG 2D0*

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

**English, Grade 11, College Preparation (NBE 3C0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 English, Applied, ENG 2P0*

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. This course emphasizes the development of literacy, critical thinking and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form and style of informational texts and literary and media works and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

**English, Grade 11, Workplace Preparation (ENG 3E0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 English, Applied, ENG 2P0 or ENG 2LL*

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

**English, Grade 12, University Preparation (ENG 4U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 11 English, University, ENG 3U0*

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

**English, Grade 12, College Preparation (ENG 4C0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 11 English, College, ENG 3C0*

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

**English, Grade 12, Workplace Preparation (ENG 4E0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 11 English, Workplace, ENG 3E0*

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

**The Writer's Craft, Grade 12, University Preparation (EWC 4U0)**

Credit Value 1.00

**Prerequisite:** *Grade 11 English, University, ENG 3U0 or Gr 10 Academic English (with Honour standing)*

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. This course will be offered every other year depending on student enrollment.

**Literacy Tutoring, Grade 12, University Preparation (IDP 4U0)**

Credit Value 1.00

**Prerequisite:** *Grade 11 English, University, ENG 3U0*

This course provides an introduction to the learning and teaching of reading and writing skills. Students will learn the causes of illiteracy, the ways in which people acquire reading and writing skills, including their own and others' learning styles, techniques and materials for the successful teaching of reading and writing, the skills of tutoring struggling readers and writers in various subjects, how to design and deliver an effective lesson plan, how to motivate and encourage students, how to effectively handle behaviour challenges and how to generate and maintain effective records of student improvement. Students will primarily tutor grade nine students enrolled in ENG 1LL and work closely with the teacher to improve the literacy levels of students in this course. They may also work with the Student Success teacher implementing similar strategies and working toward similar goals. Students planning to pursue university or college programs in education or counselling will find this course of particular interest.

**English, Grade 12, Open Ontario Secondary School Literacy Course (OLC 400)**

Credit Value 1.00

**Prerequisite:** *Only those students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once, are eligible to take this course.*

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Gr. 10 Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy requirement for graduation. In this course, students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing including summaries, information paragraphs, opinion pieces, and news reports. Students must maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

**FRENCH AS A SECOND LANGUAGE****Core French, Grade 9, Destreamed (FSF 1D0)**

Credit Value 1.00

**Prerequisite:** *Minimum of 600 hours of elementary Core French instruction, 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 continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners.

**Core French, Grade 10, Academic (FSF 2D0)**

Credit Value 1.00

**Prerequisite:** *Core French, Grade 9 Academic or Applied*

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

**Core French, Grade 11, University Preparation (FSF 3U0)** Credit Value 1.00

**Prerequisite:** *Grade 10 Core French, Academic, FSF 2D0*

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

**Core French, Grade 12, University Preparation (FSF 4U0)** Credit Value 1.00

**Prerequisite:** *Grade 11 Core French, University Preparation*

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

## **GUIDANCE AND CAREER EDUCATION**

**Career Studies, Grade 10, Open, Compulsory (GLC 200)** Credit Value 0.50

**Prerequisite:** *None*

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

**Leadership and Peer Support, Grade 11, Open (GPP 300)** Credit Value 1.00

**Prerequisite:** *Career Studies, Grade 10, Open, GLC 200*

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 Education, Grade 9, Open (PPL 10G) Female** Credit Value 1.00

**Prerequisite:** *None* (PPL 10B) Male

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, safety, and injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

**Healthy Active Living Education, Total Body Conditioning, Grade 10, Open, (PAI 200)** Credit Value 1.00

**Prerequisite:** *None*

This fitness class will focus on muscular strength, endurance, flexibility, balance, and cardiovascular fitness. Students will participate in a variety of fitness activities such as strength training, bodyweight exercises, kick boxing, and yoga. This class will provide students with the opportunity to develop their physical literacy and become life-long fitness participants.

**Healthy Active Living Education, Grade 10, Open (PPL 200)** Credit Value 1.00

**Prerequisite:** *None*

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include: the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.



**Healthy Active Living Education, Grade 10, Open, Total Body Fitness (PAF 200)** Credit Value 1.00  
Total body fitness is a Physical and Health education credit for second year students who wish to improve their overall personal physical fitness. Students will be introduced to a variety of weight training exercises, safe weight training techniques and various cardiovascular activities. This is a great course for students wishing to improve sport specific performance as it focuses on developing speed, explosive power, muscular strength and flexibility. Students will discover the importance of eating healthy and how eating healthy affects athletic performance. Students will discover the importance of good decision making in the following health related topics: Human Sexuality, Substance Abuse and Conflict Resolution.

**Healthy Active Living Education, Grade 11, Open, Total Body Conditioning (PAI300)** Credit Value 1.00  
**Prerequisite:** *None*  
This fitness class will focus on muscular strength, endurance, flexibility, balance, and cardiovascular fitness. Students will participate in a variety of fitness activities such as strength training, bodyweight exercises, kick boxing, and yoga. This class will provide students with the opportunity to develop their physical literacy and become life-long fitness participants.

**Healthy Active Living Education, Grade 11, Open (PPL 300)** Credit Value 1.00  
**Prerequisite:** *None*  
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**Healthy Active Living Education, Grade 11, Open (PAL 300) PF4 Life** Credit Value 1.00  
**Prerequisite:** *See PF Teacher*  
This course is designed for students who have a particular interest in fitness, health, and nutrition. This course is ideal for the student who wants to set and work towards personal fitness goals. Students will visit a variety of fitness facilities, and will learn how to instruct and evaluate fitness classes. Course activities may include: step aerobics, hi/lo aerobics, Tae-Bo type training, strength training, power walking as well as some traditional and modified sports and games. The Health portion of the course draws from these topics: Fitness and Nutrition Principles, Stress Management, Lifestyle Choices, Personal Safety Concerns, as well as Mental and Emotional Health Issues. Students will complete a final fitness presentation and research project on an area of personal interest related to the course.

**Healthy Active Living Education, Grade 11, Open (PAF 300) Strength/Powerfit** Credit Value 1.00  
**Prerequisite:** *None*  
This course focuses on the development of a personalized approach to healthy living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.

**Healthy Active Living Education, Grade 12, Open (PAF 400) Strength/Powerfit** Credit Value 1.00  
**Prerequisite:** *PAF 300 is recommended as a prerequisite.*  
This course is an extension of the Grade 11 Powerfit and focuses on further development of healthy active lifestyles with emphasis on participation in physical activity that has the potential to engage students' interests throughout their lives. Students are encouraged to develop personal competence in a wide variety of strength and fitness related movement skills. Powerfit focuses on progressive resistance weight training and bodybuilding. This course is ideal for the student who is interested in developing his or her physique and expanding on the knowledge acquired from the introductory course of fitness training methods through free and machine assisted resistance training.

**Healthy Active Living Education, Grade 12, Open (PPL 400)** Credit Value 1.00  
**Prerequisite:** *None*  
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Kinesiology, Grade 12, University Preparation (PSK 4U0)**

Credit Value 1.00

**Prerequisite:** PPL 300, PPZ 300, PAF 30M/F, or any Grade 11 University or University/College preparation course in Science

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.

**Recreation and Fitness Leadership, Grade 12, College Preparation (IDC 4U0 / PLF 4M)**

Credit Value 1.00

**Prerequisite:** None

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

**MATHEMATICS****Principles of Mathematics, Grade 9, Destreamed (MTH1W0)**

Credit Value 1.00

**Prerequisite:** None

This course enables student to consolidate and continue to develop and understanding of mathematical concepts related to number senses and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, 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, spatial and algebraic reasoning as they solve problems and communicate their thinking.

**Locally Developed Compulsory Credit Course, Mathematics, Gr. 9 (MAT 1LL)**

Credit Value 1.00

**Prerequisite:** None

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems.

Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

**Principles of Mathematics, Grade 10, Academic (MPM 2D0)**

Credit Value 1.00

**Prerequisite:** MPM1D0, MFM1P0

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

**Foundations of Mathematics, Grade 10, Applied (MFM 2P0)**

Credit Value 1.00

**Prerequisite:** *MPM1D0, MFM1P0*

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.

**Locally Developed Compulsory Credit Course, Mathematics, Gr 10 (MAT 2LL)**

Credit Value 1.00

**Prerequisite:** *A Grade 9 Mathematics credit*

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

**Functions, Grade 11, University Preparation (MCR 3U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 Principles of Mathematics, Academic, MPM 2D0*

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.

**Functions and Applications, Gr 11, University/College Preparation (MCF 3M0) (SHSM)****Prerequisite:** *Grade 10 Principles of Mathematics, Academic, MPM 2D0 (recommended)*  
*or Grade 10 Foundations of Mathematics, Applied MFM 2P0*

Credit Value 1.00

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

**Foundations for College Mathematics, Grade 11, College Preparation (MBF 3C0) (SHSM)****Prerequisite:** *Grade 10 Foundations of Mathematics, Applied, MFM 2P0*

Credit Value 1.00

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.

**Mathematics for Work and Everyday Life, Gr 11, Workplace Prep (MEL 3E0) (SHSM)****Prerequisite:** *Grade 9 Principles of Mathematics, Academic, MPM 1D0*  
*or Grade 9 Foundations of Mathematics, Applied MFM 1P0*  
*or a Locally Developed Grade 10 Mathematics Course, MAT 2LL*

Credit Value 1.00

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.

**MCT 4C0 – Mathematics for College Technology**

Credit Value 1.00

**Prerequisite:** *Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation*

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

**Calculus and Vectors, Grade 12, University Preparation (MCV 4U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *MHF 4U0*

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: In some schools, it may be necessary to take the prerequisite course concurrently with MCV4U.

**Advanced Functions, Grade 12, University Preparation (MHF 4U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *MCR3U0*

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.

**Mathematics of Data Management, Grade 12, University Preparation (MDM 4U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Functions and Applications, Grade 11, University/College Preparation, MCF 3M0 or Functions, Grade 11, University Preparation, MCR 3M0*

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.

**Foundations for College Mathematics, Grade 12, College Preparation (MAP 4C0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Foundations for College Mathematics, Grade 11, College Preparation, MBF 3C0 or Functions and Applications, Grade 11, University/College Preparation, MCF 3M0*

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

**Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL 4E0)**

Credit Value 1.00

**Prerequisite:** *Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation, MEL 3E*

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

## SCIENCE

### **Science, Grade 9, Destreamed (SNC1 1W0)**

Credit Value 1.00

**Prerequisite:** *None*

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM as they use scientific research, 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.

### **Locally Developed Compulsory Credit Course, Science, Grade 9 (SNC 1LL)**

Credit Value 1.00

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

### **Science, Grade 10, Academic (SNC 2D0)**

Credit Value 1.00

**Prerequisite:** *Science, Grade 9, Academic or Applied*

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.

### **Science, Grade 10, Applied (SNC 2P0)**

Credit Value 1.00

**Prerequisite:** *Science, Grade 9, Academic or Applied*

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

### **Locally Development Compulsory Credit Course, Science, Grade 10 (SNC 2LL)**

Credit Value 1.00

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

## Biology

### **Biology, Grade 11, University Preparation (SBI 3U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 Science, Academic, SNC 2D0*

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.

### **Biology, Grade 11, College Preparation (SBI 3C0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 Science, Academic or Applied, SNC 2D0 or 2P0*

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.

### **Biology, Grade 12, University Preparation (SBI 4U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 11 Biology, University, SBI 3U0*

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.

## Chemistry

### **Chemistry, Grade 11, University Preparation (SCH 3U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 Science, Academic, SNC 2D0*

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.

### **Chemistry, Grade 12, University Preparation (SCH 4U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 11 Chemistry, University, SCH 3U0*

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.

### **Chemistry, Grade 12, College Preparation (SCH 4C0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 Science, Applied or Academic, SNC 2D0 or 2P0*

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.

## Physics

### **Physics, Grade 11, University Preparation (SPH 3U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 Science, Academic, SNC 2D0*

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

### **Physics, Grade 12, University Preparation (SPH 4U0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 11 Physics, University, SPH 3U0*

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

### **Physics, Grade 12, College Preparation (SPH 4C0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Grade 10 Science, Academic or Applied. SNC 2D0 or 2P0*

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.

## General Science

### **Environmental Science, Grade 11, University / College Preparation (SVN 3M0)**

Credit Value 1.00

**Prerequisite:** *Grade 10 Science, Applied or Academic*

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

## SOCIALSCIENCES AND HUMANITIES

### Family Studies

#### **Working with Infants & Young Children, Grade 11, College Preparation (HPW 3C0)**

Credit Value 1.00

**Prerequisite:** *None*

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

**Working with School-Age Children & Adolescents, Grade 12, Workplace Preparation (HPD 4C0)** Prerequisite: *Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies* Credit Value 1.00  
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.

## General Social Science

**Introduction to Anthropology, Psychology, and Sociology, Grade 11, (HSP 3U0) University**  
**Prerequisite:** *The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies).* Credit Value 1.00  
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

**Introduction to Anthropology, Psychology, and Sociology, Grade 11, (HSP 3C0) College**  
**Prerequisite:** *None* Credit Value 1.00  
This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

**Challenge and Change in Society, Grade 12, University/College Preparation (HSB 4U0)**  
**Prerequisite:** *Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world issues.* Credit Value 1.00  
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

**Philosophy: The Big Questions, Grade 12, University Preparation (HZT 4U0)**  
**Prerequisite:** *Any University or University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies* Credit Value 1.00  
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 EDUCATION

**ALL Grade 10, 11, and 12 Technology courses may require up to a \$25.00 fee to help cover costs of supplies for each course.**

### **Graphic/Media Arts, Grade 9, Open (ALC 100)**

Credit Value 1.00

**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.

### **Graphic/Media Arts, Grade 10, Open (ASM 200)**

Credit Value 1.00

**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.

### **Graphic/Media Arts, Grade 11, Open (ASM 300)**

Credit Value 1.00

**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.

## **Construction Technology**

### **Exploring Woodworking & Construction, Grade 9, Open (TCJ 100)**

Credit Value 1.00

**Prerequisite:** *None*

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

### **Construction Technology, Grade 10, College Open (TCJ 200)**

Credit Value 1.00

**Prerequisite:** *None*

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

**Construction Engineering Technology, Grade 11, College Preparation (TCJ 3C0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *None*

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

**Construction Technology, Grade 11, Workplace Preparation (TCJ 3E0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *None*

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

**Construction Engineering Technology, Grade 12, College Preparation (TCJ 4C0) (SHSM)****Prerequisite:** *Grade 11 Construction Engineering Technology, College Prep*

Credit Value 1.00

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.

**Construction Technology, Grade 12, Workplace Preparation (TCJ 4E0) (SHSM)**

Credit Value 1.00

**Prerequisite:** *Construction Technology, Grade 11, Workplace Preparation*

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

**Custom Woodworking, Grade 11, Workplace Preparation (TWJ 3E0)**

Credit Value 1.00

**Prerequisite:** *None*

This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. 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 of environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

**Custom Woodworking, Grade 12, Workplace Preparation (TWJ 4E0)**

Credit Value 1.00

**Prerequisite:** *Grade 11 Custom Woodworking, Workplace Preparation*

This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. In this course students may also develop their capacities related to all aspects of Technical Theatre, Architecture, sculpture, and woodcut printmaking. 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.

## Hospitality and Tourism

### Hospitality and Tourism, Grade 10, Open (TFJ 200)

Credit Value 1.00

**Prerequisite:** *None*

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

### Hospitality and Tourism, Grade 11, Workplace Preparation (TFJ 3E0)

Credit Value 1.00

**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.

### Hospitality and Tourism, Grade 11, College Preparation (TFJ 3C0)

Credit Value 1.00

**Prerequisite:** *None*

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends.

Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

### Hospitality and Tourism, Grade 12, Workplace Preparation (TFJ 4E0)

Credit Value 1.00

**Prerequisite:** *Grade 11, Hospitality and Tourism, Workplace Preparation*

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.

### Hospitality and Tourism, Grade 12, College Preparation (TFJ 4C0)

Credit Value 1.00

**Prerequisite:** *Grade 11, Hospitality and Tourism, College Preparation*

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.

## Manufacturing Technology and Technological Design

### Exploring Technologies, Grade 9, Open (TDJ 100)

Credit Value 1.00

**Prerequisite:** *None*

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

**Manufacturing Technology, Grade 10, Open (TMJ 200)**

Credit Value 1.00

**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.

**Technological Design, Grade 11 (TDJ30/TDJ 3M)**

Credit Value 1.00

**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.

**Transportation Technology****Transportation Technology, Grade 10, Open (TTJ 200)**

Credit Value 1.00

**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.

**Transportation Technology: Vehicle Ownership, Grade 11, Open (TTJ 300)**

Credit Value 1.00

**Prerequisite:** *None*

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

**Transportation Technology, Grade 11, College Preparation (TTJ 3C0)**

Credit Value 1.00

**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.

**Transportation Technology: Vehicle Maintenance, Grade 12, Workplace / College Preparation (TTJ 4E0 / TTJ 4C0)**

Credit Value 1.00

**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.

## **Cooperative Education**

### **Creating Opportunities through Co-op, Grade 11, Open (DCO30)**

**Prerequisite: None**

This course consists of a community-connected experience and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

### **Cooperative Education Linked to a Related Course (or Courses)**

**Prerequisite: None**

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

## Section 3

### La Salle Student Support and Resources

#### **Aboriginal Support Counsellor**

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

#### **Adolescent Care Worker (ACW)**

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

#### **Cooperative Education**

The Cooperative Education Program (COOP) at LISS offers students excellent opportunities to gain experience and knowledge linked to the classroom and the workforce. Please ask your guidance counsellors about coop or make an appointment with the coop coordinator in Student Services.

#### **Guidance Counsellors**

The Guidance and Career Education Program is a vital and integral part of La Salle Intermediate and Secondary School. Teacher Counsellors in Student Services encourage students and parents to participate in the programs, workshops, lessons and individual sessions intended to assist in a successful journey through high school and into post-secondary life. There are many resources to help students with their planning.

Post-secondary calendars, workplace information sessions, the Ontario Youth Apprenticeship Program as well as online career programs such as Career Cruising and My Blueprint. For more information, please see Student Services.

#### **School to Community Services at La Salle**

School to Community Services is committed to the principle that all students can learn in a supportive environment within an inclusive school community. Students receiving School to Community Services are a diverse group of learners with developmental disabilities who may require support in the areas of communication, socialization, daily living skills, motor skills and behavior. We offer a range of opportunities for our students with a balance between regular classroom placement, resource withdrawal and special education classroom. Activities are adapted and supports are arranged. The program is based on individual needs with a focus on functional academics and alternative programming. At La Salle students take Ministry courses with modified curriculum if necessary. Supported work, personal life management and community awareness skills are also a focus. For more information on these programs please do not hesitate to contact La Salle Secondary.

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

#### **KFL NM, Personal Life Skills**

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

**KEN NM, Language and Communication Development**

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

**KMM NM, Numeracy and Numbers**

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

**KHD NM, Social Skills Development**

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

**KGW NM, Exploring the World of Work**

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

**KPP NM, Self Help and Self Care**

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

**KPF NM, Personal Health and Fitness**

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

### **Special Education Policies & Programs**

The Limestone District School Board's philosophy of special education programs and services is derived from a mission statement developed collaboratively by the Special Education Advisory Committee (SEAC) and Educational Services. Students are active participants who will develop the skills to advocate for their own needs so that they have the opportunity to achieve their maximum potential. Increasing level of pupil need - results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement. For more information about Special Education in Limestone District School Board please visit: [http://www.limestone.on.ca/Special\\_Education/](http://www.limestone.on.ca/Special_Education/)

### **Learning Program Support (LPS)**

Special Education support is available in all secondary schools through Learning Program Support (LPS). LPS teachers provide assistance to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process. The Parents/Guardians and Students are invited to their annual IPRC meeting in the spring of each year.

LPS develops, monitors, and updates each student's Individual Education Plan (IEP) in collaboration with classroom teachers. Individual Education Plans are sent home at the beginning of each semester for parent/guardian review and consultation. In addition, LPS may also support students who have not been identified with a learning exceptionality through the IPRC process but may still benefit from receiving specialized learning supports. Typically, these students would not have these accommodations follow them to post secondary schooling but they are being supported to develop the skills to be successful.

LPS teachers work closely with classroom teachers, school administration, the Success Team, Parents, Guardians, Educational Assistants, Educational Services, and community agencies to support students' educational programming and planning.

Additional supports are not limited to but include the following:

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

### **Accommodations and Modifications**

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

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

Questions may be directed to Lauren Wale, Learning Program Support Teacher at 613-546-1737 ext. 101.



### **Library Resource Centre**

The Library Resource Centre is an integral support for students who are working on classroom assignments or who are looking for an engaging book to read. The library is managed by a full-time teacher librarian who selects a wide range of fiction and non-fiction works for both students and teachers. The librarian is available to students for assistance with book selection, essay writing or research help. The library provides computers with Internet access and printer capabilities. In addition, an on-line database service is available to all Limestone students. Databases can be accessed through the school network or home internet connections.

Home access codes for databases are available from the school librarian. School library computers are available for research, word processing, and other school related activities. Students accessing the Internet at school are required to have signed an "Acceptable Computer Use Agreement".

### **Student Success Team**

The Limestone District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills, attitudes and experiences they need for successful outcomes that will ensure smooth transitions to the postsecondary destinations of their choice. La Salle Secondary School offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success. Early success in high school is essential. Statistics in Ontario show very clearly that successful completion of courses during grades 9 and 10 is a significant factor in students remaining engaged in school. Successful completion of secondary education in Ontario is important and a valuable step towards postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to apprenticeship programs, college, community living, university and/or the workplace. There is value, honour and dignity in all postsecondary destinations and all sectors of employment.

A student's Program Pathway is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parent/guardians, teachers and guidance counsellors. Factors that must be considered in planning include:

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

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

### **Credit Completion (Credit Rescue & Credit Recovery)**

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

## Section 4

### La Salle and LDSB Expanded Opportunities

#### La Salle Leadership Council

The La Salle Leadership Council is composed of a very motivated group of students who organize, facilitate, and volunteer at many events within the school community and larger community as well as participating in various leadership opportunities. They are Leaders within the school and the Interact Club and Student Council fall under the umbrella of the Leadership Council.

#### La Salle Interact Club

The La Salle Interact Club is dedicated to making the school community, local community and global community a better place. Interact is Rotary's Service Club for young people and are sponsored by individual Rotary clubs. The La Salle Interact Club is partnered with the Kingston Rotary chapter and emphasizes importance of developing leadership skills and personal integrity; demonstrating helpfulness and respect for others; understanding the value of individual responsibility and hard work; advancing international understanding and goodwill.

#### Triple A Enrichment Program

This program provides students with enrichment through unique opportunities, differentiated learning and community partnerships. Students are offered various opportunities to challenge themselves, learn new skills, learn about the fundamentals of philanthropy at a community and global level, explore academic areas of individual interest and passion, get involved in leadership initiatives throughout high school and meet new friends. MSIP and La Salle's unique schedule allows for enrichment and leadership opportunities.

#### The Duke Edinburgh Program

The Duke of Edinburgh's Award program was developed to encourage all youth ages 14 to 25 to be active and engaged, and to participate in new activities and pursue their current interests in four different areas; community service, skills, fitness, and adventure. This highly regarded and internationally recognized program allows participants set and achieve personal goals in a fun and challenging way. In achieving the goals they set for themselves, participants demonstrate their commitment, motivation, and personal development

## Cooperative Education Curriculum and Implementation

### Questions and Answers

#### 1. How will students decide which cooperative education course is most appropriate for them?

Two courses have been developed for cooperative education:

- *Creating Opportunities through Co-op, DCO30, Grade 11, Open*

This cooperative education course consists of a community-connected experience and cooperative education curriculum and may benefit students who:

- Have a particular area of interest but do not have an appropriate or relevant related course or courses to relate their learning to (e.g., due to scheduling conflicts, limited course offerings); or
- are seeking to explore, investigate and learn about a broader range of education and career/life opportunities; or
- are interested in designing their own innovative or entrepreneurial opportunity that draws upon their interests, skills and career/lifegoals.

Students participating in Creating Opportunities through Co-op may earn a maximum of two grade 11 cooperative education credits using this course code. If the student wishes to obtain further cooperative education credits, they may take Cooperative Education Linked to a Related Course (or Courses) and comply with the appropriate requirements.

- *Cooperative Education Linked to a Related Course (or Courses)*

This course consists of a community-connected experience, the cooperative education curriculum, and a set of expectations from the related course (or courses) and may benefit students who:

- wish to pursue experiences that provide opportunities to deepen their understanding of a particular area of interest related to a course or courses they are taking concurrently or have successfully completed.

Students participating in the *Cooperative Education Linked to a Related Course (or Courses)* may earn a minimum of one and a maximum of two cooperative education credits for each credit earned from a related course or courses previously completed or taken concurrently<sup>1</sup> to a *maximum of four credits for the course*.

## **2. Are secondary schools required to offer both cooperative education courses?**

All schools will offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. Schools are not expected to offer all courses in all course types, but must provide a range of choices appropriate to the needs and interests of their students. (Ontario Schools, 2016, 7.2)

Although the Ministry of Education is responsible for the development of curriculum policy, individual school boards work collaboratively with their schools to determine the courses offered at specific schools.

## **3. Can the cooperative education courses be taught concurrently by the same teacher in the same class?**

Yes. Individual schools determine timetables and course offerings.

## **4. Can either cooperative education courses be used for the cooperative education requirement of the Specialist High Skills Major (SHSM) program?**

Yes, either course can be used to meet the cooperative education requirement of the SHSM program, however, the community component (placement) must be in the industry sector related to their SHSM program.

The order of preference for SHSM students when selecting cooperative education is:

1. *Cooperative Education Linked to a Related Course (or Courses)*. The related course (or courses) should be one of the “major” courses from the bundle of courses specific to their SHSM program.
2. *Cooperative Education Linked to a Related Course (or Courses)*. The related course (or courses) should be one “Other Required Courses” from the bundle of courses specific to their SHSM program.
3. *Creating Opportunities through Co-op*
4. *Cooperative Education Linked to a Related Course (or Courses)*. The related course should be Career Studies or Civics and Citizenship Engagement in the appropriate sectors.

## **5. What qualifications are required to teach these cooperative education courses?**

Teachers with the additional qualification in Cooperative Education (Part 1, 2 or Specialist) are qualified to teach cooperative education courses. However, whether or not a teacher holds a degree, a teacher may be assigned or appointed to teach cooperative education in a secondary school if the teacher’s certificate of qualification and registration indicates a qualification in the primary division, the junior division, the intermediate division in a general education subject listed in Schedule A, the senior division in a general education subject listed in Schedule A, grades 9 and 10 in a technological education subject listed in Schedule B or grades 11 and 12 in a technological education subject listed in Schedule B. O. Reg. 183/10, s. 6.

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<sup>1</sup> Students may also earn a minimum of one and a maximum of two cooperative education credits for the compulsory half-credit courses Civics and Citizenship (CHV2O) and Career Studies (GLC2O).

## **Dual Credits**

### **What are they?**

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

### **Who they're for**

Students who need learning opportunities outside of high school and who would benefit from a college experience.  
*For more information on how to qualify for dual credit programs, please contact your Guidance Counsellor or Student Success Teacher.*

### **How it helps**

Students have the opportunity to:

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



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

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

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

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

## LDSB E-LEARNING COURSE OFFERINGS \* 2022-2023 SCHOOL YEAR



\* SUFFICIENT ENROLMENT IS REQUIRED FOR ANY COURSE OFFERING TO RUN.

Semester 1		Semester 2	
BAF3M	<b>Financial Accounting</b>	BAT4M	<b>Financial Accounting</b>
MDM4U	<b>Data Management</b>	SPH4U	<b>Physics</b>
HSB4U	<b>Challenge &amp; Change in Society</b>		

## WHAT YOU NEED TO KNOW

- **What courses are available?**

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

- **Are e-Learning courses "easier"?**

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

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

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

*"Limestone is pleased to offer some e-Learning courses for grade 11 and 12 students. Under normal circumstances face-to-face course sections offered in the home school need to be filled first, before students would be scheduled into the same e-Learning course. It should also be noted that short of exceptional circumstances like an international exchange or medical reasons, students would be limited to one e-Learning course per semester."*

## Specialist High Skills Major (SHSM)

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

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

Students earning SHSM will be able to make more informed career decisions and ultimately be better prepared for their post-secondary destination of choice. Students who have earned the SHSM can provide evidence of their achievement of sector-recognized certifications and training programs to prospective employers and post-secondary educational or training institutions.

To learn more about SHSM, please visit the [SHSM Google site](#), or contact your school's Student Services Department.

## Emergency Response SHSM Sector Program

We live in an uncertain world. Look at the past and learn. Look to the future and prepare. Emergency Response is a dual credit focus program, earning four high school credits and one college credit, which gives students the opportunity to learn about a variety of disasters and catastrophes that have plagued our modern world and possible vocations in this field. This program will teach about past disasters and methods of recovery, as well as potential disasters and plans for responding to them. Students will learn about the threat of terrorism, epidemics, natural disasters and any number of potential catastrophes, as well as some of the jobs that the men and women who must deal with these situations. As demand for first responders grows daily, students will learn what types of skills people need if they choose a career in the fields of law enforcement, fire fighter, paramedic or nursing by meeting members of the community who work in these fields. They will find out what is needed for a career these and other fields such as coast guard officer, the military and corrections, as well as being trained in first aid, C.P.R. and how to use a defibrillator. You also have the option of being trained as a Red Cross First Responder. This course offers an excellent opportunity for students to kick start their paramedic or nursing post-secondary education. If you think you might be interested in working in the emergency response field, or looking at nursing this course is for you.

Credits	Cost	Suggested Prior Courses	Career Links	Contact
Offered Semester One Physical Education <b>PPL4OF</b> Health Care <b>TPJ4MF</b> Coop <b>DCO3OF</b> Dual credit connected to SLC	Red Cross Certifications	Healthy Active Living	Nursing Medical Responder Paramedic Fire Fighter Police Officer Coast Guard Corrections	Dave Chamberlain 613 546-1737 x 205 LSS

## SUMMERSESSION

Summer school applications and course offerings will be available through Student Services in early June. For more detailed information please contact your School's Guidance Counsellor.

## ALTERNATIVE LEARNING CENTRES

The Alternative Learning Centres offer a variety of non-traditional settings providing both innovative teaching and flexible learning methods for students who require an alternate means of achieving secondary credits. The Alternative Learning Centres also serve mature students who need to re-engage in their secondary education on route to the workplace or post-secondary destinations. Our alternative learning centre is located at Northern Connections on Hwy. #7 and a teacher is available for assistance at the site on Tuesday and Friday mornings from 9 – 12. Students need to register with the high school prior to attending.

**PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)**

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). Please see your Guidance Counsellor for more information.

**MATURE STUDENT ASSESSMENT**

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

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

**GOULD LAKE OUTDOOR CENTER**

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

<https://gouldlake.limestone.on.ca/>

**TEACHER ASSISTED SELF STUDY (TASS)**

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



**Home of the Black Knights!**