T.D.S.S.
COURSE
CALENDAR
2019-2020
PRINCIPAL’S MESSAGE

Welcome to the Timiskaming District Secondary School Course Calendar! This document is designed to assist you with the very important process of planning your pathway during your years at TDSS and beyond. We hope that you find our school a welcoming, safe, and inviting place to be and that you find the courses that best suit your needs and interests.

We have many exciting opportunities for our students at TDSS. Through the offering of our five Specialist High Skills Major programs, along with some new and exciting courses, our hope is to engage you in your learning and assist you with some important decision making in regards to your future.

This course calendar provides you with all of the information you require to make sounds academic decisions about your future. Whether you are pursuing an apprenticeship, college, university or the workforce after high school, there are many courses outlined in this document to set you on your desired pathway. As you begin selecting your courses, be sure to choose those that will best prepare you for your destination after high school. Take the time to read through the course descriptions and information contained in this document. This will assist you in making the right decisions in regards to your success at TDSS and beyond.

At TDSS, we have an exceptionally knowledgeable and supportive teaching and administrative staff who are here to help you with this process. I wish you well as you work through the exciting process of selecting your courses for next year, and for continued success as you progress through your years here at TDSS.

Susi Johanson, Principal
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The high school program is based on a credit system. In order to earn an Ontario Secondary School Diploma (OSSD), a student must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits; must complete 40 hours of community involvement activities, and must pass the provincial secondary school literacy test (OSSLT).

**Compulsory Credits**

Students must earn the following 18 compulsory credits in order to obtain the OSSD:

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

**Plus**

- 1 additional credit in English, or French as a Second Language, or Native languages, or Social Sciences and the Humanities or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education*
- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language or Cooperative Education*
- 1 additional credit in Science (grade 11 or 12), or Technological Education (grades 9-12), or French as a Second Language or Computer Studies or Cooperative Education*

* a maximum of 2 credits in co-operative education can count as compulsory credits

**Optional Credits**

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed as available in the school course calendar.

**The Ontario Secondary School Certificate**

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the OSSD, provided that they have earned a minimum of 14 credits (7 compulsory credits and 7 optional credits). The compulsory credits are: 2 English, 1 Math, 1 Science, 1 Can. History/Geography, 1 Arts/Computer Studies/Tech, 1 Physical Education.

**The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment, which will be accompanied by the student’s Ontario Student Transcript. For students who have an IEP, a copy of the IEP may also be included.
Substitutions for Compulsory Credits

To ensure that all students, including those identified as exceptional, are able to qualify for the OSSD, principals may substitute up to 3 compulsory course credits from the remaining courses offered by the school that meet the requirements for compulsory credits.

Where there is a need to substitute a compulsory credit course for a student, the substitution:

- should be in keeping with the student's strengths, needs, learning expectations, and accommodations as set out in the student's Individual Education Plan (IEP);
- must be approved in writing by the student's parents, if the student is not an adult;
- will be noted on the student's Ontario Student Transcript.

Course Change Procedures

1. Students are allowed to request course changes by the end of the second week of a semester 1 and the first week of semester 2.
2. Students under the age of 18 require parent permission to change a course and must complete the Parental/Guardian Permission Form. See Guidance for this form and to book an appointment.

Full Disclosure

The Ministry of Education has a policy on full disclosure. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in Grades 9 or 10. After the full disclosure deadline, any Grade 11 or 12 course completed, withdrawn from or failed will appear on a student transcript along with the marks earned in the program. The full disclosure date occurs 5 instructional days after the midterm report card has been issued. This means senior students (grade 11 or 12) have until the posted date to withdraw from a course without it showing on their transcript.

Community Involvement

As part of the diploma requirements, students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from secondary school. This requirement is in addition to the 30 credits needed for a secondary school diploma. Students will be able to choose their own community involvement activities, within guidelines that will be provided by the school and school board. Students will be responsible for fulfilling this requirement on their own time and for keeping a record of their activities on a form supplied by the school.

This requirement is designed to encourage students to develop an awareness and understanding of their responsibility and of the role they can play in supporting and strengthening their communities. Students may not include activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. Organizations or persons supervising the activities must confirm completion of the hours.

Ontario Secondary School Literacy Test (OSSLT)

This Provincial test evaluates students' reading and writing skills based on provincial curriculum expectations in language and communications up to and including Grade 9. Accommodations, deferrals, or exemptions are available as appropriate to meet the individual needs of students who are receiving special education programs and services and who have an IEP.
FIGURING OUT A COURSE CODE

**ENG 1PA**

**Subject Codes:**
The first letter in the course code denotes the course's department area:
- **A** = Arts
- **B** = Business
- **C** = Canadian & World Studies
- **E** = English
- **F** = French
- **G** = Guidance and Career Studies
- **H** = Humanities & Social Sciences
- **I** = Interdisciplinary Studies
- **K** = Non-credit Courses
- **L** = International Languages
- **M** = Mathematics
- **N** = Native Courses
- **O** = Ontario Literacy Course
- **P** = Physical Education
- **S** = Sciences
- **T** = Technological Studies
- **Y** = College Dual Credit

**Grade Identifier:**
- **1** = Grade 9
- **2** = Grade 10
- **3** = Grade 11
- **4** = Grade 12

**Program Level:**
- **Grade 9-10**
- **D** = Academic
- **L** = Locally Developed (Essential)
- **O** = Open
- **P** = Applied

**Grade 11-12**
- **E** = Workplace
- **C** = College
- **M** = University/College
- **U** = University

**Credit Value:**
- **A** = 1.0 credit
- **H** = 0.5 credits
- **2** = 2 credits

All Ontario Curriculum Codes and Policy documents are available on the Ministry of Education website at: [http://www.edu.gov.on.ca](http://www.edu.gov.on.ca)

STUDENT SUCCESS

Student Success is all about meeting the individual learning needs of each and every student. Students are provided with many opportunities to customize their high school experience and build on their strengths, goals and interests. The Student Success team at TDSS makes a deliberate effort to identify students showing early signs of being at risk of losing a credit. Working with the classroom teacher, intervention strategies are immediately put in place to help the student earn the credit.

**Credit Recovery**

A Student Success initiative that provides students who have failed a course an opportunity to complete the required learning expectations and earn the credit. Students who withdraw from a course are not eligible for credit recovery. Students are selected for credit recovery based on recommendations from their teachers and the credit recovery team. The final credit granting for Credit Recovery programs is the responsibility of the Principal.

**Credit Rescue**

Credit Rescue is a Student Success strategy that supports students who may be at risk of not acquiring a credit. Credit Rescue occurs while the student is enrolled in the course.
**SPECIAL EDUCATION**

Special education is the provision of extra help, adapted programs, learning environments, specialized equipment or materials to help young people have “barrier-free” access to education. The Special Education Department at T.D.S.S. has Special Education Resource Teachers (SERT’s) and Student Success Teachers available to assist students in accessing the curriculum and to provide students with the appropriate accommodations to learn and demonstrate their learning.

Students in regular classroom placements have access to the following supports:

- development and management of Individual Education Plans (IEP's)
- provision of instructional and assessment accommodation in a small group setting
- training and access to assistive technology
- educational assessments
- transition planning to prepare for a post-secondary setting

For more information about District School Board Ontario North East’s Special Education Plan, Policies and Procedures, please visit [www.dsb1.ca](http://www.dsb1.ca). This site will include the role of the Identification, Placement and Review Committee process, the Individual Education Plan and the Special Education Advisory Committee.

**SPECIALIZED COURSES AND ALTERNATIVE PROGRAMS**

**Learning Strategies (GLE/GLS)**

Students enrolled in Learning Strategies acquire skills in the following areas:

- School success strategies
- Reading strategies
- Writing strategies
- Engaged Learning
- Preparation for the OSSLT
- Assistive technology

Students in Learning Strategies benefit from receiving daily support and monitoring for one semester. Students require a principal’s recommendation to be considered for Learning Strategies.

**Portage (Not semester-based)**

Portage is a partially-integrated program that helps high-risk students navigate between the elementary and secondary system. The Portage setting provides remediation in basic literacy and numeracy for half of the school day. Within Portage, and based on student readiness, students can work to earn their Grade 9 and 10 English and Math credits in the essential stream. These credits are not semestered, meaning students work to earn these credits over the course of the whole school year. Students are integrated into regular, semester-based, credit-bearing courses for the remaining half of their day. Students require a referral from their principal and recommendation from the Identification Placement and Review Committee to be considered for this program.

**TLC Transitional Learning Community (Non-credit)**

The T.L.C. program is a self-contained program for students with severe learning and intellectual disabilities. The objectives of this individualized program include functional numeracy, functional literacy and the development of life skills necessary for the real world. Placement in this program is based on a referral from a principal and recommendation from the Identification Placement and Review Committee.
The Guidance Office has two secondary school teacher-counselors available to assist students and parents with resources and counseling needed for the development of the learner from the Grade 8 transition year through to the Grade 12 exit year. These areas of assistance include:

- transitions and pathway planning, which includes course selection;
- post-secondary pathway planning;
- administering Career and Guidance Education Curriculum;
- providing exploration opportunities;
- technical support for students and teachers with programs such as myBlueprint, Career Cruising, college and university applications, etc. to assist with student pathway planning;
- Caring Adult counseling and support;
- referral, if necessary, to appropriate agencies.

Under the direction of the principal, each school must develop and implement a Guidance and Career Education Program. (Ministry of Education resource document, Creating Pathways to Success; An Education and Career/Life Planning Program for Ontario Schools, 2013).

The T.D.S.S. Guidance Department program meets this policy framework by supporting three key areas:

- **Student Development**: the habits and skills necessary for learning;
- **Interpersonal Development**: the knowledge and skills needed in getting along with others;
- **Career Development**: the critical reflection on strengths, needs, and interests to set short-term and long-term goals and identify/participate in learning opportunities and strategies to achieve future goals.

The goals of the T.D.S.S. Education and Career/Life Planning Program are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process. Students will explore the four questions; Who am I? What are my opportunities? Who do I want to become? And What is my plan for achieving my goals?
- provide opportunities for this learning both in and outside the classroom (i.e. Individual Pathway Plans, Career Studies Curriculum in Grade 10, Co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program, Career Fairs, etc.)
PRIOR LEARNING ASSESSMENT AND RECOGNITION

Prior Learning Assessment (PLAR) is an evaluation through a valid and reliable process, by qualified specialist(s), of the knowledge and skills that have been learned through non-formal education, training or experience to determine the equivalency for credit to a course.

Prior Learning Assessment and Recognition (PLAR) for Students is the formal evaluation and credit-granting process through which students, who are enrolled in a secondary school course, may obtain credits for prior learning. Students may obtain credits towards the Ontario Secondary School Diploma (O.S.S.D.) for knowledge and skills that they have acquired, in both formal and informal ways, outside of secondary school.

The PLAR process involves:

(a) Grade 9 and 10 individual assessment / equivalency process,
(b) Grade 11 and 12 equivalency process, and
(c) Grade 11 and 12 challenge process.

In all cases, the knowledge and skills gained through education, work experience, and training must be directly related to the provincial curriculum expectations. By using this process, mature students who qualify may be granted up to 26 credits towards their O.S.S.D. by the principal.

For more information and details about how to apply for the PLAR Process for Mature Students contact the TDSS Guidance Department at 705.647.7336 ext 40760.

CODE OF CONDUCT AT T.D.S.S

Evaluation

● The first semester final exams are at the end of January.
● The second semester final exams are at the end of June.
● Report cards will be withheld at year’s end to assist in the retrieval of school equipment (library books, textbooks, iPads, etc.)
● A medical note from a doctor will be required for any student who misses a major examination. Students may not write examinations outside the scheduled dates unless there is an emergency as determined by the administration.
● When a student is suspended from school, in accordance with Sec. 23(1) of the Education Act, that student may receive “0” on tests administered during his/her absence.

Late Policy

Students’ Responsibility

● Students must hand in assignments on the due date at the due time.
● Students must have a clear understanding of what is expected: it is the students’ responsibility to seek clarification or extra help when they require it.

Late Assignments

● A late penalty may be applied to assignments if all available options have been considered. Late penalties will be assessed up to five (5) days after the missed deadline.
● Late penalty of 10% per day to a maximum of 50% of the grade.
● Penalties must be made clear to students when the assignment is given.
● Missed assignments may be given a "zero" value after all other reasonable alternatives and procedures have been explored and followed.
● Students are encouraged to hand in all completed work even after a zero is assigned to receive descriptive feedback.
● At the secondary level, work completed after a zero has been assigned may be considered for credit rescue at the end of the course.

T.D.S.S. Student Expectations

● Students will attend all classes on time.
● Students will not participate in cheating or plagiarizing their work or the work of others.
● Students will be honest with all staff and students.
● Students will express themselves without the use of profane language or offensive gestures.
● Students will participate in positive group activities and will not be involved in any teasing, swarming, bullying, intimidating or harassing.
● Students will show respect for others by not wearing clothing with inappropriate messages (ie, profane language, racial or sexual references, references to alcohol/illegal drugs or gang related).
● Students will respect the personal property of others and the district school board/employer.
● Students will respect and follow direction from all staff of the school.
● Students will respect the safety of others by not bringing real or imitation weapons to school or school related events.
● Students will follow classroom rules regarding technology.

Lates/Lateness

In keeping with District School Board Ontario North East’s Code of Behaviour policy to promote punctuality, Timiskaming District Secondary School has developed the following procedure to deal with lateness:
● students arriving late for the school day shall sign in at the attendance office to receive an admit slip;
● students arriving with a note or a parent/guardian call, stating a valid reason for lateness, for example, appointment, power outage, illness, etc., will receive an admit slip and proceed to class;
● Lunchtime Lates = Detention;
● classroom lates will be dealt with by the teacher.
The SHSM is a specialized, ministry-approved program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

SHSMs assist students in their transition from secondary school to apprenticeship training, college, university, or the workplace.

These programs enable students to gain sector specific skills and knowledge in engaging, career-related learning environments, and to prepare in a focused way for graduation and postsecondary education, training, or employment.

**How Will the Specialist High Skills Major Benefit Students?**

- A SHSM allows a student to experience a range of customized, career-focused learning opportunities. It enables a student to take courses in an area of interest related to a particular sector while working towards an OSSD.

- The focused learning experiences of a SHSM program give students the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education, training, and next steps towards a career.

- The experiential learning opportunities provided in a SHSM enable students to refine their skills and improve their work habits, gain confidence in their ability to succeed, and see the connections between their studies, the real world, and their future careers. Students are also able to begin to establish relationships and networks in their chosen fields.

- Students who graduate with a SHSM can look forward to improved prospects after secondary school because of the recognition of and support for the SHSM framework content from a variety of representatives from the economic sector, apprenticeship training programs, colleges, and universities.
AGRICULTURE

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<th>University</th>
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<td>Grade 11</td>
<td>Grade 12</td>
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**Agritech Part 1 & 2**  
**Grade 11/12, College**  
**TTJ3CS (2 credit); TTJ4CS (2 credits)**  
This course will help students combine the skills required for and knowledge of different subjects within the agriculture industry. Through individual and collaborative inquiry and research, students will analyze relationships between environment, business and science related topics as they apply to agriculture in the 21st century. Using a hands-on approach, students will learn about farm safety and about farm equipment repair with some emphasis put on modern agricultural issues. The students will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in the agriculture industry.  
**T.D.S.S. Note:** This double credit “Agri-Tech” course will include automotive / welding / machining development. Primary focus will be on farm equipment repair and restoration with added focus on agriculture related topics including Agri-Business and Agri-Science. Upon completion of the TTJ 3CS (Agri-tech Gr. 11) course, students may also choose to take the TTJ4CS course. Both TTJ3CSand TTJ4CS are required for students working towards the Specialist High Skills Major distinction on their Ontario Secondary School Diploma. This 2nd component of the Agri-tech program will assist students to further develop their knowledge and skills introduced in the initial gr. 11 Agri-tech course. Students pursuing their SHSM red seal in Agriculture MUST select a 2-credit co-op to complete the program requirements.  
**Prerequisite:** Gr. 11 - None, Gr. 12 - TTJ3CS
### CONSTRUCTION

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<tr>
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**Tool Time Construction Technology Part 1 & 2**  
*Grade 11/12, College*  
**TCJ 3CS/ TCJ 4CS (2 credit)**  
This program focuses on preparing the student for employment in the construction industry. Students will learn about tools and their uses, materials, heavy and light equipment, reading drawings and pertinent methods used in the construction industry. Students will learn to estimate costs. Field trips will occur to observe industry practice. Students will receive certification where possible in areas such as Fall Arrest, WHMIS, First-Aid/CPR, and ladder and scaffold safety.  
**Prerequisite:** Gr. 11 - None, Gr. 12 - TCJ3CS  
**T.D.S.S. Note:** This very practical course gives students the preparation necessary to gain employment during summer vacations and throughout their lifetime. Students pursuing their SHSM red seal in Construction MUST select a 2-credit co-op to complete the program requirements.

**Tool Time Construction Technology 4 credit package**  
*Grade 11/12, College*  
**TCJ 3CS/ 4CS (2 credit); TCJ 4C2 (2 credit co-op)**  
This program focuses on residential construction both on and off-site and includes components in framing, plumbing, electrical, dry walling, flooring, landscaping and bricklaying. Students will learn about tools, materials, heavy and light equipment, making and using working drawings and methods used in the construction industry. Students will learn to estimate materials and labor costs. Northern College credits are incorporated into this course to allow the students to obtain their Carpentry Level 1. Students will obtain a variety of safety certificates such as Fall Arrest, WHMIS, First-Aid/CPR, Skid Steer etc. A Co-op placement component is required in this course and is essential to the completion of the Level 1 Carpentry. Many field trips to job sites will occur.
Carpentry Level 1 is a component of Tool Time. D.S.B.O.N.E. and Northern College have collaborated to offer college credits while taking a high school course. Carpentry Level 1 students are required to take a Grade 11 Manufacturing class. This course may be a T.D.S.S. course, or may be offered as an extra course by the Tool Time teacher.

**Prerequisite:** None

**T.D.S.S. Note:** This four-credit grade 12 package will require the completion of test framing; plumbing and wiring mock-ups as well as practical construction work in the community

### HEALTH AND WELLNESS

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<td>credit SCIENCE or Social Science and Humanities</td>
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**Health Care**

*Grade 11, University/ College Preparation (2 credit package)*

**TPJ 3MS**

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the healthcare field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.

**Prerequisite:** None

**TDSS Note:** SHSM Recommendation: Co-requisite 2 credits of Co-op in Grade 11 or 12. Also, because of dual credit, it is strongly recommended that students also take Biology SBI 3CA or SBI 3UA.
Health Care: Personal Support Worker (PSW) Internship Program
Grade 11, Workplace Preparation (2 credit package)

TPJ 4EA + 2 credit Co-op
Students will work with community partners and have access to the TDSS Health Care Simulation Lab to gain insight into a career as a Personal Support Worker. This course enables students to develop basic skills needed for careers in a range of healthcare support services. Students will practice and apply a variety of clinical procedures and infection control skills as they learn about principles of infection control, service excellence, and the nature of the healthcare industry.
Assistance will be provided to students in the application process to the Personal Support Worker Certificate Program through college.

Corequisite:
- 2 Credits of Co-op. As part of the PSW Internship Program, students are eligible to sign up for Health Care Aide Worker paid co-op shifts.
- In order to be eligible for the Specialist High Skills Major (SHSM) Red seal students should take or have taken:
  - Any 3 of the following
    - TPJ3M
    - GPP3O
    - SBI3C or U
    - SCH4C or U
    - SPH3U or 4C
    - PAF4O

Prerequisite: None

Health Care
Grade 12, University/College Preparation
TPJ 4MA
This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers’ health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field.

Prerequisite: Health Care, Grade 11, University/College Preparation combined with the SNC 4MA for the 2 credit package.

TDSS Note: SHSM Recommendation: Co-requisite 2 credits of Co-op in Grade 11 or 12

Health Care Science
Grade 12, University/College Preparation
SNC 4MA
This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students’ scientific investigation skills.

Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science.
Combined with TPJ 4MD for a 2 credit package.
## MANUFACTURING

<table>
<thead>
<tr>
<th>Categories of required credits</th>
<th>Workplace</th>
<th>College</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 11</td>
<td>Grade 12</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Major Credits</td>
<td>TMJ3CS (2 credits)</td>
<td>TMJ4CS (2 credits)</td>
<td>TMJ3CS (2 credits)</td>
</tr>
<tr>
<td>1st Other required ENGLISH</td>
<td>ENG3EA</td>
<td>ENG4EA</td>
<td>ENG3CA</td>
</tr>
<tr>
<td>2nd Other required MATHEMATICS</td>
<td>MEL3EA</td>
<td>MBF3CA or MCF3MA</td>
<td>MCR3UA or MCF3MA</td>
</tr>
<tr>
<td>3rd Other required SCIENCE</td>
<td>SVN3EA, OLC4OA or GLS/GLE4OA</td>
<td>SBI3CA, SPH4CA, SVN3MA, OLC4OA or GLS/GLE4OA</td>
<td>SBI3UA, SPH3UA, SVN3MA, OLC4OA or GLS/GLE4OA</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>2 Co-op credits tied to Manufacturing sector</td>
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<td>2 Co-op credits tied to Manufacturing sector</td>
</tr>
</tbody>
</table>

**Arc Flash Manufacturing Technology Part 1 & 2**

*Grade 11/12, College*

**TMJ 3CS (2 credit); TMJ 4CS (2 credit)**

This will be a community project based program that will offer students real life experience related to the trade and field trips to colleges and fabrication shops. The Specialist High Skills Major will further develop and strengthen their knowledge and technical skills required for today’s industry and postsecondary education. The student will design, fabricate and problem solve a variety of technological challenges in manufacturing. Students will acquire CWB certification, first aid / CPR, basics of fall protection, hoisting and rigging basic safety training, and confined space hazard awareness.

**Prerequisite:** Gr. 11 - None, Gr. 12 - TMJ3CS

**Arc Flash Manufacturing Technology 4 credit package**

*Grade 11/12, College*

**TMJ 4CS (2 credit); TMJ 4C2 (2 credit co-op) (NOT OFFERED 2019/2020)**

Students wishing to earn the Welder One Apprenticeship designation must complete the following 4 manufacturing credits in one school year: 3 Senior Manufacturing Credits & a minimum of 1 Cooperative Education credit in Manufacturing. This is for a student who is thinking of going to college in welding. This is a multi-credit program where students will earn college credits that they can apply to the Northern College Welder Fitter program. Students will have the opportunity to gain additional certifications and expand on their welding skills and print reading.

**Prerequisite:** TMJ3CS
## SPORTS MANAGEMENT

### Categories of required credits

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</tr>
<tr>
<td>Major Credits</td>
<td>PPL3OM/PAF3OG or IDC3OA &amp; PAL3OS</td>
<td>PLF4CA or TGJ4OA &amp; PAD4OS</td>
<td>BAF3MA or IDC3OA &amp; PAL3OS</td>
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<tr>
<td>1st Other required ENGLISH</td>
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<td>ENG3CA</td>
<td>ENG3UA</td>
</tr>
<tr>
<td>2nd Other required credit MATHEMATICS</td>
<td>MEL3EA</td>
<td>MBF3CA or MCF3MA</td>
<td>MCR3UA or MCF3MA</td>
</tr>
<tr>
<td>3rd Other required credit SCIENCE or Social Science and Humanities, or Business (complete one of these credits)</td>
<td>HPC3OA, SVN3EA, BMX3EA, HFL4EA, OLC4OA or GLS/GLE4OA</td>
<td>SBI3CA, SCH4CA, SPH4CA, BAF3MA, SVN3MA, HPC3OA, BOH4MA, BBB4MA, CLU3MA, OLC4OA or GLS/GLE4OA</td>
<td>SBI3UA, SCH3UA, SPH3UA, SVN3MA, BAF3MA, BBB4MA, BOH4MA, CLN4UA</td>
</tr>
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</table>

### Cooperative Education

- 2 Co-op credits tied to Sports sector

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**Sports Management**

**Grade 11/12, Workplace, College, University**

The SHSM Sports Management is a specialized program that allows students to explore and focus on a career in the sports management industry. The program is available to students across all pathways in Grades 11 and 12. Students interested in pursuing a career in the sports management field are ideal candidates for this program. Students can expect post-secondary pathway tours and some certifications and training.

**Financial Accounting Fundamentals**

**Grade 11 University/College Preparation**

**BAF3MA**

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

**Prerequisite:** None
Introduction to Personal Finance
**Grade 11, Open**

**IDC 3OA**
Introduction to Personal Finance is a course designed to teach students everything that they need to know about financial literacy including issues related to savings, credit, debt, financial planning, portfolio management, and investing. Practical application is key to this course, and is timed well at the age when some students begin working part-time, have their first summer job, and start planning for post-secondary expenses. A major objective of the course is to provide students with the tools and skills needed to make sound financial decisions throughout their lives. The process involves setting realistic goals and organizing activities toward the achievement of these goals.

**Prerequisite:** None

Healthy Living and Large-Group Activities
**Grade 11, Open**

**PAL3OS**
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Large group activities include: ultimate frisbee, football, handball, baseball, and badminton.

Healthy Living and Large-Group Activities
**Grade 12, Open**

**PAD4OS (NOT OFFERED 2019/2020)**
This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Outdoor activities may include: snowshoeing, hiking, skiing, beach volleyball and soccer.

Recreation and Healthy Active Living Leadership
**Grade 12, University/College Preparation**

**PLF 4MA (NOT OFFERED 2019/2020)**
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.
Promotional graphics are everywhere and our world needs creative individuals to design, develop, create and evaluate these advertisements. Digital graphics play a key role in the appearance of almost all print and on-screen designs. In this course, students will learn about advertising, packaging design, digital graphics, print and digital media, information design, brand identity design, and applying Adobe software. This project-based course will challenge students with creative thinking and real-world problem solving activities. The foundations of art and illustration, typography (the style and appearance of printed matter) and photographic techniques used in the advertising industry are also explored in this course.

**Prerequisite:** None
Supporting Learning with Technology
What should parents know about iPads at TDSS?

Why have students been given an iPad?

When technology is used to support learning, the classroom is transformed into an accessible arena where students engage in activities that develop critical thinking, innovation, communication, collaboration, metacognition, and global citizenship skills. Not only will this result in improved educational outcomes, it will prepare our students with the 21st century skills they will need for future career destinations.

What responsibilities are associated with having a school iPad?

Before an iPad is given to a student, parents are required to sign a contract listing the responsibilities associated with having this device. All students participate in a workshop that discusses digital citizenship including internet safety. A parent decides whether his or her child will be allowed to bring the device home, but take-home privileges may be revoked if a student is having difficulty using the iPad responsibly.

1. **SCHOOL WORK**
The iPad has been provided to the student and may not be used by other students or family members. The iPad is to be used for school work only.

2. **CHARGING**
All students with home-use privileges must remember to charge the iPad each evening and remember to bring it to all classes every day.

3. **CARE**
All iPads come with an OtterBox case which must remain in place. Applications and iOS software must be updated regularly.

4. **MONITORING USE OF DIGITAL TOOLS AT HOME**
Set reasonable limits on screen time and regularly discuss positive digital citizenship.

1. **Creating a free parent Showbie account.** Parents can stay abreast of what's happening by using Showbie.

2. **Tuning into social media used by the school.** Many classrooms use social media to give parents a sneak peek of learning in action.

3. **Monitoring use of digital tools at home.** Set reasonable limits on screen time and regularly discuss positive digital citizenship.
Co-operative education is a planned learning experience in the community for which students earn credits. The work placement enables students to earn credits by integrating classroom theory with learning experiences at the work site. The placements enable students to apply and extend their knowledge and to practice and refine the skills acquired in related courses.

Students usually work from Monday to Friday for the length of the semester. Students attend Pre-Placement Orientation at the beginning of the semester and return throughout the semester for Integration (sharing session) days. Students complete assignments during these sessions and are also responsible for completing weekly logs and a Culminating Activity.

**Co-operative Education enables the students to:**

- Experience hands-on learning
- “Test-drive” career options
- See the relevance of their classroom learning in a work setting
- Earn credits through workplace experience
- Develop the essential skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations
- Gain valuable work experience that will help build a resume for post-secondary programs and future employment
- Explore and work in apprenticeship occupations with an opportunity to register as an Ontario Youth Apprentice (OYAP)

A student, who decides to apply for the Co-op program, must complete a Co-op application form available at the Guidance and Co-op offices;

The application is handed in with the completed myBlueprint course selection sheet.

A personal interview with the Co-op Coordinator will follow once your teacher references have been received.

**Co-op Placement Notes:**

- Students, who wish to work in the healthcare field (hospital, nursing homes, etc.), are required to update TB skin tests and provide proof of immunization record. Please make these arrangements for documentation with your family doctor;
- Students needing personal protective equipment (safety boots, gloves, goggles, overalls, etc.) will be required to supply their own;
- Our local police detachments do not offer placements for high school students
- A letter will be provided if students need a criminal background check for their placement.

**STUDENTS SELECTING CO-OP IN THEIR COURSE SELECTION MUST:**

**A - COMPLETE THE MANDATORY CO-OP APPLICATION FORM**

**B - SUBMIT IT TO Mr. Maga IN THE CO-OP OFFICE.**

**FAILURE TO SUBMIT A COMPLETED APPLICATION FORM WILL RESULT IN DENIAL INTO THE CO-OP PROGRAM.**
Course Descriptions:

Creating Opportunities Through Co-op

Grade 11, Open

DCO 3O

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.

Prerequisite: None

Cooperative Education Linked to a Related Course or Courses

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.

Prerequisite: None

Cooperative Education Courses are coded in the following ways:

- COP 1X1 - 1 credit
- COP 2X2 - 2 credits
- COP 4X4 - 4 credits

For further information on the Ontario Business curriculum, see the link below.


Ontario Youth Apprenticeship Program

The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program that opens the door for students to explore and work in apprenticeship occupations through the Cooperative Education program.

Goals of OYAP are:

- To provide students with the opportunity to start training in a skilled trade while completing the requirements for an Ontario Secondary School Diploma;
- To enable students to make the school to work transition by direct entry into apprenticeship training;
- To provide employers with the opportunity to train the skilled workers they require;
- To provide a viable solution to address the problem of skilled trades people shortages in general, and specifically the lack of young people joining the trades.
OYAP benefits students by providing:

- An opportunity to develop a valuable network of employers for future job prospects;
- Valuable work experience, employability skills and an understanding of employer expectations;
- An opportunity to explore interesting and creative apprenticeship occupations for career decision-making;
- An opportunity to gain a “head-start” in an apprenticeship by reducing time and expenses that would be spent on training after high school;
- A seamless transition from high school to post-secondary apprenticeship training;
- An opportunity to become registered apprentices while working towards completing a secondary school diploma;
- An “open door” to well-paid employment.

Why Apply?

- OYAP is both a demanding and smart choice if you wish to jump-start your career. Jobs in the skilled trades pay well and challenge your intellect and creativity.
- Students will be registered participants in OYAP with the Ministry of Training Colleges and Universities (MTCU) and some will become registered as an apprentice.
- Apprenticeships are often the first step in a career path that can lead to supervisory, administrative or management positions, or to a self-employed business career.
- Students who participate in OYAP will be trained in a specific set of skills leading to a registered apprenticeship program and will be able to obtain apprenticeship hours and high school credits at the same time.
- Students unsure of their future career path, students interested in exploring a career in the trades, students in a related SHSM (Specialist High Skills Major), and/or students with an IEP will all benefit from an opportunity to Live the Skilled Life and explore a career in the trades via the OYAP program.

How to Become an OYAP Participant:

- Students must meet the minimum requirements: be at least 16 years of age and have earned 16 credits by the start of the OYAP opportunity;
- Students must first select Cooperative Education for the following year during the course selection process;
- Students will then complete an application and attend an interview;
- All students who meet the above criteria are eligible to participate in OYAP
Optional Courses Available for Junior Students 2019-20
Timiskaming District Secondary School

- The selection of these optional courses determines the courses that run at our school next year. When you are choosing your elective courses, select the ones that you can really see yourself taking. There needs to be sufficient enrollment for a class to run.
- New classes are indicated with *NEW beside the course code.
- For all course descriptions and required prerequisites, see the TDSS course calendar that is posted on our website - www.dsb1.ca/tdss.

Arts:
- AVI1OAL Visual Art for Seniors
- AVI2OA Visual Art
- AWQ2O Photography
- NAC1OA Expressions of First Nations, Métis and Inuit Culture
- ADA2OA Drama
- AMC2OA Music for Creating “Rock Zone”
- AMU2OA Instrumental Music
- AMV2OA Vocal Development Studio *NEW

Healthy Active Living:
- PPL2OG Girls Healthy Active Living
- PPL2OM Boys Healthy Active Living

Languages:
- FSF2DF Core French (Academic)
- FSF2PF Core French (Applied)
- FIF2DF French Immersion (Academic)
- FIF2PF French Immersion (Applied)

Learning Strategies:
- GLE2O Learning Strategies (IEP)

Native Studies:
- NAC2OA Indigenous History and Culture in Canada

Social Science and Humanities:
- HFN2OA Food and Nutrition
- TXJ2OA Hairstyling and Aesthetics

Technology:
- TCJ2OW Custom Woodworking
- TCJ2OA Construction Technology
- TMJ2OA Welding
- TMJ2OG Girls Welding
- TTJ2OA Automotive Mechanics
- TDJ2OA Technology Design *NEW
- THJ2OA Green Industries *NEW
Optional Courses Available for Senior Students 2019-20
Timiskaming District Secondary School

- The selection of these optional courses determines the courses that run at our school next year. When you are choosing your elective courses, select the ones that you can really see yourself taking. There needs to be sufficient enrollment for a class to run.
- Senior students can also take grade 10 optional courses - descriptions can be found in the course calendar.
- New classes are indicated with *NEW beside the course code.
- For all course descriptions and required prerequisites, see the TDSS course calendar that is posted on our website - www.dsb1.ca/tdss.

### Arts:
- AVI1OAL: Visual Arts for Seniors
- AVI3OA: Visual Arts
- AVI4EA: Visual Arts
- AVI4MA: Visual Arts
- AWQ3MA: Photography
- AWQ4MA: Photography
- ADA3MA: Drama
- ADA4MA: Drama
- AMC3OA: Rockband 1
- AMU3MA: Instrumental Music
- AMC3MA: Rockband 2
- AMU4MA: Instrumental Music

### Business Studies:
- BAF3MA: Accounting Fundamentals
- BAT4MA: Financial Accounting
- BOH4MA: Business Leadership: Management
- IDC3OA: Personal Finance
- ICS3CA: Introduction to Computer Programming
- ICS3UA: Introduction to Computer Science
- ICS4CA: Computer Programming
- ICS4UA: Computer Science
- TGJ4OA: Marketing Digital Media and Design *NEW

### Cooperative Education:
- COPX1: Students can select 1, 2, 3, or 4 credit co-op placements
- COPX2
- COPX3
- COPX4
- French available - “F”

### Canadian World Studies:
- CGG3OA: Travel and Tourism
- CGT3OA: Spatial Technologies in the Field and Classroom *NEW
- CGO4MA: Spatial Technologies in Action *NEW
- CGW4CA: World Issues
- CGW4UA: World Issues
- CHA3UA: American History
- CHI4UA: Canadian History: Identity and Culture
- CLN4UA: Canadian and International Law
- NDA3MA: Current Aboriginal Issues in Canada
- NDW4MA: Issues of Indigenous Peoples in A Global Context *NEW

### French Immersion:
- FIF3UF: French Immersion
- FEF4UF: French Immersion
- FIF4UF: French Immersion
Healthy Active Living:

PAF3OG  Girls Personal Fitness
PPL3OM  Boys Healthy Active Living
PAF4OA  Personal Fitness (co-ed)
PPL4OA  Healthy Active Living (co-ed)

Languages:

EMS3OA  English Media *NEW
NBE3CA/UA  Contemporary Aboriginal Voices (counts as English credit)
OLC3O/4O  Literacy Course (OSSLT equivalent)
FSF3OF  Core French
FSF3UF  Core French
FSF4UF  Core French

Learning Strategies:

GLE3O/4O  Learning Strategies (IEP)
GLS4O  Learning Strategies

Mathematics:

MAP4CA  Foundations for College Mathematics
MCT4CA  Mathematics for College Technology
MDM4UA  Mathematics for Data Management
MCV4UA  Calculus and Vectors
MHF4UA  Advanced Functions
MEL4EA  Mathematics for Work and Everyday Life

Science:

SBI3CA  Biology (college)
SBI3UA  Biology (university)
SCH3UA  Chemistry (university)
SPH3UA  Physics (university)
SVN3EA  Environmental Science (workplace)
SVN3MA  Environmental Science (university/college)
SBI4UA  Biology (university)
SCH4CA  Chemistry (college)
SCH4UA  Chemistry (university)
SPH4UA  Physics (university)

Social Science and Humanities:

HPC3OA  Raising Healthy Children
TFJ3EA  Hospitality and Tourism
HFL4EA  Food and Healthy Living
HSB4UA  Challenge and Change in Society
IDC4OA  Life After High School *NEW
HSE4MA/3E  Equity, Diversity and Social Justice *NEW

Technology:

TWJ3EA  Custom Woodworking
TCJ3CA  Residential Construction
TCJ4CA  Residential Construction
TMJ3CA  Welding
TMJ4CA  Welding
TTH3CA  Heavy Equipment Maintenance
TTJ3CA  Automotive Mechanics
TTJ4CA  Automotive Mechanics
TTJ3OA  Automotive Mechanics
TTJ3OG  Girls Automotive *NEW

High Skills Major Programs - Major Credits:

Agritech  TTJ3CS or TTJ4CS
Arc Flash  TMJ3CS or TMJ4CS
Health Care  TPJ3MS or TPJ4EA/TPJ4MA & SNC4MA
Sports Management  BAF3MA or BAI3EA & PAL3OS *NEW
Tool Time  TCJ3CS or TCJ4CS
ARTS
Art, Photography, Drama, Music, Vocals

Visual Arts
Grade 9, Open
AVI 1OA
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.
Prerequisite: None.
T.D.S.S. Note: This course is for incoming Gr. 9 students only.

Visual Arts
Introductory Art for Senior Students
AVI 1OAL
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.
Prerequisite: None.
T.D.S.S. Note: This course is for students who did not take AVI 1OA when in Grade 9.

Visual Arts
Grade 10, Open
AVI 2OA
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.
Prerequisite: AVI10A, AVI10AL

Visual Arts
Grade 11, University/College
AVI 3MA
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).
Prerequisite: AVI 2OA

Visual Arts
Grade 11, Open
AVI 3OA
This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create artworks...
that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: AVI 2OA

Visual Arts
Grade 12, Workplace
AVI 4EA
This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewelry design, and/or web design.

Prerequisite: AVI 30A

Visual Arts
Grade 12, University/College
AVI 4MA
This course allows students to work on independent art projects of their own choosing and design. The studio program enables students to explore a range of materials and techniques that can be applied in their own art production. They will make connections between various works of art in personal and historical contexts. Students will also have an exhibition of their own artworks and produce a portfolio at the end of the course.

Prerequisite: AVI 3MA

Photography
Grade 10, Open
AWQ 2OA
This course emphasizes learning through practice; it introduces students to new ideas, techniques, materials and processes for artistic thinking and experimentation. This is an introduction to digital and film techniques with an emphasis on photographic composition. Students will learn how to use 35mm film cameras, as well as use digital cameras. Students will work with digital photos in iPad applications and will learn basic camera functions, developing film and darkroom procedures. This course provides an excellent background for students interested in pursuing photo imaging and graphic design.

Prerequisite: None.

T.D.S.S. Note: Enrolment is limited to facilitate darkroom use. A $20 darkroom fee is recommended for this course. (SLR cameras and digital cameras are available for student use. Students with iPads must use their iPad for the digital component of the course.)

Photography
Grade 11, Open
AWQ 3MA
Do you like photography? Field trips and working independently? In this course, you will go on photo shoots to photograph nature, the landscape, street photography and more! Learn to take great photos! This course will allow you to develop skill in picture taking, digital imaging and darkroom photography. A variety of cameras are used in this course: DSLR, 35mm film camera, iPads, Smart Phones.

Prerequisite: AWQ 2OA, ASM 2OA

T.D.S.S. Note: A $20 darkroom fee.

Photography
Grade 12, University/College
AWQ 4MA
For Photography lovers! Work independently on a variety of photo projects and photo shoots. Design your own projects that suit your interests. Build your skill in picture-taking and photo imaging techniques. Photograph
events in the community and in our school. This course is a continuation of grade 11 Photography. **Prerequisite:** AWQ 3MA, ASM 3OA  
**T.D.S.S. Note:** A $30 darkroom fee.

*Expressions of First Nations, Métis and Inuit Cultures*  
**Grade 9, Open**  
**NAC 1OA**  
This course explores various First Nations, Métis, and Inuit art forms (media arts, music, dance, drama, storytelling, visual art, installation and performance art, clothing design, and architectural design), giving students the opportunity to create, present, and analyze integrated art works infused with First Nations, Métis, and Inuit perspectives. Students will examine relationships between art forms and individual and cultural identities, histories, and values. Students will demonstrate innovation as they learn and apply art-related concepts, styles and conventions and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges. **Prerequisite:** None.  
**T.D.S.S. Note:** This course will also explore First Nations, Métis and Inuit art forms such as drawing, painting and printmaking. This course is open to all senior students at T.D.S.S. and counts as a compulsory art credit.

*Drama*  
**Grade 10, Open**  
**ADA 2OA**  
This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. **Prerequisite:** None.  
**Recommended:** Drama, Grade 9 (Open).

*Drama*  
**Grade 11, University/College**  
**ADA 3MA**  
This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences. **Prerequisite:** Drama, Grade 9 or 10, Open.

*Drama*  
**Grade 12, University/College**  
**ADA 4MA**  
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. **Prerequisite:** Drama, Grade 11, University/College Preparation.
**Instrumental Music**  
**Grade 9, Open**  
**AMI 1OA**  
This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.  
**Prerequisite:** None.  
**T.D.S.S. Note:** Grade 8 Instrumental Music is strongly recommended. This code is also for students who have already earned the AMU 1OA credit.

**Instrumental Music**  
**Grade 9, Open (for beginners)**  
**AMU 1OA**  
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.  
**Prerequisite:** None.

**Music for Creating I**  
**Grade 10, Open (Rock Zone)**  
**AMC 2OA**  
Have you ever wanted to learn what it’s like to be in a rock band? Do you want to learn how to play electric guitar, bass, drums, or learn how to sing? Then this course is for you! This performance based course provides students with an introduction to rock instrumentation. This course is designed to equip the beginner rock enthusiast with a practical understanding of their chosen instrument, as well as the history of rock music, rock theory, and the basics of songwriting. Rock on!  
**Prerequisite:** None.

**Instrumental Music**  
**Grade 10, Open**  
**AMU 2OA**  
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.  
**Prerequisite:** Music, Grade 9, Open (AMI 1OA or AMU 1OA).

**Music for Creating II**  
**Grade 11, Open (Rock Band 1)**  
**AMC 3OA**  
Did you love Rock Zone? Are you interested in further developing your skills on electric guitar, bass, drums or voice? Have you ever wondered how a band puts on a concert? Then join us in Rock Band 1! This performance based course provides students with an in-depth look at all aspects of the popular music industry. Students will experience a variety of roles, from performer to song-writer, and agent to producer and everything in between. Students will perform in a variety of settings to fulfill the performance requirements of this course. Students will be responsible for selecting repertoire, providing music/chords/tabs to colleagues, leading rehearsals, planning production notes and coordinating performance programs – all aspects of putting on a rock band concert. It is
essential that students be experienced on at least one of the following musical instrument options: drums, bass guitar, electric guitar, keyboard or vocals.

**Prerequisite:** Music for Creating, Grade 10, Open (AMC 2OA), or Music, Grade 9 or 10, (AMI1OA or AMU2OA).

**T.D.S.S. Note:** Students must supply their own instrument in order to participate in this course.

**Music**
Grade 11, University/ College

**AMU 3MA**
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 9 or 10, Open (AMI 1OA or AMU 2OA).

**T.D.S.S. Note:** Music, Grade 10 is strongly recommended.

**Music for Creating III**
Grade 11, Open (Rock Band 2)

**AMC 4MA**
Do you have a passion for leadership in music? Are you ready to explore music production, management, and everything behind the scenes? Then this specialized performance course is perfect for you! Practical performance experience will be gained through school and community events. Students will work to create full length shows performing in a variety of settings to fulfill the performance requirements of this course. This course places a special emphasis on production, management, and the behind the scenes work put in to a rock concert.

**Prerequisite:** Music for Creating, Grade 11, Open (AMC 3OA)

**T.D.S.S. Note:** Students must supply their own instrument in order to participate in this course.

**Music**
Grade 12, University/ College

**AMU 4MA**
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 11, University/College Prep or Open (AMU 3MA).

**Vocal Development Studio**
Grade 9/10, Open

**AMV 1O/2O *NEW**
Are you interested in developing your singing and performing skills? Would you like to try composing your own melodies and lyrics in a supportive team atmosphere? Would you like to find new ways to present your music in both live settings and online recordings? Sign up for Vocal Development Studio! Experience is welcome, but not essential as long as you enjoy singing and are willing to work hard. We will work to develop and refine the fundamentals of proper vocal production. Solo projects, small group numbers, and whole class singing with harmonies will all be covered. There are also elements of public group performance, music composition through technology (ex. Garageband), and solo video and audio recordings.

**Prerequisite:** None.
BUSINESS STUDIES

Technology, Accounting, Programming, Entrepreneurship, Marketing, International Business, Business Leadership

Introduction to Information Technology in Business
Grade 9, Open
BTT 1OA
This course introduces students to the use of 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.
Prerequisite: None.
TDSS Note: This course is important for high school, work, business and post-secondary education. Coding and 3D sketchup skills included.

Financial Accounting Fundamentals
Grade 11 University/College Preparation
BAF3MA
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. Prerequisite: None

Financial Accounting Principles
Grade 12 University/College Preparation
BAT4MA
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students’ knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.
Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

Business Leadership: Management Fundamentals
Grade 12, University/College Preparation
BOH 4MA
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.
Prerequisite: None
Offered: Alternating Years. Available in 2019-20
Introduction to Personal Finance  
Grade 11, Open  
IDC 3OA  
Introduction to Personal Finance is a course designed to teach students everything that they need to know about financial literacy including issues related to savings, credit, debt, financial planning, portfolio management, and investing. Practical application is key to this course, and is timed well at the age when some students begin working part-time, have their first summer job, and start planning for post-secondary expenses. A major objective of the course is to provide students with the tools and skills needed to make sound financial decisions throughout their lives. The process involves setting realistic goals and organizing activities toward the achievement of these goals.

Prerequisite: None

Introduction to Computer Programming  
Grade 11, College Preparation  
ICS 3CA  
This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Prerequisite: None

T.D.S.S. Note: Strongly recommended Gr. 9 Academic Math (MPM1DA) or 70% in Gr. 10 Applied Math (MPM2PM).

Introduction to Computer Science  
Grade 11, University Preparation  
ICS 3UA  
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

T.D.S.S. Note: Strongly recommended Gr. 9 Academic Math (MPM 1DA).

Computer Programming  
Grade 12, College Preparation  
ICS 4CA  
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.

Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation. (ICS 3CA)

Computer Science  
Grade 12, University Preparation  
ICS 4UA  
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review.
Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer

**Prerequisite:** Introduction to Computer Programming, Grade 11, University Preparation (ICS 3UA)

**Communications Technology**
Grade 10, Open

**TGJ 2OA (NOT OFFERED 2019/2020)**
This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

**Offered:** Alternating Years, next 2020-21

**T.D.S.S. Note:** This course introduces Auto CAD and Anim8or to students who are interested in computer graphics, animation, millwright, welding, manufacturing engineering and industrial and architectural design. Students will learn basic skills in Auto CAD, Inventor, and 3-D modelling.

**Communications Technology**
Grade 11, College/University

**TGJ 3MA (NOT OFFERED 2019/2020)**
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imagine; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None

**Offered:** Alternating Years, next 2020-21

**Marketing Digital Media and Design**
Grade 12, Open

**TGJ 4OA **NEW**
Promotional graphics are everywhere and our world needs creative individuals to design, develop, create and evaluate these advertisements. Digital graphics play a key role in the appearance of almost all print and on-screen designs. In this course, students will learn about advertising, packaging design, digital graphics, print and digital media, information design, brand identity design, and applying Adobe software. This project-based course will challenge students with creative thinking and real-world problem solving activities. The foundations of art and illustration, typography (the style and appearance of printed matter) and photographic techniques used in the advertising industry are also explored in this course.

**Prerequisite:** None

For further information on the Ontario Business curriculum, see the link below.

Issues in Canadian Geography
Grade 9, Academic
CGC 1DA
Geography affects us every day; from what we wear and where we live to what we do for jobs and for fun! Students will learn about Canada’s natural environment and understand how it impacts the social, economic and environmental issues of our country. Students will use compasses and GPS units and produce a variety of assignments, work on their critical thinking, teamwork and research skills as well as their oral and writing skills. They will learn to think like a geographer and develop possible approaches for making Canada a more sustainable place to live.
Prerequisite: None
Related Careers: surveyor, engineer, cartographer, urban planner, geophysicist, environmental management, GIS specialist, geologist, climatologist, forestry, mining, tourism

Issues in Canadian Geography
Grade 9, Applied
CGC 1PA
Geography affects us every day; from what we wear and where we live to what we do for jobs and for fun! This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness of issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process and spatial technologies, such as GPS units, to guide and support their investigations.
Prerequisite: None
Related Careers: travel agent, geologist, transportation management, forestry, mining, farming

Géographie du Canada
Grade 9, Applied/ Academic
CGC 1PF/ CGC 1DF
This French language course covers the same curriculum as stated above in CGC1DA and CGC1PA descriptions.
Prerequisite: None
TDSS Note: Students in the French Immersion, Extended French program would take this French Language.
Offered: Alternating Years

Issues in Canadian Geography
Grade 9, Recommended for Essential Students
CGC 1PAD (NOT OFFERED 2019/2020)
Geography affects us every day; from what we wear and where we live to what we do for jobs and for fun! This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness of issues that affect their lives in Canada are interconnected with issues in other parts of
the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process and spatial technologies, such as GPS units, to guide and support their investigations.

**Prerequisite:** None  
**Offered:** Alternating Years, next 2020-21  
**Related Careers:** travel agent, transportation management, forestry, mining, farming, tourism  
**TDSS Note:** Students who are taking Essential level English will select this course.

*Forces of Nature: Natural Disasters*  
*Grade 11, University/College Preparation*  
*CGF 3MA (NOT OFFERED 2019/2020)*

Who doesn’t like a good natural disaster? Earthquakes, hurricanes, volcanic eruptions, floods, tsunamis; each capable of changing life in an instant. How are they created? What role does climate change play in natural disasters? How do they impact the earth and our lives? How can we prepare for them? Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

**Prerequisite:** Issues in Canadian Geography, Grade 9, Academic or Applied  
**Offered:** Alternating Years, next 2020-21  
**Related Careers:** climatologist, geologist, engineer, relief worker, geophysicist, environmental management, GIS specialist, government planner, emergency services officer

*Travel and Tourism: The World is Waiting for You*  
*Grade 11, Open*  
*CGG 3OA*

Pack your bags and get ready to travel! In this course, students will learn about the most popular travel destinations in the world and investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will investigate the impact of the travel industry on natural environments and human communities and explore the many career options related to the travel and tourism industry. Finally, students will apply real life skills of researching, organizing, budgeting and presenting as they plan their ultimate dream vacation as their culminating activity.

**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied  
**Related Careers:** travel agent, municipal tourism planner, economic development officer, pilot, flight attendant, tourism operator/guide, promotions and advertising, business, event coordinator, photographer

*Spatial Technologies in the Field and Classroom*  
*Grade 11 Open*  
*CGT 3OA *NEW*

In this course, students will develop practical, hands on skills using geographic information systems (GIS), global positioning system (GPS) units, and remote sensing technologies. They will conducting fieldwork outside of the classroom to collect data. They will then develop their ability to organize this data in a variety of formats including maps, satellite imagery and computer software. Throughout the course, students will learn more about the geography of our local area from an environmental and social perspective.

**Possible Careers:** GIS/GPS technician, GIS/GPS specialist, analyst, field data collection technician, farmer, farm equipment operator, soil analyst, forestry  
**Prerequisite:** Issues in Canadian Geography, Grade 9, Academic or Applied  
**T.D.S.S. Note:** this course will be offered as a split with CGO4M.
Spatial Technologies in Action
Grade 12 University/College Preparation
CGO 4MA *NEW
In this course, students will develop practical, hands on skills using geographic information systems (GIS), global positioning system (GPS) units, and remote sensing technologies. They will be conducting fieldwork outside of the classroom to collect data. Students will then extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts and graphs. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Throughout the course, students will learn more about the geography of our local area from an environmental and social perspective.

Possible Careers: GIS developer, GIS manager, GIS/GPS specialist, analyst, surveyor, field data collection technician, farmer, farm equipment operator, soil analyst, engineer, urban planner, cartographer, photogrammetrist

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
T.D.S.S. Note: this course will be offered as a split with CGT3O.

World Issues: What is Happening in the World Around Us?
Grade 12, College Preparation
CGW 4CA
Not sure about what is going on in the world around you? Want to understand more about problems facing our society before you venture out into it? Then this course is for you! This course explores challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the rights and needs of a growing world population while ensuring the sustainability of the natural environment. Students will also explore issues in the news from environmental, social, economic, and political perspectives. Students will increase their skills in thinking critically, working in teams, problem solving and communicating clearly both verbally and in writing all while developing a well-rounded knowledge base of the world around them.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied (CGC 1DA or CGC 1PA)
Offered: Alternating Years
Related Careers: journalism, land use management, environmental technician, immigration officer, disaster relief

World Issues: What is Happening in the World Around Us?
Grade 12, University Preparation
CGW 4UA
Not sure about what is going on in the world around you? Want to understand more about problems facing our society before you venture out into it? Then this course is for you! In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues in the news involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will use critical thinking and the geographic inquiry process to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
Offered: Alternating Years
Related Careers: human rights officer, lawyer, politician, international relations, journalism, land use planner, international trade, economic and social development officer, political affairs officer, economist, epidemiologist, health promotion
Histoire du Canada French Immersion/ Extended French
Grade 10, Academic or Applied
**CHC 2DF/2PF (NOT OFFERED 2019/2020)**
This French language course covers the same curriculum as described above in CHC 2DA and CHC 2PA.
**Prerequisite:** None
**TDSS Note:** Students enrolled in the French Immersion or Extended French program would select this course.
**Offered:** Alternating Years, Available 2018-19

Canadian History Since World War 1
Grade 10, Academic
**CHC 2DA**
Ever wonder what it was like to live in Canada 100 years ago? 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. Students will develop their ability to research and to think like a historian by interpreting and analyzing evidence and perspectives when investigating key issues and events in Canadian history since 1914.
**Prerequisite:** None
**Related Careers:** teacher, politician, anthropologist, journalist, lawyer, researcher, writer, economist, curator, diplomat

Canadian History Since World War 1
Grade 10, Applied
**CHC 2PA**
Ever wonder what it was like to live in Canada 100 years ago? This course focuses on 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 research and think like a historian. They will interpret and analyze evidence when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.
**Prerequisite:** None
**Related Careers:** journalist, curator, writer, politician

Locally Developed Compulsory Credit Course History
Grade 10, Essential
**CHC 2LA**
This course focuses on the connections between the student and key people, events and themes in Canadian history from WWI to the present. Students will practice reading, writing, visual, and oral literacy skills through their historical studies.
**Prerequisite:** None
**TDSS Note:** Students enrolled in Essential level English would select this course.
**Offered:** Alternating Years, available in 2019-20

Indigenous History and Culture in Canada
Grade 10, Open
**NAC 2OA**
Explore the history and culture of Canada's First Peoples by taking this history course. Students will uncover the history of Indigenous Peoples in Canada from the earliest occupations up until present day. This course has many hands on learning experiences to offer students; Indigenous cultural activities are a major component. Students learn by doing. We smudge, learn about medicines, powwow’s, and participate in as many ceremonies as we can. Local elder’s and knowledge keepers are part of this course at various points as well. Students
who take this course will have not only an experience in the deep Indigenous history of this nation but they will also gain several significant cultural experiences that will enrich their educational experience. This credit can count as the Grade 10 compulsory history credit.

**Possible Job Connections:** Indigenous Wellbeing and Treatment, Social Work, Alcohol and Drug Counsellor, Indigenous Student Support Worker, Teacher, Counselling, Political Science, Political Representation, Journalism, Broadcasting

*Civics (paired with GLC2OH)*

*Grade 10, Open*

**CHV 2OH**

This half-credit 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.

**Prerequisite:** None

**TDSS Note:** This course has a ½ credit value and is paired with the Grade 10 Career Studies course (GLC 2OH) unless that ½ credit has already been earned

*Citoyenneté (French Immersion/ Extended French)*

*Grade 10, Open*

**CHV 2OF**

This half-credit course for the French Immersion student covers the same curriculum as CHV2OH above. This course would be paired with GLC 2OF Carrieres.

**Offered:** Alternating Years

*World History to the End of the Fifteenth Century*

*Grade 11, University/ College Preparation*

**CHW 3MA (NOT OFFERED 2019/2020)**

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

**Prerequisite:** Canadian History since World War 1, Grade 10, Academic or Applied (CHC 2DA or CHC 2PA)

**Offered:** Alternating Years, next in 2019-20.

*American History*

*Grade 11, University Preparation*

**CHA 3UA**

Ever wonder how someone like Donald Trump can become a president of such a powerful nation? How would it look if Quebec separated from Canada? Is this possible? Is the Holocaust possible again? The history of these important Western nations show students important themes and consequences that help them understand the development of a nation. Additionally, students will understand world events with much more insight and understanding. Both these histories explore the most significant developments in the tumultuous histories of the nation of choice. Students will learn the most current skills to prepare them for future academic pursuits. Lively debates and discussions of current issues as they apply to the historical development of both these nations is also a component of these courses. These credits run as a split class (CHI4UA) every alternate year. Please choose only one as a focus.
Possible Job Connections: Political Science, Law, Teaching, Research, Journalism, Social Work, Psychology/Psychologist, Diplomacy, Translation

**Prerequisite:** Canadian History since World War 1, Grade 10, Academic or Applied (CHC 2DA or CHC 2PA)

**Offered:** Alternating Years

*Canadian History: Identity and Culture*
*Grade 12, University Preparation*

**CHI 4UA**

Ever wonder how someone like Donald Trump can become a president of such a powerful nation? How would it look if Quebec separated from Canada? Is this possible? Is the Holocaust possible again? The history of these important Western nations show students important themes and consequences that help them understand the development of a nation. Additionally, students will understand world events with much more insight and understanding. Both these histories explore the most significant developments in the tumultuous histories of the nation of choice. Students will learn the most current skills to prepare them for future academic pursuits. Lively debates and discussions of current issues as they apply to the historical development of both these nations is also a component of these courses. These credits run as a split class (CHA3UA) every alternate year. Please choose only one as a focus.

Possible Job Connections: Political Science, Law, Teaching, Research, Journalism, Social Work, Psychology/Psychologist, Diplomacy, Translation

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

**Offered:** Alternating Years

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

**CHY 4UA (NOT OFFERED 2019/2020)**

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

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities.

**Offered:** Alternating Years, next in 2020-21.

*Understanding Canadian Law*
*Grade 11, University/College Preparation*

**CLU 3MA (NOT OFFERED 2019/2020)**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning and inquiry skills when they investigate a range of legal issues and formulate, debate and communicate informed opinions about them. Finally, students will take on a role within the courtroom as students conduct a mock trial as their culminating activity.

**Prerequisite:** Canadian History since World War 1, Grade 10, Academic or Applied (CHC 2DA or CHC 2PA)

**Related Careers:** lawyer, police officer, probation officer, paralegal, legal assistant, judge
Canadian and International Law
Grade 12, University
CLN 4UA
This course explores current legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will develop legal reasoning, research, debating and communication skills when investigating these relevant real-world issues in both Canadian and international contexts.
Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.
Related Careers: lawyer, police officer, probation officer, paralegal, legal assistant, judge

Canadian and World Politics
Grade 12, University
CPW 4UA (NOT OFFERED 2019/2020)
This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.
Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and the Humanities.
Offered: Alternating Years, next in 2020-21.

Current Aboriginal Issues in Canada
Grade 11, University/College Preparation
NDA 3MA
Canada's historical and current treatment of its Indigenous population is the most important issue in Canadian society today. Canada dropped 7 spots in the UNHID ratings as a result of an analysis of its Indigenous communities. Racism and discrimination against Indigenous people is a systematic problem in Canada. Educate yourself to achieve a deeper understanding of these issues. This course will explore a variety of Indigenous themes in current Canadian society like Missing and Murdered Indigenous Women, Intergenerational Trauma, Land Rights, Self-Government and many other issues. Students will engage in awareness projects and gain many important skills along the way. This is an essential course for all students who will be active participants in Canadian Society.
Possible Job Connections: Social Work, Counselling, Indigenous. Well Being and Treatment, Politics, Political Service, Mental Health, Health Care, Teaching, Journalism, Diplomacy, Alcohol and Drug Counsellor
Prerequisite: Aboriginal Peoples in Canada, Gr. 10, Open or CHC2PA/CHC2DA

Issues of Indigenous Peoples in a Global Context
Grade 12, University/College Preparation
NDW 4MA *NEW
This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.
Prerequisite: Any Grade 11 University, University/College, or College Preparation Course in Native Studies.
Related Careers: law, children’s rights advocate, journalism, government agency worker, environmental consultant, employment equity officer, Indigenous community liaison officer, historian, politician, professor, teacher
FRENCH IMMERSION

Immersion Certificate

The French Immersion program at T.D.S.S. is designed to allow students to complete 10 compulsory credits towards the O.S.S.D. while earning the Certificate of French Study. In general, the program plans to provide for three courses delivered in French language in Grade 9, three courses in Grade 10, two courses in Grade 11 and two courses in Grade 12.

*It is essential that all Immersion students complete all compulsory courses. The courses offered in the French Immersion program are:

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*students who complete 4 French Immersion language courses plus 3 more French Immersion credits will earn the Extended French Certificate upon graduation.

Francais (French Immersion FIF1DF)

**Prerequisite for Immersion**

Minimum of 3800 hours of French instruction, or equivalent. This course enables students to enhance their knowledge of the French language and to further develop their language skills through the study of twentieth-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.
Géographie du Canada
Grade 9, Academic Geography, French Immersion

CGC 1DF
This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

Prerequisite: None

T.D.S.S. Note: This course will be offered in the same classroom with the CGC 1PF course. This course is part of the French Immersion Certificate.

Géographie du Canada
Grade 9, Applied Geography, French Immersion

CGC 1PF
This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process and spatial technologies to guide and support their investigations.

Prerequisite: None

T.D.S.S. Note: This course will be offered in the same classroom with the CGC 1DF course. This course is part of the French Immersion Certificate.

Histoire du Canada
Grade 10, Academic History, French Immersion

CHC 2DF (NOT OFFERED 2019/2020)
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.

Prerequisite: None

T.D.S.S. Note: This course will be offered in the same classroom with the CHC 2PF course. This course is part of the French Immersion Certificate.

Histoire du Canada
Grade 10, Applied History, French Immersion

CHC 2PF (NOT OFFERED 2019/2020)
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.

**Prerequisite:** None

**T.D.S.S. Note:** This course will be offered in the same classroom with the CHC 2DF course. This course is part of the French Immersion Certificate.

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*Citoyenneté - (paired with GLC 2OF)*

**Grade 10, Open Civics, French Immersion**

**CHV 2OF**

This half-credit 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.

**Prerequisite:** None

**T.D.S.S. Note:** This course have a ½ credit value. It is paired with the Grade 10 Carrières course (GLC 2OF). This course is part of the French Immersion Certificate.

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*Carrières - (paired with CHV 2OF)*

**Grade 10, Open Careers, French Immersion**

**GLC 2OF**

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

**Prerequisite:** None

**T.D.S.S. Note:** This course will have a ½ credit value. It is paired with the Citoyenneté, Grade 10, Open (CHV 2OF) course. This course is part of the French Immersion Certificate.

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*French Immersion*

**Grade 9, Academic**

**FIF 1DF**

This course provides opportunities for students to speak and interact in French independently in a variety of real life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent.
French Immersion
Grade 9, Applied

**FIF 1PF**
This course provides opportunities for students to communicate and exchange information in French in a variety of real-life situations, with support as appropriate. Students will develop the key listening, speaking, reading, and writing skills introduced in the elementary French Immersion program. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

Education Physique
Grade 9, Open Immersion, Co-Ed

**PPL 1OF (NOT OFFERED 2019/2020)**
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None

**T.D.S.S. Note:** This will be a co-ed physical education class. This course is part of the French Immersion Certificate. All students will be introduced to the Advanced Coronary Treatment (ACT) High School CPR Program.

French Immersion
Grade 10, Academic

**FIF 2DF**
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 9, Academic or Applied.

French Immersion
Grade 10, Applied

**FIF 2PF**
This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 9, Academic or Applied.
French Immersion
Grade 11, Open

**FIF 3OF**
This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 10, Academic or Applied

French Immersion
Grade 11, University Preparation

**FIF 3UF**
This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** French Immersion, Grade 10, Academic

Extended French
Grade 12, University Preparation

**FEF 4UF**
This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

French Immersion
Grade 12, University Preparation

**FIF 4UF**
This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

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

**T.D.S.S. Notes:** This course will be part of the French Immersion and the Extended French Certificates.
Cooperative Education French Immersion
Grade 11, Open
COP 1F/2F
A cooperative education course linked to a related course (or courses) from the Ontario curriculum (or a locally developed course) consists of a community-connected experience, the cooperative education curriculum, and a set of expectations from the related course. Students will learn about safety and well-being throughout the experience, and will create, implement, and reflect on, a learning plan that meets their interests and needs and supports education and career/life planning. Through the experience, students will apply and extend their learning from the related course, and make connections with other aspects of their lives.
Prerequisite: None
T.D.S.S. Note: This course will be offered as part of the French Immersion Certificate.

Cooperative Education French Immersion
4-Credit
COP 4F4
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.
Prerequisite: None

For further information on the Ontario French Immersion curriculum, see the link below.
http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html

GUIDANCE AND CAREER EDUCATION
Careers, Learning Strategies

Career Studies (paired with CHV2OH)
Grade 10, Open
GLC 2OH
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
Prerequisite: None
Learning Strategies 1: Skills for Success in Secondary School
Grade 9/10, Open
GLS 10/ GLE 10/ GLE 20
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: Recommendation of principal

Learning Strategies 2: Skills for Success After Secondary School
Grade 11/12, Open
GLS 40/ GLE 30/ GLE 40
This course improves students’ learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.
Prerequisite: Recommendation of principal

For further information on the Ontario Guidance and Career Education curriculum, see the link below.

HEALTH AND PHYSICAL EDUCATION
PhysEd, Personal Fitness, Sports Focus, Kinesiology

For the Sports Management course descriptions, see the SHSM section of this guide.

Healthy Active Living Education
Grade 9, Open Female
PPL 10G
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None.
T.D.S.S. Note: All students will be introduced to the Advanced Coronary Treatment (ACT) High School CPR Program.
Healthy Active Living Education  
Grade 9, Open Male  
PPL 1OM  
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. 
Prerequisite: None.  
T.D.S.S. Note: All students will be introduced to the Advanced Coronary Treatment (ACT) High School CPR Program.

Education Physique, French Immersion  
Grade 9, Open Co-Ed  
PPL 1OF (NOT OFFERED 2019/2020)  
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. 
Prerequisite: None.  
T.D.S.S. Note: This course is for both the male and female students enrolled in the French Immersion program. All students will be introduced to the Advanced Coronary Treatment (ACT) High School CPR Program. Offered in Alternating Years.

Healthy Active Living Education  
Grade 10, Open Female  
PPL 2OG  
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. 
Prerequisite: None.

Healthy Active Living Education  
Grade 10, Open Male  
PPL 2OM  
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. 
Prerequisite: None.
Healthy Living and Personal Fitness Activities
Grade 11, Open Female
PAF 3OG
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The course will involve aerobic activities to improve cardiovascular fitness, weight training to develop and maintain muscular health, and a variety of fitness activities. Students will develop and implement personal fitness plans.
Prerequisite: None.
T.D.S.S. Note: Activities could include possible senior field trip: downhill skiing/snowboarding.

Healthy Active Living Education
Grade 11, Open Male
PPL 3OM
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provides a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None.
T.D.S.S. Note: Large group activities could include: games of low organization, racquet sports, ultimate frisbee football, floor hockey, handball, basketball and volleyball. Activities could include possible senior field trip: downhill skiing/snowboarding.

Healthy Living and Personal Fitness Activities
Grade 12, Open Co-Ed
PAF 4OA
This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The course will involve aerobic activities to improve cardiovascular fitness, weight training to develop and maintain muscular health, and a variety of fitness activities. Students will develop and implement a personal fitness program.
Prerequisite: None.
T.D.S.S. Note: Activities could include possible senior field trip: downhill skiing/snowboarding.

Recreation and Healthy Active Living Leadership
Grade 12, University/College Preparation
PLF 4MA (NOT OFFERED 2019/2020)
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and
health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

*Healthy Active Living*
*Grade 12, Open (Co-Ed)*
**PPL 4OA**
This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

**Prerequisite:** None.

**T.D.S.S. Note:** Individual and small group activities could include: Archery, bowling, tennis, squash, golf, curling, snowshoeing, paddleball and badminton. Possible senior field trip: downhill skiing/snowboarding.

*Introduction to Kinesiology*
*Grade 12, University Preparation*
**PSK 4UA (NOT OFFERED 2019/2020)**
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 sports, and the factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

**Prerequisite:** Any Grade 11 university or university/college preparation course in Science, or any Grade 11 or 12 open course in Health and Physical Education.

**T.D.S.S. Note:** Strongly recommended Biology, Grade 11, University or College Preparation.

**Offered:** Alternating Years, next in 2020-21.

For further information on the Ontario Health and Physical Education curriculum, see the link below.

**LANGUAGES**

**English, Core French, Literacy, Contemporary Aboriginal Voices**

**English**
*Grade 9, Academic*
**ENG 1DA**
This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will 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.

**Prerequisite:** None
English
Grade 9, Essential
ENG 1LA
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.
Prerequisite: None

English
Grade 9, Applied
ENG 1PA
This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students’ comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.
Prerequisite: None

English
Grade 10, Academic
ENG 2DA
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9, Academic or Applied (ENG 1DA or ENG 1PA)

English
Grade 10, Essential
ENG 2LA
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, or in the English Grade 11 Workplace Preparation course.
Prerequisite: English, Grade 9, Essential, (ENG 1LA)

English
Grade 10, Applied
ENG 2PA
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: English, Grade 9, Academic or Applied (ENG 1DA or ENG 1PA)

English Media
Grade 11, Open
EMS 3OA *NEW
Take this course and you will never look at English the same way again! Culture, Politics, History, Economics, Law; the areas that shape what you see when you go online, use social media, watch movies and TV, read books, play video games, and more. You will explore the evolution of media and how it influences perceptions of identity,
culture and community values. This course also involves critically analyzing media works and using the creative process to produce a multimedia final project or a major essay on a media related topic. You will develop critical thinking skills, creative and ethical judgement, and skills in viewing, representing, listening, speaking, reading and writing.

**Prerequisite:** Grade 10 English, Applied or Academic.

**English**

**Grade 11, College Preparation**

**ENG 3CA**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**Prerequisite:** English, Grade 10, Academic or Applied (ENG 2DA or ENG 2PA)

**Contemporary Aboriginal Voices**

**Grade 11, College Preparation**

**NBE 3CA/3UA**

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.

**Prerequisite:** ENG 2D or ENG 2P

**TDSS Note:** NBE 3C can be used as a compulsory Grade 11 English requirement.

**English**

**Grade 11, Workplace Preparation**

**ENG 3EA**

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

**Prerequisite:** English, Grade 10, (ENG 2P/2D/2L)

**English**

**Grade 11, University Preparation**

**ENG 3UA**

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

**Prerequisite:** English, Grade 10, Academic (ENG 2DA)
**English**  
**Grade 12, University Preparation**  
**ENG 4UA**  
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.  
**Prerequisite:** English, Grade 11, University Preparation, (ENG 3UA)

**English**  
**Grade 12, College Preparation**  
**ENG 4CA**  
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.  
**Prerequisite:** English, Grade 11, College Preparation (ENG 3CA)

**English**  
**Grade 12, Workplace Preparation**  
**ENG 4EA**  
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.  
**Prerequisite:** English, Grade 11, Workplace Preparation (ENG 3EA)

**The Ontario Secondary School Literacy Course**  
**OLC 3OA/ 4OA**  
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.  
**Eligibility requirement:** Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

**Core French**  
**Grade 9, Academic**  
**FSF 1DF**  
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their
understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 600 hours of elementary Core French instruction, or equivalent

**Core French**  
**Grade 9, Academic**  
**FSF 1PF**  
This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Minimum of 600 hours of elementary Core French instruction, or equivalent

**Core French**  
**Grade 10, Academic**  
**FSF 2DF**  
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 9, Academic or Applied (FSF 1DF or FSF 1PF)

**Core French**  
**Grade 10, Applied**  
**FSF 2PF**  
This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 9, Academic or Applied (FSF 1DF or FSF 1PF)

**Core French**  
**Grade 11, Open**  
**FSF 3OF**  
This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 10, Academic or Applied (FSF 2DF or FSF 2PF)

**Core French**  
**Grade 11, University Preparation**  
**FSF 3UF**  
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They
will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 10, Academic (FSF 2DF)

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**Core French**

**Grade 12, University Preparation**

**FSF 4UF**

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

**Prerequisite:** Core French, Grade 11, University Preparation (FSF 3UF)

For further information on the Ontario Language curriculum, see the link below.


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**MATHEMATICS**

**Math, Data Management, Functions, Calculus**

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**Essential Mathematics**

**Grade 9, Essential**

**MAT 1LA**

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.

**Prerequisite:** None

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**Foundation of Mathematics**

**Grade 9, Applied**

**MFM 1PA**

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** None

**T.D.S.S. Note:** Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM 2PA). (Note: Students who wish to take Principles of Mathematics, Grade 10, Academic [MPM 2DA] after completing this course will need to repeat Grade 9 Math at the Academic level or take a transfer course, if available). Learning through hands-on activities and the use of concrete examples is an important aspect of this course.
Principles of Mathematics
Grade 9, Academic
MPM 1DA
This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: None
T.D.S.S. Note: Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM 2DA) or Foundations of Mathematics, Grade 10, Applied (MFM 2PA).

Essential Mathematics
Grade 10, Locally Developed
MAT 2LA
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. The focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems.
Prerequisite: Essential Mathematics, Grade 9, Essential (MAT1LA)

Foundations of Mathematics
Grade 10, Applied
MFM 2PA
This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Math, Grade 9, Applied or Academic (MFM 1PA or MPM 1DA)

Principles of Mathematics
Grade 10, Academic
MPM 2DA
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 multistep problems and communicate their thinking.
Prerequisite: Math, Grade 9, Academic (MPM 1DA)
T.D.S.S. Note: Students entering this course should be performing at a minimum level 3 in Grade 9, Academic Math

Foundations for College Mathematics
Grade 11, College Preparation
MBF 3CA
This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership;
develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Foundations of Mathematics, Grade 10, Applied MFM2PA

**T.D.S.S. Note:** Students entering this course should be performing at least a minimum level 3 in grade 10 Applied.

**Functions and Applications**

*Grade 11, University/ College Preparation*

**MCF 3MA**
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.

**Prerequisite:** Principles of Mathematics, Grade 10, Academic (MPM2DA), or Foundations of Mathematics, Grade 10, Applied (MFM2PA)

**T.D.S.S. Note:** Students from grade 10 Applied should only consider this course if they are performing at a high level 4.

*Functions*  
*Grade 11, University Preparation*

**MCR 3UA**
This course introduces the mathematical concept of the function by extending students’ experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** Principles of Mathematics, Grade 10, Academic (MPM2DA).

**T.D.S.S. Note:** Students who earn level 3 or better in grade 10 Academic should consider this course.

**Mathematics for Work and Everyday Life**

*Grade 11, Workplace Preparation*

**MEL 3EA**
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Principles of Mathematics, Grade 9, Academic (MPM1DA), or Foundations of Mathematics, Grade 9, Applied (MFM1PA), or a ministry-approved locally developed Grade 10 mathematics course (MAT2LA)

**Foundations for College Mathematics**

*Grade 12, College Preparation*

**MAP 4CA**
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**Prerequisite:** Foundations for College Mathematics, Grade 11, Coll. Preparation (MBF3CA), or Functions and Applications, Grade 11 Univ./Coll. Preparation (MCF3MA), or Functions, Grade 11, Univ. Preparation (MCR3UA)
**Mathematics for College Technology**  
**Grade 12, College Preparation**  
**MCT 4CA**  
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 and is strongly recommended for a variety of college technology programs.  
**Prerequisite:** Functions and Applications, Grade 11, Univ./Coll. Preparation (MCF3MA)

**Mathematics for Data Management**  
**Grade 12, University Preparation**  
**MDM 4UA**  
This course broadens students’ understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.  
**Prerequisite:** Functions and Applications, Grade 11, Univ./Coll. Preparation (MCF3MA), or Functions, Grade 11, University Preparation (MCR3UA).

**Calculus and Vectors**  
**Grade 12, University Preparation**  
**MCV 4UA**  
This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.  
**Corequisite:** Advanced Functions (MHF4UA) can be taken either concurrently with or must precede Calculus and Vectors.  
**Prerequisite:** Advanced Functions, Grade 12, University Preparation (MHF4UA)

**Advanced Functions**  
**Grade 12, University Preparation**  
**MHF 4UA**  
This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.  
**Prerequisite:** Functions, Grade 11, Univ. Preparation (MCR3UA), or Mathematics for College Technology, Grade 12, College Preparation (MCT4CA)

**Mathematics for Work and Everyday Life**  
**Grade 12, Workplace Preparation**
MEL 4EA
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace (MEL 3EA)

For further information on the Ontario Mathematics curriculum, see the link below.
http://www.edu.gov.on.ca/eng/curriculum/secondary/math.html

NATIVE STUDIES
Art, Contemporary Aboriginal Voices, Current Issues

Expressions of First Nations, Métis and Inuit Cultures
Grade 9, Open

NAC 1OA
This course explores various First Nations, Métis, and Inuit art forms (media arts, music, dance, drama, storytelling, visual art, installation and performance art, clothing design, and architectural design), giving students the opportunity to create, present, and analyse integrated art works infused with First Nations, Métis, and Inuit perspectives. Students will examine relationships between art forms and individual and cultural identities, histories, and values. Students will demonstrate innovation as they learn and apply art-related concepts, styles and conventions and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None.

T.D.S.S. Note: This course will also explore First Nations, Métis and Inuit art forms such as drawing, painting and printmaking. This course is open to all senior students at T.D.S.S. and counts as a compulsory art credit.

Indigenous History and Culture in Canada
Grade 10, Open

NAC 2OA
Explore the history and culture of Canada's First Peoples by taking this history course. Students will uncover the history of Indigenous Peoples in Canada from the earliest occupations up until present day. This course has many hands on learning experiences to offer students; Indigenous cultural activities are a major component. Students learn by doing. We smudge, learn about medicines, powwow’s, and participate in as many ceremonies as we can. Local elder’s and knowledge keepers are part of this course at various points as well. Students who take this course will have not only an experience in the deep Indigenous history of this nation but they will also gain several significant cultural experiences that will enrich their educational experience. This credit can count as the Grade 10 compulsory history credit.

Possible Job Connections: Indigenous Wellbeing and Treatment, Social Work, Alcohol and Drug Counsellor, Indigenous Student Support Worker, Teacher, Counselling, Political Science, Political Representation, Journalism, Broadcasting
Contemporary Aboriginal Voices
Grade 11, College Preparation

NBE 3CA
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.

Prerequisite: ENG 2D or ENG 2P

TDSS Note: NBE 3C can be used as a compulsory Grade 11 English requirement.

Contemporary Aboriginal Issues in Canada
Grade 11, University/College Preparation

NDA 3MA
Canada's historical and current treatment of its Indigenous population is the most important issue in Canadian society today. Canada dropped 7 spots in the UNHID ratings as a result of an analysis of its Indigenous communities. Racism and discrimination against Indigenous peoples is a systematic problem in Canada. Educate yourself to achieve a deeper understanding of these issues. This course will explore a variety of Indigenous themes in current Canadian society like Missing and Murdered Indigenous Women, Intergenerational Trauma, Land Rights, Self-Government and many other issues. Students will engage in awareness projects and gain many important skills along the way. This is an essential course for all students who will be active participants in Canadian Society.

Possible Job Connections: Social Work, Counselling, Indigenous. Well Being and Treatment, Politics, Political Service, Mental Health, Health Care, Teaching, Journalism, Diplomacy, Alcohol and Drug Counsellor

Prerequisite: Aboriginal Peoples in Canada, Gr. 10, Open or CHC2PA/CHC2DA

Issues of Indigenous Peoples in a Global Context
Grade 12, University/College Preparation

NDW 4MA *NEW
This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.

Prerequisite: Any Grade 11 University, University/College, or College Preparation Course in Native Studies.

For further information on the Ontario Native Studies curriculum, see the link below.
http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html
Science
Grade 9, Academic
**SNC 1DA**
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 their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.
**Prerequisite:** None

Science
Grade 9, Essential
**SNC 1LA**
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.
**Prerequisite:** None

Science
Grade 9, Applied
**SNC 1PA**
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.
**Prerequisite:** None

Science
Grade 10, Academic
**SNC 2DA**
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.

**Prerequisite:** Science, Grade 9, Academic or Applied, (SNC 1DA or SNC 1PA)

**Science**  
**Grade 10, Essential**  
**SNC 2LA**  
This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to the environment, the nature of chemical reactions, motion, and weather. A variety of hands-on activities assist students to acquire concepts. Students are provided with opportunities to use different presentation strategies to facilitate the development of communications skills.  
**Prerequisite:** Essential Science, Grade 9, (SNC 1LA)

**Science**  
**Grade 10, Applied**  
**SNC 2PA**  
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.  
**Prerequisite:** Science, Grade 9, Applied or Academic (SNC 1DA or SNC 1PA)

**Biology**  
**Grade 11, College Preparation**  
**SBI 3CA**  
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, micro-biology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.  
**Prerequisite:** Science, Grade 10, Academic or Applied (SNC 2DA or SNC 2PA)

**Biology**  
**Grade 11, University Preparation**  
**SBI 3UA**  
This course furthers students’ understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.  
**Prerequisite:** Science, Grade 10, Academic (SNC 2DA)

**Chemistry**  
**Grade 11, University Preparation**  
**SCH 3UA**  
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 behavior of gases. Students will further develop their analytical skills
and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Prerequisite:** Science, Grade 10, Academic (SNC 2DA)

*Physics*

**Grade 11, University Preparation**

**SPH 3UA**

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

**Prerequisite:** Science, Grade 10, Academic (SNC 2DA)

*Environmental Science*

**Grade 11, Workplace Preparation**

**SVN 3EA**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students’ literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

**Prerequisite:** Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science.

*Environmental Science*

**Grade 11, University/College Preparation**

**SVN 3MA**

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

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

*Biology*

**Grade 12, University Preparation**

**SBI 4UA**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** Biology, Grade 11, University Preparation (SBI 3UA)
Chemistry
Grade 12, College Preparation
SCH 4CA
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied (SNC 2DA or SNC 2PA)

Chemistry
Grade 12, University Preparation
SCH 4UA
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.
Prerequisite: Chemistry, Grade 11, University Preparation (SCH 3UA)

Physics
Grade 12, College Preparation
SPH 4CA
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.
Prerequisite: Science, Grade 10, Academic or Applied (SNC 2DA or SNC 2PA). A Grade 11 College level Math is strongly recommended.

Physics
Grade 12, University Preparation
SPH 4UA
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation (SPH 3UA)

For further information on the Ontario Science curriculum, see the link below.
http://www.edu.gov.on.ca/eng/curriculum/secondary/science.html
SOCIAL SCIENCES AND HUMANITIES

Food and Nutrition, Hairstyling, Parenting, Catering, Human Development, Challenge and Change in Society, Equity Studies

Food and Nutrition
Grade 9, Open
HFN 1OA
Want to learn how to cook while making better and more nutritious food choices? This course investigates factors that influence food choices, from individual beliefs and attitudes to current trends, traditional eating patterns, and food marketing strategies. You will have the opportunity to develop food preparation skills by participating in numerous healthy food labs.

Prerequisite: None
This course satisfies the Group One compulsory credit requirement.
T.D.S.S. Note: Offered only to Grade Nine students.

Food and Nutrition
Grade 10, Open
HFN 2OA
Want to learn how to cook while making better and more nutritious food choices and have NOT taken HFN1OA? This course investigates factors that influence food choices, from individual beliefs and attitudes to current trends, traditional eating patterns, and food marketing strategies. You will have the opportunity to develop food preparation skills while participating in numerous healthy food labs.

T.D.S.S. Note: This course is offered to non-grade 9 students who have not completed HFN 1OA.

Hairstyling and Aesthetics
Grade 10, Open
TXJ 2OA
This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments.

Prerequisite: None
T.D.S.S. Note: This technical course satisfies the Group Three compulsory credit.
Possible Job Connections: Makeup Artist, Manicurist/Pedicurist, Skin Care Specialist, Hairdresser, Barber, Esthetician.

Raising Healthy Children
Grade 11, Open
HPC 3OA
Like children? Curious about how to take care of them? This course focuses on the skills and knowledge parents, guardians, and caregivers need. You will learn about pregnancy and birth by taking home the Electronic Infant Simulators, wearing the Pregnancy Belly and doing a cost assessment of raising a baby for a year. You will also learn how to meet the developmental needs of young children (birth to six year olds), how to better communicate with them, and learn how to guide their behaviour through effective discipline techniques.

Prerequisite: None
T.D.S.S. Note: This course satisfies the Group One compulsory credit requirement.
**Possible Job Connections:** Early Childhood Educator, CYW, Counselling, Alcohol and Drug Addiction Counsellor, Support Worker, Teacher’s Assistant.

**Hospitality and Tourism (Catering)**
*Grade 11, Workplace Preparation/College Preparation*

**TFJ 3EA/ TFJ 3CA**
Want to learn how to be a better cook and develop skills for working in the food and beverage services sector of the tourism industry? This Catering Skills class will develop your knowledge and skills and teach you how to prepare, present, and serve food using a variety of tools and equipment. You will participate in the Pizza War Challenge as well as get certified through the Health Unit’s Food Safety Handler’s course.

**Prerequisite:** None

**T.D.S.S. Note:** This technical course satisfies the Group Three compulsory credit.

**Possible Job Connections:** Cook, Food Service Worker, Caterer, Chef

**Food and Healthy Living**
*Grade 12, Workplace Preparation*

**HFL 4EA**
Don’t plan on living at home forever? This course will teach you how to make nutritious food choices by understanding why you eat what you eat and how these decisions affect your health. You will learn how to stock a kitchen and learn about responsible consumer practices. Through healthy food labs, you will develop skills for food preparation including food & kitchen safety, menu planning, shopping and cooking.

**Prerequisite:** None.

**Human Development throughout the Lifespan**
*Grade 12, University/College Preparation*

**HHG 4MA (NOT OFFERED 2019/2020)**
Think you might want to work with children or just want to know why people develop the way they do? In this course, you will learn about a range of theoretical perspectives on human development. You will learn about physical, cognitive, and social-emotional development from the prenatal period through old age with the greatest emphasis on childhood and adolescence. Assignments might include testing junior kindergarten students and teaching health curriculum to grade 7’s.

**Prerequisite:** Any University, Univ./Coll., or College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

**T.D.S.S. Note:** This course satisfies the Group One compulsory credit requirement.

**Offered:** Alternating years, available 2020-21

**Possible Job Connections:** Social Worker, Counselling, Alcohol and Drug Addiction Counsellor, Mental Health Worker, Health Services, Support Worker, Teacher, Teacher’s Assistant, Correctional Officer, Day Care Provider, Psychologist, Sociologist, Anthropologist

**Challenge and Change in Society**
*Grade 12, University Preparation*

**HSB 4UA**
Want to know more about the 'ologies' (psychology, sociology, and anthropology)? This course looks at social science theories to investigate shifts that might impact society. You will have a chance to explore the ideas of social theorists and explore ways in which social science research methods can be used to study social change. Possible assignments include creating Conformity Experiments and Anti-Prejudice Campaigns.

**Prerequisite:** Any University or University/College course in Social Sciences and Humanities, English, or Canadian and World Studies.

**T.D.S.S. Note:** This course satisfies the Group One compulsory credit requirement.
Possible Job Connections: Social Worker, Counselling, Alcohol and Drug Addiction Counsellor, Mental Health Worker, Health Services, Support Worker, Teacher, Teacher’s Assistant, Correctional Officer, Day Care Provider, Psychologist, Sociologist, Anthropologist

Life After High School
Grade 12, Open

IDC 4OA *NEW
Terrified, yet excited of the thought of moving out on your own? Want to learn the basics to independent living? This practical course is comprised of 2 half credits. You will learn basic domestic skills like budgeting, cooking, sewing for half the term and tech skills the other half (car oil and tire changes, drywall patching, etc.). Everything you might need to get you started to living on your own after high school!
Prerequisite: None

Equity, Diversity and Social Justice
Grade 12, College/University, Grade 11 Workplace

HSE 4MA/HSE 3EA *NEW
Discrimination. Racism. Harassment. Injustice. Many students face these issues daily in their lives. In today’s world these issues are ever present even in the most progressive societies like Canada. This course takes the plunge and immerses students in issues that people face in Canada and in the world. A focus is on populations like the LGBTQ population, racial minorities, Indigenous Peoples in Canada and women. Students will learn about social activism and how to address difficult issues in society. Students will be actively involved in a passion project designed to create awareness and activism on a topic that relates to the course curriculum. This course is an essential component to the social, moral and intellectual development of all students. Don’t miss this one!
HSE 3EA Prerequisite: None
HSE4MA Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
Possible Job Connections: Social Work, NGO work. Counselling, Alcohol and Drug Addiction Counsellor, Mental Health worker, Political Activism, Health Services, Support Worker, Teacher, Journalism.

For further information on the Ontario Social Science and Humanities curriculum, see the link below.
http://www.edu.gov.on.ca/eng/curriculum/secondary/science.html

TECHNOLOGY

Automotive, Construction, Manufacturing, Woodworking

For Agritech, Tool Time and Arc Flash course descriptions, see the SHSM section of this guide.

Grade 9 Exploring Technology
Grade 9, Open
TIJ 1OA
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 post-secondary education and training pathways leading to careers in technology-related fields.

**Prerequisite:** None

**T.D.S.S. Note:** This course may integrate welding, transportation, construction, plumbing and electrical depending on the instructor and the classroom. If you are in Grade 10 and are selecting your first technical courses, it is recommended that you choose from the Grade 10 courses listed below and not the Grade 9 Exploring Technologies course.

**Custom Woodworking Construction Technology**
*Grade 10, Open*
**TCJ 2OW**
This introductory woodworking course allows the students to acquire practical experience using a variety of hand and power tools. Along with a class-oriented project that enhances proper planning procedures and wood joinery techniques, the students are allowed to design and construct a useful project for themselves.

**Prerequisite:** None.

**Custom Woodworking Cabinet and Furniture Making Technology**
*Grade 11, Workplace*
**TWJ 3EA**
Students enrolled in this course will continue to gain more hands-on experience using all of the power equipment used in the woodworking industry. Emphasis throughout the course is placed on proper construction techniques and the enjoyment of working with wood as a material. Students are allowed to design and build individual projects of their choice.

**Prerequisite:** None.

**Custom Woodworking Cabinet and Furniture Making Technology**
*Grade 12, Workplace*
**TWJ 4EA**
This course enables students to further develop their skills related to woodworking. Along with the construction of projects of their choice, students will work in small groups constructing projects. This course will lead students to future employment or further education in the industry.

**Prerequisite:** Grade 11 Custom Woodworking (TWJ3EA)

**Construction Technology**
*Grade 10, Open*
**TCJ2OA**
This course introduces student 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 post-secondary pathways leading to careers in the industry.

**Prerequisite:** None.

**Residential Construction Engineering Technology**
*Grade 11, College*
**TCJ 3CA**
This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about
building design and planning construction projects; create and interpret working drawings and sections; and learn
how the Ontario Building Code and other regulations and standards apply to construction projects. Students will
also develop an awareness of environmental and societal issues related to construction technology, and will
explore career opportunities in the field.

Prerequisite: None.

Residential Construction Engineering Technology
Grade 12, College
TCJ 4CA
This course allows for further development of knowledge and skills related to residential construction and 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 will explore career
opportunities in the field.

Prerequisite: Construction Engineering Technology, Grade 11, College Preparation (TCJ 3CA).

Welding
Grade 10, Open
TMJ 2OA
This course introduces students to the manufacturing industry by giving them an opportunity to design and
fabricate products using a variety of tools and equipment. Students will learn about technical drawings, 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.

Prerequisite: None
T.D.S.S. Note: Approximately 50% of the practical work in this course involves welding and fabrication.

Welding for Females
Grade 10, Open
TMJ 2OG
This course introduces students to the manufacturing industry by giving them an opportunity to design and
fabricate products using a variety of tools and equipment. Students will learn about technical drawings, 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.

Prerequisite: None but this course is strictly for females
T.D.S.S. Note: Approximately 50% of the practical work in this course involves welding and fabrication.

Welding
Grade 11, College
TMJ 3CA
This course enables students to develop knowledge and skills through hands-on, project-based learning. Students
will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills,
welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain
industry-standard certification and training. Students will develop an awareness of environmental and societal
issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry.

**Prerequisite:** None

**Welding**

*Grade 12, College*

**TMJ 4CA**

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

**Prerequisite:** TMJ3CA Manufacturing Technology, Gr. 11, College Preparation

**Automotive Mechanics**

*Grade 10, Open*

**TTJ 2OA**

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.

**Prerequisite:** None

**T.D.S.S. Note:** This course is strongly recommended for junior students wishing to take senior auto courses as a planned pathway!

**Heavy Equipment Maintenance**

*Grade 11, College*

**TTH 3CA**

This course introduces students to the servicing, repair, and maintenance of heavy duty equipment through practical applications. This course is appropriate for students who have shown a general interest and aptitude for heavy equipment repairs. Students will continue to build on the skills learned in the senior auto courses and gain valuable knowledge and skills regarding repairs to diesel injection systems, hydraulics, diesel engines, gear ratios and heavy duty brakes and chassis. 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.

**Prerequisite:** None

**T.D.S.S. Note:** This course will be offered in second semester only. Candidates may be subject to a screening process as the students in this course will be performing maintenance on the T.D.S.S. fleet of school buses.

**Automotive Mechanics**

*Grade 11, College*

**TTJ 3CA**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.
**Prerequisite:** None

**T.D.S.S. Note:** It is strongly recommended that students have earned the Gr. 10 Transportation (TTJ 2OA) credit before taking this senior level auto course!

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**Automotive Mechanics**

**Grade 11, College**

**TTJ 4CA**

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

**Prerequisite:** TTJ3CA

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**Automotive Mechanics**

**Grade 11, Open**

**TTJ 3OA**

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

**Prerequisite:** None

**T.D.S.S. Note:** It is strongly recommended that students have earned the Grade 10 Transportation (TTJ 2OA) credit before taking this senior level auto course!

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**Girls Automotive**

**Grade 11, Open**

**TTJ 3OG **NEW**

You are going to drive, so why not learn some basics about cars? Girls Automotive is a grade 11/12 class that will educate female students about the automotive world. How to check fluids, how to change a tire; how to feel confident, comfortable and competent in checking over and repairing a vehicle. By the end of the course you will be able to maintain your own vehicle, perform both simple and complex repairs, and become knowledgeable about vehicle buying and financing. This is a must have course! The highway awaits you...best to know what you are driving into!!

**Prerequisite:** None

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**Technology Design**

**Grade 10, Open**

**TDJ 2OA **NEW**

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

**Prerequisite:** None
**Green Industries**  
*Grade 10, Open*  

**THJ 2OA *NEW***  
This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors. **Prerequisite:** None

For further information on the Ontario Technological Education curriculum, see the link below.