

Seaway District High School

Course Calendar
2024-2025

Grade 9 – 12



Mr. Trent Carter-Edwards
Principal

Phone: (613) 652-4878

Fax: 1-855-484-6075

P.O. Box 100

2 Beach St.

Iroquois, Ontario

K0E 1K0

Table of Contents

	Page
Principal's Message	2
Reaching Every Student	3
Diploma Requirements	4
Ontario Secondary School Literacy Test	5
Community Involvement Activities	5
Online Learning Graduation Requirement	5
The Ontario Student Transcript	6
Ontario Student Record	6
Substitutions for Compulsory Credits	6
Courses Offered	6
Expectations for Course Load	7
Course Changes During the Year	7
Enhanced Programming and Material Fees	7
Growing Success & Assessment and Evaluation	8
Reporting Student Achievement	9
Recognition of Academic Achievement	10
Student Services: Guidance and Career Education	11
Individual Pathways Plan (IPP)	11
Student Services: Special Education	12
UCDSB Transfer Policy	13
Types of Courses	14
Charting Your Educational Future	16
Grade 9 Courses	17
Grade 10 Courses	18
Grade 11 Courses	19
Grade 12 Courses	21
Course Selection Chart	23
Arts	25
Business Studies	27
Canadian and World Studies	28
Cooperative Education	30
English	31
First Nations, Métis and Inuit Studies	35
French	37
Guidance and Career Education	39
Health and Physical Education	40
Interdisciplinary Studies	43
Mathematics	44
Science	49
Social Sciences and Humanities	54
Technological Courses	56
U.C.D.S.B. On-Line Learning Program	59
eLearning Courses	60
Dual Credit	61
Specialist High Skills Major (SHSM) – Health & Wellness / Agriculture	62

Principal's Message

At Seaway District High School, we are committed to reaching every student to help them achieve exemplary results from their secondary school experience. We are proud to offer a variety of opportunities that meet the needs of all students. Our innovative programs extend learning beyond the classroom setting and provide multiple opportunities for student success.

Seaway is extremely proud of the many student accomplishments every year. We boast an extremely high credit attainment rate, above provincial average graduation rates, and have multiple students graduate each year with a Red Seal Ontario Secondary School Diploma through the successful completion of one of 4 Specialist High Skills Major Programs.

A high percentage of our students are involved in extra-curricular activities at the school. We offer a variety of activities outside of the classroom that stimulate the mind, body, and heart of our students. Opportunities to participate in school band, drama productions, community leadership experiences, sports, global outreach, breakfast program, and other activities are available to all students.

Seaway believes that character development has a large role to play in student success. Through our Character Always Development programs, we guide and support students in their quest to become contributing members of society. Our life lessons are invaluable to student development long after graduation from Seaway DHS.

The course calendar is intended to assist you and your family to make informed choices that will guide you through the variety of courses available in Grades 9 to 12 and that will support your future career goals. I encourage you to carefully go through the course calendar and consult with your parent(s)/guardian(s), teachers, guidance counselor, and administrators as you select courses and begin to chart your journey into high school and beyond. Consider your interests as well as your educational needs before making your final selections. The decisions you make will help to open a range of future possibilities.

We look forward to welcoming you to our secondary programming for 2024-25 as we continue to strive to be the best small high school in Canada.

Trent Carter-Edwards
Principal
Seaway District High School



Reaching Every Student

The Upper Canada District School Board, through its secondary school program, is committed to equipping all students with the knowledge, skills and attitudes they need for successful outcomes and smooth transitions to the post-secondary destinations of their choice. Our schools offer educational programs that promote high standards, while providing students with learning opportunities and supports needed for success.

Successful completion of secondary education in Ontario is important and a valuable step toward post-secondary opportunities. Students may create or choose a program pathway that prepares them for direct entry into:

- Apprenticeship Programs
- College
- Community Living
- University
- The Workplace

There is value, honour and dignity in all post-secondary destinations and all sectors of employment. A student's Program Pathway is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parents/guardians, teachers, and guidance counselors. Factors that must be considered in planning include a student's:

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

Early success in high school is essential. Statistics in Ontario show very clearly that failure in courses in grades 9 and 10 is a significant factor in students dropping out of school. Appropriate course selection and proactive plans for success are important.

Schools in Upper Canada have a strong focus on Student Success. In each of our high schools, Classroom Teachers, Student Success Teachers, Guidance Counsellors, Special Education Teachers, and Administrators form strong teams that are dedicated to successful outcomes for all students. For our students making the transition from grade 8 to grade 9, there has never been greater attention paid to their strengths and needs, while focusing on opportunities for success.

This Course Calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. Please contact us for more information.

Principal: Trent Carter-Edwards



Vice-Principal: Shannon Fenlong

Diploma Requirements

An **ONTARIO SECONDARY SCHOOL DIPLOMA** will be granted to a student who earns a minimum of 30 credits, meets the provincial literacy requirement, and completes the 40 hours of Community Involvement Activities. A credit is granted in recognition of the successful demonstration of the overall expectations of a course. 110 hours of instruction are required to obtain a credit. Where applicable, a half-credit is granted for the successful completion of 55 hours of instruction.

Compulsory Credits (Total of 18)

4 credits in ENGLISH (one per grade)

3 credits in MATHEMATICS (at least 1 credit in Grade 11 or 12)

3 credits for group 1, 2, and 3 courses (1 credit in each group)

2 credits in SCIENCE

1 credit in CANADIAN HISTORY (Grade 10)

1 credit in CANADIAN GEOGRAPHY (Grade 9)

1 credit in ARTS (MUSIC, ART OR DRAMA)

1 credit in TECHNOLOGY (Grade 9 or 10)

1 credit in HEALTH AND PHYSICAL EDUCATION

1 credit in FRENCH AS A SECOND LANGUAGE

½ credit in CIVICS

½ credit in CAREER STUDIES

Group 1-**1 credit** in ENGLISH (including OSSLC), or FRENCH AS A SECOND LANGUAGE, or a NATIVE LANGUAGES, FNMI STUDIES, Classical Studies or SOCIAL SCIENCE AND THE HUMANITIES, or CANADIAN AND WORLD STUDIES, or GUIDANCE AND CAREER EDUCATION, or COOPERATIVE EDUCATION, or ASL.

Group 2-**1 credit** in HEALTH AND PHYSICAL EDUCATION, or the ARTS, or BUSINESS STUDIES, or FSL, or COOPERATIVE EDUCATION, or ASL.

Group 3-**1 credit** in SCIENCE (Grade 11 or 12), or TECHNOLOGICAL EDUCATION, or FSL, or COOPERATIVE EDUCATION, or ASL.

Optional Credits (Total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits by successfully completing courses offered in their school's program and course calendar selected from the full list of courses available in the school.

An **ONTARIO SECONDARY SCHOOL CERTIFICATE** will be granted to a student who earns a minimum of 14 credits.

Compulsory Credits (Total of 7)

2 credits in ENGLISH

1 credit in MATHEMATICS

1 credit in SCIENCE

1 credit in ARTS or TECHNOLOGY

1 credit in CANADIAN HISTORY or CANADIAN GEOGRAPHY

1 credit in HEALTH AND PHYSICAL EDUCATION

Optional Credits (Total of 7)

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

A **CERTIFICATE OF ACCOMPLISHMENT** will be granted to a student who leaves school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate. The Certificate of Accomplishment is a way of recognizing the achievement of students who plan to pursue other kinds of further training or who plan to find employment after school.

An Ontario Student Transcript will be attached to indicate which credits have been earned. A Certificate of Accomplishment will be issued only once.

Literacy Graduation Requirement

Beginning September 2022, the literacy graduation requirement was restored and students graduating in the 2022-23 school year and beyond were required to meet this requirement. All students must meet the secondary school literacy graduation requirement to earn their high school diploma.

For most students, this means passing the [Ontario Secondary School Literacy Test \(OSSLT\)](#). Students who do not successfully complete the OSSLT have other opportunities to meet the literacy graduation requirement. Students can contact their school principal to find out about these options.

Community Involvement Activities

Students are required to complete a minimum 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). Students working towards their OSSD should make sure they meet these graduation requirements in time for their graduating year.

Students can start accumulating their community involvement hours in the summer before entering Grade 9.

Students who are looking for community involvement opportunities should:

- make sure they know [which activities qualify for the community involvement requirement](#)
- check their school board's website for a list of eligible and ineligible activities, as well as resources to help them record hours and find volunteer activities
- ask their principal or guidance counsellor for more information

Students under 18 years old should consult with their parents to plan and select their community involvement activities, according to [ministry guidelines](#). Students should also speak to their guidance counsellor or principal about other ways their school could allow them to earn community involvement hours this year.

The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. By being involved in their communities and serving others, students can develop transferable skills and explore different sectors and potential career opportunities as well as deepening their understanding of their role in society.

A copy of the Community Involvement completion form can be found in the Main Office and Guidance Office.

Online Learning Graduation Requirement

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma.

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year. Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's school.

The Ontario Student Transcript

In all Ontario secondary schools as of September 1999, the Ontario Student Transcript contains:

- a student's record of courses successfully completed in Grades 9 and 10
- all attempts at courses in Grade 11 or 12, including those courses from which the student withdraws after five days from the issue of the first Ontario Report Card of the semester.

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

Ontario Student Record

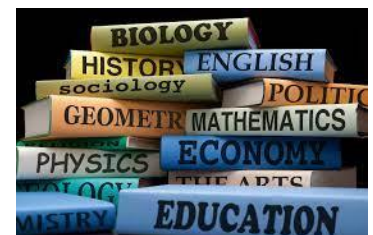
Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned, and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and the Freedom of Information and Protection of Privacy Act.

Substitutions for Compulsory Credits

In order to allow flexibility in designing a student's program and to ensure that students can qualify for the Ontario Secondary School Diploma, substitutions may be made for a limited number of compulsory credits. These courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual student needs, the principal may replace up to three (3) of these courses (or the equivalent in half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

Courses Offered

- All the courses offered by Seaway DHS have been developed according to the requirements of the Ontario Ministry of Education. Detailed courses of study are available at the main office of the school, and parents who wish to examine them may present their request to the Principal.
- Courses are available through means other than regular day school. More information about these methods of delivery is available by contacting the school's Guidance Department.



Expectations for Course Load

- Students in grade 9, 10, 11 take four courses in each semester.
- Students in grade 12 may take a minimum of three courses in each semester.
- Students who wish to alter their course load must work closely with a Guidance Counsellor and the school administration, for approval.

The requirement for secondary school graduation and possible entry into post-secondary education programs are demanding. Students may choose to take more than 30 credits and extend secondary school studies into a fifth year of study. Please consult with the Guidance staff about this option.

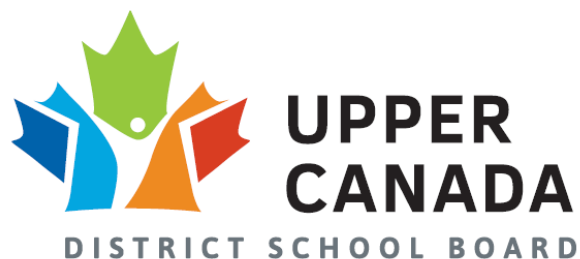
Course Changes During the Year

Changes to a student's timetable will be made only under exceptional circumstances after the semester begins. A student may change courses with the advice of the counsellor and consultation of the parent (signature required).

If the student (including a student with a completed IEP) withdraws from a grade 11 or 12 course within five instructional days following the issue of the first provincial report card in the semester, the withdrawal is not recorded on the Ontario Student Transcript (OST). If the student withdraws after those five instructional days, the withdrawal is recorded and the student's percentage grade at the time of withdrawal is recorded on the OST.

Enhanced Programming and Material Fees

Enhanced programming and materials are voluntary enrichment or upgrades to the curriculum beyond what is necessary to meet the learning expectations for a particular course. For example, in some performance and production courses, students may wish to use a superior product or consumable than that which is provided by the school, in which case they will be asked to pay the additional cost for the upgrade. Where students choose not to access these enhancements, alternatives will be available. (UCDSB Policy 452)



GROWING SUCCESS

Policy

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

The Seven Fundamental Principles

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

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

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Assessment and Evaluation

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



Assessment FOR Learning and Assessment AS Learning

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

Assessment OF Learning

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

Late and Missed Assignments

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

Reporting Student Achievement

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

A final grade is recorded for each course, and the credit is granted and recorded for every course in which the student's grade is 50% or higher, except for The Ontario Secondary School Literacy Course (OLC). To earn a credit and successfully meet the literacy requirements for graduation, students must "moderately" or "adequately" demonstrate their learning in each of the categories of the achievement chart for the OLC. This equates to the attainment of a Level 2 in other courses.

The final grade for each course will be determined as follows:

- Seventy percent (70%) of the grade will be based on evaluation conducted throughout the course.
- Thirty percent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content.

In all their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement. The four categories of achievement include:

- Application
- Communication
- Knowledge and Understanding
- Thinking and Inquiry

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

Ministry report cards are issued twice per semester. However, each student should constantly monitor his/her own performance and seek evaluative feedback and positive advice from his/her teachers.

Recognition of Academic Achievement

The academic achievements of Grade 9 to 11 students will be recognized at the Achievement Awards celebration held in Semester 1 of the following school year. The academic achievements of Grade 12 students will be recognized at the end of school year June Graduation Ceremony.



The Achievement Awards celebration recognizes aggregate academic achievement (Honour Roll), distinction in specific classes, contribution to school life, and citizenship.

- Honour Roll students are those who have attained an aggregate average of 80% or higher during the previous school year.

The names of all students who achieve an average of 80% in each semester will be posted on the Honour Roll List in the main entrance at the end of each semester.

Student Services: Guidance and Career Education

The Guidance and Career Education Program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need to learn effectively, to live and work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various means, including classroom instruction, orientation and exit programs, completion of the individual pathways plan, career exploration activities, and individual assistance and short-term counselling.

The goals of the Guidance and Career Education Program are outlined in the policy document entitled Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999.

To achieve these goals, counsellors:

- assist with communication between students, teachers, and parents,
- in the fall, interview each student new to the school as well as all graduating students,
- counsel students with academic difficulties after each reporting period,
- actively respond to students' needs, as they arise,
- plan Career Exploration activities, and other job shadow opportunities
- offer students school-to-work transition programs such as work preparation seminars,
- liaise with colleges, universities, community services and other professional agencies,
- organize and host visits from colleges and universities,
- provide scholarship information,
- coordinate small-group counselling sessions.

Individual Pathways Plan (IPP)

The **IPP** is the primary planning tool for students as they move through high school towards their post-secondary destination. Ongoing development of the **IPP** will provide students with a valuable archive of their learning and a record of the resources that can assist them in planning. Students will have a web based IPP and a clearly delineated process in place establishing their plan; this will be reviewed and revised twice a year.

The online tool used to complete the **IPP** at Seaway DHS is called **myBlueprint**. A variety of resources exist within this website including High School Planner used to complete course selection annually.

Visit this site at www.myblueprint.ca/ucdsb

Click on “**School Account Log In**” to sign in.



Student Services: Special Education

All students require support from teachers, classmates, family, and friends to thrive and to gain full benefit from their school experience. Some students have special needs that require additional supports. Teachers and administrators, together with parents or guardians and students, track students' success at school and determine when additional supports may be required. Through the Identification Placement and Review (IPRC) process, a student's special program needs are identified. An Individual Education Plan (IEP) is developed in order to help students who need extra support to access an education which will enable them to develop the knowledge, skills, and abilities they need for life after high school. The IPRC and IEP must be reviewed annually with parents and school personnel. We are committed to ensuring that these students are provided with the support and guidance they need at Seaway District High School. Our Special Education Teachers (SET) meet and work with all teachers of special needs students in order to help design programs which meet the requirements of the IEP. The SET calls meetings of parents/guardians, teachers, and support personnel to review, discuss, and redesign approaches to better match learning styles. The SET conducts academic screening tests to determine strengths, weaknesses and levels of ability. The SET may withdraw students from their program in order to provide small group support or may work in a classroom with a teacher to assist students as they are learning.

Special Education

All students can learn and the right to the best possible education that challenges their learning abilities. Within the UCDSB, we believe that every student can benefit from and contribute to the school community.

*Programs for exceptional pupils are based on the strengths and needs of these students as developed through appropriate assessments, the Identification, Placement and Review Committee process and planning (i.e. **Individual Education Plans**).*

The education of exceptional pupils is a responsibility shared among board personnel, students, parents and community partners. Students will be encouraged to be involved in their IEP where possible.

Everyone involved in the education of an exceptional student should practice effective communication which, concurrently, promotes fairness and respect for those involved.



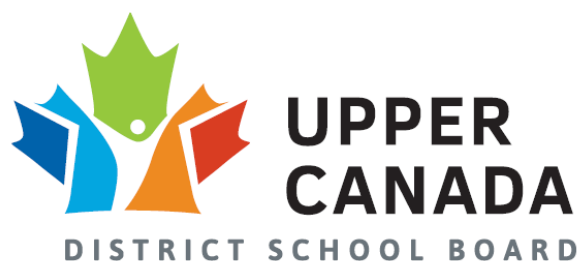
UPPER CANADA DISTRICT SCHOOL BOARD STUDENT TRANSFER POLICY

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

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

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

[Curriculum and Resources \(gov.on.ca\)](http://gov.on.ca)



Types of Courses - Explanation of Common Course Codes

The Common Course Code (CCC) Characters:

The first three characters of the CCC's are assigned by the Ministry and represent the discipline, the subject and the course.

The fourth character refers to the grade of the course (1-Grade 9, 2-Grade 10, 3-Grade 11, 4-Grade 12).

The fifth character refers to the course type.

The course types are:

D-Academic

W-De-streamed

E-Workplace

L-Essentials

P-Applied

M-University/College

O-Open

C-College

U-University

CODE	DICIPLINE	COURSE	GRADE	TYPE	FOCUS
MEL3E	M - Mathematics	E-Everyday L-Life	3 – Grade 11	E - Workplace	
CHC2DF	C – Canadian & World Studies	H-History C-Canada	2 – Grade 10	D – Academic	F – French

Beginning in September 2022, all Grade 9 subjects will be offered in one stream (De-streamed).

Students in Grade 10 will choose courses from one or more of the following types:

Academic (D)

In these courses, the essential concepts of a subject are learned and related material is explored. Although the knowledge and skills in the subject will be developed through both theory and practical application, the focus will be on theory and abstract thinking as a basis for future learning and problem solving.

Applied (P)

These courses also cover the essential concepts of a subject. Knowledge and skills will be developed through both theoretical and practical applications, but the focus will be on the practical applications. In Applied courses, familiar, real-life situations will be used to illustrate ideas, and more opportunities will be given to experience hands-on applications of the concepts studied.

Essentials/Locally-Developed (L)

The Essentials/Locally Developed courses are designed for students who have been working on a modified program as outlined in their IEP in mathematics, language and/or science in elementary school and who may experience considerable difficulty in the grade nine/ten program. Students enrolled in the Essentials/Locally Developed Program will be eligible to take senior Workplace courses. Some students may use the Essentials/Locally Developed Program to build skills to prepare them to move on to Applied courses.

Admission to this program is a collaborative effort involving communication between elementary and high school teachers, special education personnel, and parents/guardians.

Open (O)

An Open course is neither Academic nor Applied, rather it is a course with one set of expectations for all students. Open courses are designed to provide students with a broad educational base that will prepare them for studies in grades 11 and 12.

Students in Grades 11 and 12 should choose the courses offered to prepare them for their post-secondary destinations:

University Preparation (U)

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

University/College Preparation (M)

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

College Preparation (C)

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

Workplace Preparation (E)

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

Open (O)

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

FLOW CHARTS ARE PROVIDED TO ILLUSTRATE PATHWAYS AND PREREQUISITES. STANDARD PROGRESSIONS ARE SHOWN. STUDENTS WISHING TO CHANGE LEVELS SHOULD SPEAK TO THEIR GUIDANCE COUNSELLOR.

Pathways
to Education

Charting Your Educational Future

The courses in the table below are compulsory courses mandated for each grade level.

Blanks are left in the table so you can plan your choice of optional courses. Consider the level and language of instruction when choosing courses.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	English	English	English
French	Mathematics	Mathematics	
Mathematics	Civics/Career Studies		
Science	Science		
Canadian Geography	Canadian History		
Arts			
Health & Physical Education			
Exploring Technologies			

What you need to graduate

To earn a high school diploma in Ontario, students must:

- earn 18 [compulsory credits](#)
- earn 12 [optional credits](#)
- pass the [literacy requirement](#)
- earn at least two [online learning credits](#)
- complete a minimum of 40 hours of community involvement activities

Grade 9 Course

<u>ARTS</u>		<u>PAGE #</u>
Expressing Aboriginal Cultures, Open	NAC10	25
<u>CANADIAN AND WORLD STUDIES</u>		
Geography of Canada, De-streamed, Immersion French (2024-25)	CGC1WF *	28
Geography of Canada, De-streamed	CGC1W	28
<u>ENGLISH</u>		
English, De-streamed	ENL1W	32
English, Essentials/Locally Developed	ENG1L	32
<u>FRENCH AS A SECOND LANGUAGE</u>		
Core French, Academic	FSF1DF	37
Immersion French, Academic	FIF1DF	38
<u>HEALTH AND PHYSICAL EDUCATION</u>		
Healthy Active Living Education, Open	PPL1O	40
Healthy Active Living Education, Open, Immersion French	PPL1OF *	40
<u>MATHEMATICS</u>		
Mathematics, De-streamed	MTH1W	45
Mathematics, Essentials/Locally Developed	MAT1L	45
<u>SCIENCE</u>		
Science, De-streamed	SNC1W	50
Science, Essentials/Locally Developed	SNC1L	50
<u>TECHNOLOGICAL EDUCATION</u>		
Construction Technology, Open	TCJ1O	55
Transportation Technology, Open	TTJ1O	57

* Content courses taught in French

Grade 10 Courses

<u>ARTS</u>		<u>PAGE #</u>
Media Arts, Open	ASM2O	25
Visual Arts, Open	AVI2O	26
<u>BUSINESS STUDIES</u>		
Launching & Leading a Business, Open	BEP2O	27
<u>CANADIAN & WORLD STUDIES</u>		
Canadian History in the Twentieth Century, Academic	CHC2D	29
Canadian History in the Twentieth Century, Academic, Immersion French (2025-26)	CHC2DF*	29
Canadian History in the Twentieth Century, Applied	CHC2P	29
Canadian History in the Twentieth Century, Essentials/Locally Developed	CHC2L	29
Civics (0.5 credit), Immersion French, Open (2025-26)	CHV2OF*	29
Civics (0.5 credit), Open	CHV2O	29
<u>ENGLISH</u>		
English, Academic	ENG2D	32
English, Applied	ENG2P	32
English, Essentials/Locally Developed	ENG2L	32
<u>FIRST NATIONS, METIS & INUIT STUDIES</u>		
First Nations, Métis & Inuit in Canada, Open	NAC2O	35
<u>FRENCH AS A SECOND LANGUAGE</u>		
Immersion French, Academic	FIF2DF	38
<u>GUIDANCE AND CAREER EDUCATION</u>		
Career Studies (0.5 credit), Immersion French, Open (2025-26)	GLC2OF	39
Career Studies (0.5 credit), Open	GLC2O	39
<u>HEALTH & PHYSICAL EDUCATION</u>		
Personal and Fitness Activities, Co-ed, Open	PAF2O	40
Healthy Active Living Education, Open	PPL2O	41
Healthy Active Living Education, Open, Immersion	PPL2OF*	41
<u>MATHEMATICS</u>		
Principles of Mathematics, Academic	MPM2D	45
Foundations of Mathematics, Applied	MFM2P	45
Mathematics, Essentials/Locally Developed	MAT2L	45
<u>SCIENCE</u>		
Science, Academic	SNC2D	50
Science, Applied	SNC2P	50
Science, Essentials/Locally Developed	SNC2L	50
<u>SOCIAL SCIENCE AND THE HUMANITIES</u>		
Exploring Family Studies, Open	HIF2O	54
<u>TECHNOLOGICAL EDUCATION</u>		
Construction Technology, Open	TCJ2O	56
Manufacturing Technology, Open	TMJ2O	57
Transportation Technology, Open	TTJ2O	58

Grade 11 Courses

		<u>PAGE #</u>
<u>ARTS</u>		
Media Arts, University/College	ASM3M	25
Visual Arts, Open	AVI3O	26
Visual Arts, University/College	AVI3M	26
<u>BUSINESS STUDIES</u>		
Marketing, College	BMI3C	27
<u>CANADIAN AND WORLD STUDIES</u>		
Travel and Tourism: A Geographic Perspective, Open	CGG3O	28
<u>COOPERATIVE EDUCATION</u>		
Cooperative Education (2 credits)	COOP32	30
Cooperative Education (4 credits)	COOP34	30
<u>ENGLISH</u>		
English: Contemporary Aboriginal Voices, University	NBE3U	32
English: Contemporary Aboriginal Voices, College	NBE3C	33
English: Contemporary Aboriginal Voices, Workplace	NBE3E	33
<u>FIRST NATIONS, METIS & INUIT STUDIES</u>		
Contemporary FNMI Issues and Perspectives, University/College	NDA3M	35
World Views and Aspirations of FNMI Communities in Canada, College	NBV3C	35
World Views and Aspirations of FNMI Communities in Canada, Workplace	NBV3E	35
<u>FRENCH</u>		
Immersion French, University	FIF3UF	38
<u>GUIDANCE & CAREER EDUCATION</u>		
Leadership and Peer Support, Open	GPP3O	39
Leadership and Peer Support, Open, French	GPP3OF*	39
<u>HEALTH & PHYSICAL EDUCATION</u>		
Personal and Fitness Activities, Open	PAF3O	41
Healthy Active Living Education, Open	PPL3O	41
Healthy Active Living Education, Immersion, Open	PPL3OF *	41
<u>INTERDISCIPLINARY STUDIES</u>		
Interdisciplinary Studies, Leadership (Link Crew), Open	IDC3O	43
<u>MATHEMATICS</u>		
Functions, University	MCR3U	46
Functions and Applications, University/College	MCF3M	46
Foundations for College Mathematics, College	MBF3C	46
Mathematics for Everyday Life, Workplace	MEL3E	46

SCIENCE

Biology, University	SBI3U	51
Biology, College	SBI3C	51
Chemistry, University	SCH3U	51
Physics, University	SPH3U	51
Environmental Science, Workplace	SVN3E	51

SOCIAL SCIENCE AND THE HUMANITIES

Raising Healthy Children, Open	HPC3O	54
Introduction to Anthropology, Psychology, and Sociology, College	HSP3C	54
Introduction to Anthropology, Psychology, and Sociology, University	HSP3U	55

TECHNOLOGICAL STUDIES

Construction Engineering Technology, College	TCJ3C	57
Construction Technology, Workplace	TCJ3E	57
Manufacturing Technology, College	TMJ3C	57
Manufacturing Technology, Workplace	TMJ3E	57
Transportation Technology, College	TTJ3C	58
Transportation Technology: Vehicle Ownership, Open	TTJ3O	58

IF A COURSE CANNOT RUN DUE TO ENROLLMENT, STUDENTS WILL BE GIVEN THE OPPORTUNITY TO CHOOSE FROM A VARIETY OF ONLINE OPTIONS.

Grade 12 Courses

<u>ARTS</u>		<u>PAGE #</u>
Media Arts, University/College	ASM4M	26
Visual Arts, University/College	AVI4M	26
<u>CANADIAN AND WORLD STUDIES</u>		
World Geography: Urban Patterns and Population, University/College	CGU4M	28
<u>COOPERATIVE EDUCATION</u>		
Cooperative Education (2 credits)	COOP32	30
Cooperative Education (4 credits)	COOP34	30
<u>ENGLISH</u>		
English, University	ENG4U	33
English, College	ENG4C	33
English, Workplace	ENG4E	33
Ontario Secondary School Literacy Course, Open	OLC4O	34
<u>FIRST NATIONS, METIS & INUIT STUDIES</u>		
Contemporary Indigenous Issues & Perspectives, University/College	NDW4M	35
FNMI Governance in Canada, University/College	NDG4M	36
<u>FRENCH</u>		
French Immersion, University	FIF4UF	38
<u>HEALTH & PHYSICAL EDUCATION</u>		
Personal and Fitness Activities, Open	PAF4O	41
Healthy Active Living Education, Open	PPL4O	42
Healthy Active Living Education, Immersion, Open	PPL4OF*	42
<u>INTERDISCIPLINARY STUDIES</u>		
Interdisciplinary Studies, Leadership (Link Crew), Open	IDC4O	43
Interdisciplinary Studies, Leadership (Link Crew), University	IDC4U	43
<u>MATHEMATICS</u>		
Advanced Functions, University (2025-2026)	MHF4U	47
Foundations for College Mathematics, College	MAP4C	47
Mathematics for College Technology	MCT4C	47
Mathematics for Everyday Life, Workplace	MEL4E	48
<u>SCIENCE</u>		
Biology, University (2024-25, 2026-27)	SBI4U	52
Chemistry, College	SCH4C	52
Chemistry, University (2024-25, 2026-27)	SCH4U	52
Physics, College	SPH4C	52
Science, University/College (2025-26)	SNC4M	53

SOCIAL SCIENCE AND HUMANITIES

PAGE #

Working with School-Age Children and Adolescents, College	HPD4C	55
Families in Canada, College (2025-26)	HHS4C	55
Families in Canada, University (2025-26)	HHS4U	55

TECHNOLOGICAL STUDIES

Construction Engineering Technology, College	TCJ4C	57
Construction Technology, Workplace	TCJ4E	57
Manufacturing Technology, College	TMJ4C	58
Manufacturing Technology, Workplace	TMJ4E	58
Transportation Technology, College	TTJ4C	58
Transportation Technology: Vehicle Maintenance, Workplace	TTJ4E	58

IF A COURSE CANNOT RUN DUE TO ENROLLMENT, STUDENTS WILL BE GIVEN THE OPPORTUNITY TO CHOOSE FROM A VARIETY OF ONLINE OPTIONS.



**Seaway District High School
2024 – 2025
COURSE TABLE**

DEPARTMENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
DRAMATIC ARTS	AFTER SCHOOL FOR CREDIT			
MUSIC	AFTER SCHOOL FOR CREDIT			
MEDIA ARTS		ASM20	ASM3M	ASM4M
VISUAL ARTS	NAC10	AVI20	AVI3M AVI3O	AVI4M
BUSINESS		BEP20	BMI3C	
CANADIAN & WORLD STUDIES	CGC1W CGC1WF	CHC2D CHC2P CHC2DF* * (2025-2026) CHC2L CHV2O CHV2OF* * (2025-2026)	CGG30	CGU4M* * (2024-2025)
CO-OPERATIVE EDUCATION			COOP 31 COOP 32 COOP 34	COOP 41 COOP 42 COOP 44
ENGLISH	ENL1W	ENG2D ENG2P	NBE3C NBE3E NBE3U	ENG4C ENG4E ENG4U OLC4O
FIRST NATIONS, MÉTIS, AND INUIT STUDIES		NAC20	NBV3C NBV3E NDA3M	NDG4M NDW4M
FRENCH CORE	FSF1OF			
IMMERSION FRENCH	FIF1DF	FIF2DF	FIF3UF	FIF4UF

GUIDANCE & CAREER EDUCATION		GLC20 GLC20F* * (2025-2026)	GPP30 GPP30F	
HEALTH & PHYSICAL EDUCATION	PPL10 PPL10F	PAF20 PPL20 PPL20	PAF30 PPL30 PPL30	PAF40 PPL40 PPL40F
INTERDISCIPLINARY STUDIES				IDC40 IDC4U
MATHEMATICS	MTH1W MAT1L	MPM2D MFM2P MAT2L	MBF3C MCF3M MCR3U MEL3E	MAP4C MCT4C MEL4E MHF4U
SCIENCE	SNC1L SNC1W	SNC2D SNC2L SNC2P	SBI3C SBI3U SCH3U SPH3U SVN3E	SBI4U* * (2024-2025) SCH4C SCH4U SNC4M* * (2025-2026) SPH4C
SOCIAL SCIENCE & HUMANITIES		HIF20	HPC30 HSP3C HSP3U	HHS4U* * (2025-2026) HHS4C* * (2025-2026)
TECHNOLOGY/SKILLED TRADES				
CONSTRUCTION TECHNOLOGY	TCJ10	TCJ20	TCJ3C TCJ3E	TCJ4C TCJ4E
MANUFACTURING TECHNOLOGY		TMJ20	TMJ3C	TMJ4C TMJ4M
TRANSPORTATION TECHNOLOGY	TTJ10	TTJ20	TTJ3C TTJ3O	TTJ4C TTJ4E

The above courses will be offered if there is sufficient enrolment.

Available online courses, as well as descriptions of online courses, offered by the UCDSB are available at www.myBlueprint.ca/ucdsb.



Arts

COURSES OFFERED:

Grade 9

NAC10

Grade 10

ASM20

AVI20

Grade 11

ASM3M

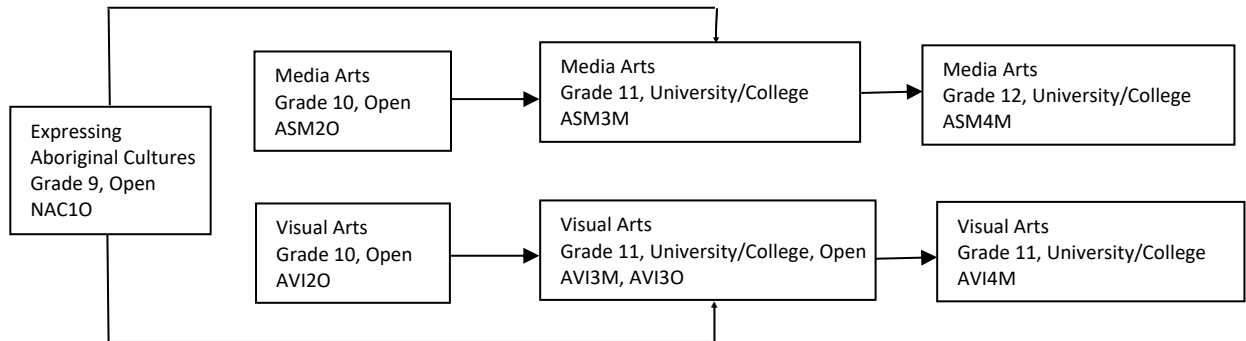
AVI3M

AVI3O

Grade 12

ASM4M

AVI4M



EXPRESSING ABORIGINAL CULTURES, GRADE 9, OPEN, (NAC10) (1 CREDIT)

This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, etc. – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

MEDIA ARTS

MEDIA ARTS, GRADE 10, OPEN (ASM20) (1 CREDIT)

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

MEDIA ARTS, GRADE 11, UNIVERSITY/COLLEGE (ASM3M) (1 CREDIT)

Prerequisite: ASM20

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

MEDIA ARTS, GRADE 12, UNIVERSITY/COLLEGE (ASM4M) (1 CREDIT)

Prerequisite: ASM3M

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

VISUAL ARTS

VISUAL ARTS, GRADE 10, OPEN (AVI2O) (1 CREDIT)

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

VISUAL ART, GRADE 11, OPEN (AVI3O) (1CREDIT)

Prerequisite: AVI2O

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 art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

VISUAL ART, GRADE 11, UNIVERSITY/COLLEGE (AVI3M) (1CREDIT)

Prerequisite: AVI2O or AVI3O

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

VISUAL ARTS, GRADE 12, UNIVERSITY/COLLEGE (AVI4M) (1 CREDIT)

Prerequisite: AVI3M

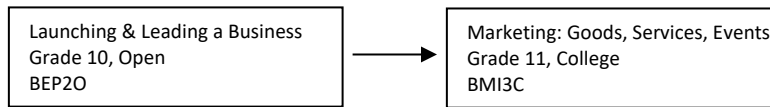
This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore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

Business Studies

COURSES OFFERED:

Grade 10
BEP20

Grade 11
BMI3C



LAUNCHING & LEADING A BUSINESS, GRADE 10, OPEN (BEP20)

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

MARKETING: Goods, Services, Events, GRADE 11, COLLEGE PREPARATION (BMI3C)

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

FINANCIAL ACCOUNTING FUNDAMENTALS, GRADE 11, University/College Preparation (BAF3MU)

This course, offered online only, 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.



Canadian and World Studies

COURSES OFFERED:

Grade 9

CGC1WF*

CGC1W

Grade 10

CHC2DF*

CHC2D

CHC2P

CHC2L

CHV2OF*

CHV2O

Grade 11

CGG3O

Grade 12

CGU4M

* Content courses taught in French

GEOGRAPHY

EXPLORING CANADIAN GEOGRAPHY, GRADE 9, De-Streamed (CGC1WF/CGC1W) (1 CREDIT)

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

REGIONAL GEOGRAPHY: Travel & Tourism, GRADE 11 Open (CGG3O) (1 CREDIT)

Prerequisite: Geography of Canada CGC1W.

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

WORLD GEOGRAPHY: Urban Patterns & Population Issues, GRADE 12, University/College (CGU4M) (1 Credit)

The world's population is growing, it is moving and intermixing, and it is increasingly found in cities. This course explores these changes and the challenges that come with them. It investigates the forces that are shaping the world's communities, the patterns of interaction between them, the quality of life within them, and their impact on the world around them. Students will apply the concepts of geographic thinking, the geographic inquiry process, and spatial skills and technologies as they investigate issues related to population change and urban life and propose ways of enhancing the sustainability of communities around the world.

HISTORY

Canadian History in the Twentieth Century
Grade 10 Academic
CHC2DF*/CHC2D

Canadian History in the Twentieth Century
Grade 10, Applied
CHC2P

Canadian History in the Twentieth Century
Grade 10, Essentials/Locally Developed
CHC2L

Civics
Grade 10, Open (0.5 credit)
CHV20F*/CHV20

CANADIAN HISTORY SINCE WORLD WAR 1, GRADE 10, ACADEMIC (CHC2DF/CHC2D) (1 CREDIT)

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 interpretations and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CANADIAN HISTORY SINCE WORLD WAR 1, GRADE 10, APPLIED (CHC2P) (1 CREDIT)

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.

CANADIAN HISTORY SINCE WORLD WAR 1, GRADE 10, LOCALLY DEVELOPED (CHC2L) (1 CREDIT)

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation.

CIVICS AND CITIZENSHIP, GRADE 10, OPEN (CHV20F/CHV20) (0.5 CREDIT)

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

Cooperative Education



COURSES OFFERED: Grade 11
 COOP32 (2 Credit)
 COOP34 (4 Credit)

Cooperative Education gives a student the ability to explore a career area they may be considering as a possible profession. Whether the student is bound for university, college, the skilled trades, or a particular profession, they will experience all aspects of the chosen profession and, as a result, may or may not decide to pursue their choice as a future career.

The Cooperative Education course consists of a classroom component and a placement component. Through these two components, the cooperative education course prepares the student for successful participation in a work environment. Various workshops, guest speakers and in-school activities, as well as opportunities at the placement, enable the student to apply, develop and refine the skills required in today's competitive job market.

A counselling and interviewing process conducted by cooperative education teachers in collaboration with guidance counselors, teacher advisors, and administrators determines applicants' suitability for the program.

Provided students meet all compulsory credit requirements, there is no formal restriction on the total number of cooperative education credits that students may earn in secondary school.

THE ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Through the Co-op experience, students may participate in "OYAP", The Ontario Youth Apprenticeship Program, which involves students earning credit toward an apprenticeship in the skilled trades while they attend school. The Ontario Youth Apprenticeship Program is offered through the Cooperative Education program. Students in a cooperative education placement can begin to work on the skills necessary to complete an apprenticeship. This can begin as early as grade 11 and can continue into grade 12. At the same time, students continue to work on compulsory and elective subjects necessary to complete grade 12. Students typically do not receive a wage while in high school; however, they leave with their OSSD and a career already underway! Students then continue with their apprenticeship heading toward certification.

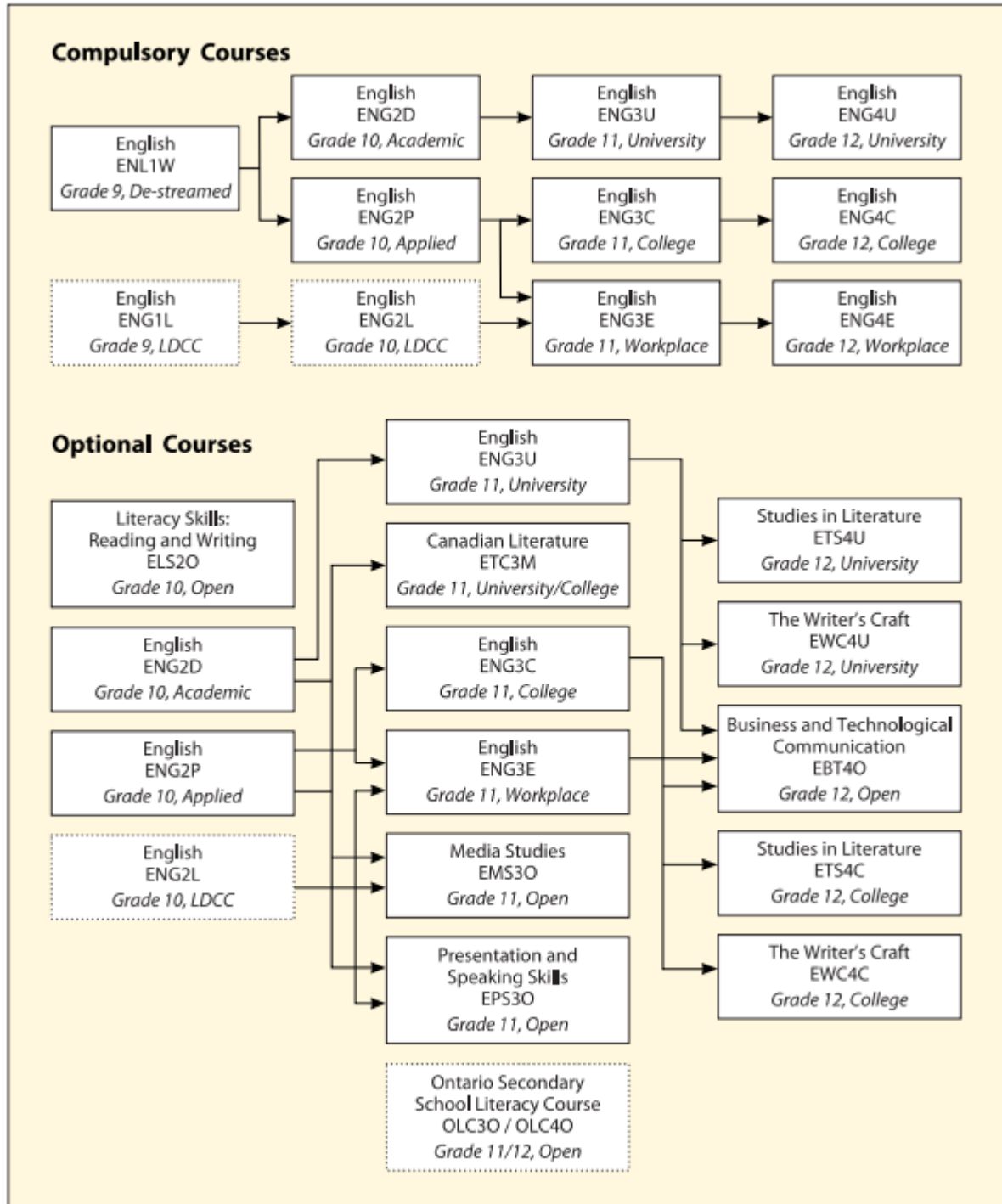
WHY OYAP?

- Students still earn a high school diploma while learning a skilled trade.
- OYAP helps parents avoid costly tuition. Although there are fees incurred with college courses later in the apprenticeship, the costs are far less than the current rising costs of college and university tuition.
- Registration fees for high school students are paid by the Ministry of Training, Colleges and Universities.
- Students are learning hands-on, usable skills while young and, therefore have a head start on their careers.
- Learning a skilled trade may act as a steppingstone for careers in management and self-employment.

STUDENTS ENROLLING IN CO-OP WILL BE RESPONSIBLE TO ARRANGE THEIR OWN TRANSPORTATION

English

COURSES OFFERED:



ENGLISH, GRADE 9, DE-STREAMED (ENL1W) (1 CREDIT)

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

ENGLISH, GRADE 9 & GRADE 10 LITERACY SKILLS (ESSENTIALS) (ENG1L) (ENG2L) (1 CREDIT EACH)

The purpose of these courses is to assist students in improving their skills in literacy. Students will participate in a structured individualized program which will help them to deal with the reading, writing, listening, speaking, and media expectations of their high school courses and the world outside the classroom.

ENGLISH, GRADE 10, ACADEMIC (ENG2D) (1 CREDIT)

Prerequisite: ENL1W

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

ENGLISH, GRADE 10, APPLIED (ENG2P) (1 CREDIT)

Prerequisite: ENL1W

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.

ENGLISH, CONTEMPORARY ABORIGINAL VOICES, GRADE 11, UNIVERSITY (NBE3U) (1 CREDIT)

Prerequisite: ENG2D

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

ENGLISH, CONTEMPORARY ABORIGINAL VOICES, GRADE 11, COLLEGE (NBE3C) (1 CREDIT)

Prerequisite: ENG2P or ENG2D

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

ENGLISH, CONTEMPORARY ABORIGINAL VOICES, GRADE 11, WORKPLACE (NBE3E) (1 CREDIT)

Prerequisite: ENG2P or ENG2L

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 explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

ENGLISH, GRADE 12, UNIVERSITY (ENG4U) (1 CREDIT)

Prerequisite: ENG3U, NBE3U

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

ENGLISH, GRADE 12, COLLEGE (ENG4C) (1 CREDIT)

Prerequisite: ENG3C, ENG3U, NBE3C or NBE3U

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

ENGLISH, GRADE 12, WORKPLACE (ENG4E) (1 CREDIT)

Prerequisite: ENG3E or NBE3E

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

ONTARIO SECONDARY SCHOOL LITERACY COURSE, GRADE 12, OPEN (OLC40) (1 CREDIT)

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.

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



First Nations, Métis and Inuit Studies

COURSES OFFERED:

FIRST NATIONS, MÉTIS & INUIT IN CANADA, OPEN (NAC2O) (1 CREDIT)

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

CONTEMPORARY FNMI ISSUES AND PERSPECTIVES, UNIVERSITY/COLLEGE (NDA3M) (1 CREDIT)

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

WORLD VIEWS AND ASPIRATIONS OF FNMI COMMUNITIES IN CANADA, COLLEGE, WORKPLACE (NBV3C, NBV3E) (1 CREDIT)

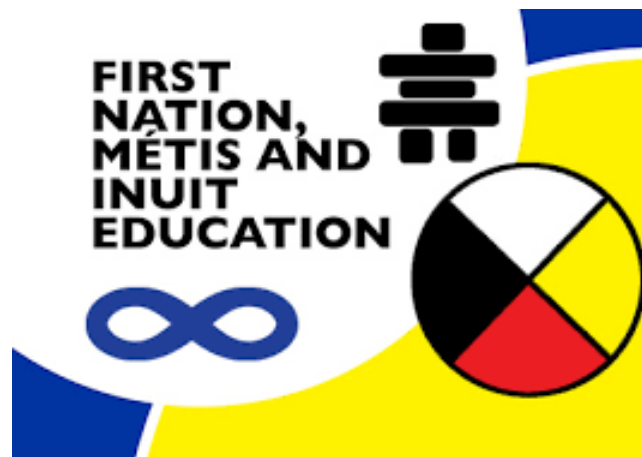
This course explores the diverse knowledge, world views, and aspirations that shape the actions of First Nations, Métis, and Inuit individuals and communities in Canada. Students will examine the historical and contemporary context of those beliefs, values, aspirations, and actions, including the impact of colonization and decolonization. Students will explore the factors that shape world views to develop an understanding of how acknowledging diverse cultures, values, and ways of knowing contributes to truth, reconciliation, and renewed nation-to-nation relationships. Students are also given the opportunity to develop their own problem-solving strategies to build mutual understanding related to First Nations, Métis, and Inuit world views and aspirations.

CONTEMPORARY INDIGENOUS ISSUES & PERSPECTIVES, UNIVERSITY/COLLEGE (NDW4M) (1 CREDIT)

This course examines global issues from the perspectives of Indigenous peoples. Students will explore the depth and diversity of Indigenous cultures, traditions, and knowledge. Students will consider how diverse Indigenous communities persevere despite current global environmental and economic trends, and will investigate topics such as identity, social justice, human rights, spirituality, resilience, and advocacy for change.

FNMI GOVERNANCE IN CANADA, UNIVERSITY/COLLEGE (NDG4M) (1 CREDIT)

This course explores aspects of First Nations, Métis, and Inuit governance in Canada as well as laws, policies, and judicial decisions that have affected and continue to affect the lives of Indigenous peoples in this country. Students will investigate historical and contemporary relations between First Nations, Métis, and Inuit communities and colonial, federal, and provincial/territorial governments and will develop their understanding of Indigenous rights in Canada. Students will examine how traditional values and cultural practices inform models of Indigenous governance and leadership as they explore strategies being used to revitalize and strengthen First Nations, Métis, and Inuit sovereignty, self-governance, and self-determination in Canada.



French as a Second Language

CORE FRENCH

COURSES OFFERED:

Grade 9

FSF1DF

Core French
Grade 9, Academic
FSF1DF

CORE FRENCH, GRADE 9, ACADEMIC (FSF1DF) (1 CREDIT)

Entrance Minimum: 600 hours of French Instruction

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.

IMMERSION FRENCH

This program is designed primarily to meet the needs of high school students who have successfully completed an early or late French Immersion (50-50) Program in elementary school. These courses are offered to students who wish to enhance their skills in the French language.

French Immersion Plan				
Grade 9	FIF1DF	CGW1DF		PPL1OF
Grade 10	FIF2DF	CHC2DF	GLC2OF/CHV2OF	PPPL2OF
Grade 11	FIF3UF	Senior French Credit (PPL3OF, PPL4OF)		
Grade 12	FIF4UF			

COURSES OFFERED:

Grade 9

FIF1DF

Grade 10

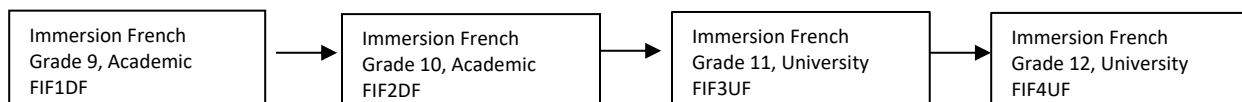
FIF2DF

Grade 11

FIF3UF

Grade 12

FIF4UF



A certificate in French Immersion will be awarded upon completion of 4 high school Immersion French credits, a minimum of 6 other courses taught in French and 3 800 hours of French instruction given during elementary school.

Entrance to Immersion Program Minimum: 3 800 hours of French instruction given during elementary years.

This program 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.

IMMERSION FRENCH, GRADE 9, ACADEMIC (FIF1DF) (1 CREDIT)

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

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well 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.

IMMERSION FRENCH, GRADE 10, ACADEMIC (FIF2DF) (1 CREDIT)

Prerequisite: French Immersion, Grade 9, Academic or Applied

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.

IMMERSION FRENCH, GRADE 11, University (FIF3UF) (1 CREDIT)

Prerequisite: French Immersion, Grade 10, Academic

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.

IMMERSION FRENCH, GRADE 12, University (FIF4UF) (1 CREDIT)

Prerequisite: French Immersion, Grade 11, Academic

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

Guidance and Career Education

COURSES OFFERED:

Grade 10

GLC2OF*

GLC2O

Career Studies (0.5 credit)
Grade 10, Open
GLC2OF / GLC2O

Grade 11

GPP3OF*

GPP3O

Leadership and Peer Support
Grade 11, Open
GPP3OF/GPP3O

* Content courses taught in French

CAREER STUDIES, GRADE 10, OPEN (GLC2OF/GLC2O) (0.5 CREDIT)

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.

LEADERSHIP AND PEER SUPPORT, GRADE 11, OPEN (GPP3OF/GPP3O) (1 CREDIT)

Prerequisite: GLC2OF/GLC2O

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



Health and Physical Education

COURSES OFFERED:

Grade 9

PPL1O

PPL1OF*

Grade 10

PAF2O

PPL2O

PPL2OF*

Grade 11

PAF3O

PPL3O

PPL3OF*

Grade 12

PAF4O

PPL4O

PPL4OF*

Healthy Active Living Education
Grade 9, Co-ed
PPL1O/PPL1OF

Personal and Fitness Activities
Grade 10, Open, Co-ed
PAF2O

Personal and Fitness Activities
Grade 11, Open, Co-ed
PAF3O

Personal and Fitness Activities
Grade 12, Open, Co-ed
PAF4O

Healthy Active Living Education
Grade 10, Open, Co-ed
PPL2O/PPL2OF

Healthy Active Living Education
Grade 11, Open, Co-ed
PPL3O/PPL3OF

Healthy Active Living Education
Grade 12, Open, Co-ed
PPL4O/PPL4OF

* Content courses taught in French

HEALTHY ACTIVE LIVING EDUCATION, GRADE 9, OPEN (PPL1O/PPL1OF) (1 CREDIT)

This course emphasizes student movement skills as they actively and regularly engage in a wide variety of physical activities – indoors/outdoors, individual as well as team sports/activities. Students will demonstrate an understanding of the importance of being physically active, as well as learn movement techniques to improve personal fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include healthy eating; mental health concerns; communication skills and decision-making; technology benefits, risks and safety factors; substance use and addictions; resilience; human development and sexual health.

PERSONAL AND FITNESS ACTIVITIES, GRADE 10, OPEN (PAF2O) (1 CREDIT)

This course is designed for students interested in and committed to improving their current level of fitness or maintaining a high level of fitness. Students will learn the major bones, joints, muscles, and mechanics of the body. A variety of work out techniques will be demonstrated with a focus on safety and personal goals. Students will be encouraged to implement a wide variety of fitness equipment within their routines such as free weights, weight machines, cardio machines, and other fitness tools. An emphasis is placed on creating and following an individual daily fitness routine, tracking performance, testing and goal setting. Students are encouraged to develop all fitness components such as cardiorespiratory endurance, flexibility, muscular strength and muscular endurance.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 10, OPEN (PPL20/PPL20F) (1 CREDIT)

This course emphasizes student movement skills as they actively and regularly engage in a wide variety of physical activities to refine skills and enhance personal competence – indoors/outdoors, individual as well as team sports/activities. Students will demonstrate an understanding of the importance of being physically active, as well as learn movement techniques to improve personal

fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include healthy eating; mental health concerns; conflict resolution; substance use, addictions and related behaviours; communication and decision-making; human development and sexual health, misconceptions relating to sexuality and relationships.

HEALTHY LIVING AND PERSONAL FITNESS ACTIVITIES, Grade 11 (PAF30) (1 Credit)

This course is designed for students interested in and committed to improving their current level of fitness or maintaining a high level of fitness. Students will extend their learning of the major bones, joints, muscles and mechanics of the body. A variety of work out techniques will be utilized with a focus on safety and personal goals. Students will be expected to implement a wide variety of fitness equipment within their routines such as free weights, weight machines, cardio machines and other fitness tools. An emphasis is placed on creating and following an individual daily fitness routine, tracking performance, testing and goal-setting. Students are encouraged to develop all fitness components such as cardio-respiratory endurance, flexibility, muscular strength, muscular endurance, agility/co-ordination and balance.

HEALTHY ACTIVE LIVING EDUCATION, Grade 11, Open (PPL30/PPL30F) (1 Credit)

This course encourages the development of personal competence in student movement skills as they actively and regularly engage in a wide variety of physical activities that have the potential to engage students' interest throughout their lives. A personalized approach will be the focus on the importance of being physically active, as well as learn movement techniques to improve personal fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include healthy eating; mental health concerns – reducing stigma; suicide – warning signs and prevention strategies; substance use, addictions, risk factors and supports; communication and decision-making; human development and sexual health; reproductive health; dealing with stress.

HEALTHY LIVING AND PERSONAL FITNESS ACTIVITIES, Grade 12 (PAF40) (1 Credit)

This course is designed for students interested in and committed to improving their current level of fitness or maintaining a high level of fitness. Students will extend their learning of the major bones, joints, muscles and mechanics of the body. A variety of work out techniques will be utilized with a focus on safety and personal goals. Students will be expected to implement a wide variety of fitness equipment within their routines such as free weights, weight machines, cardio machines and other fitness tools. An emphasis is placed on creating and following an individual daily fitness routine, tracking performance, testing and goal-setting. Students are encouraged to develop all fitness components such as cardio-respiratory endurance, flexibility, muscular strength, muscular endurance, agility/co-ordination and balance.

HEALTHY ACTIVE LIVING EDUCATION, GRADE 12, OPEN (PPL40/PPL40F) (1 Credit)

This course encourages the development of personal competence in student movement skills as they actively and regularly engage in a wide variety of physical activities that have the potential to engage students' interest throughout their lives. A personalized approach will be the focus on the importance of being physically active, as well as learning movement techniques to improve personal fitness and physical competence, and safety/injury prevention strategies. Students will learn to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being – how their choices and behaviours affect both themselves and others. Health topics will include personal circumstances and healthy eating; harassment, violence and abuse; substance use, addictions, risk factors and supports; communication and decision-making; human development and sexual health; skills for evolving relationships; developing life plans and well-being while independent.



Interdisciplinary Studies

COURSES OFFERED:

Grade 11

IDC30

Interdisciplinary Studies
Student Leadership
Grade 11, Open
IDC30

Grade 12

IDC40

IDC4U

Interdisciplinary Studies
Student Leadership
Grade 12, Open, University
IDC40, IDC4U

INTERDISCIPLINARY STUDIES – STUDENT LEADERSHIP COURSE, GRADE 11, OPEN (IDC30) (1 CREDIT)

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

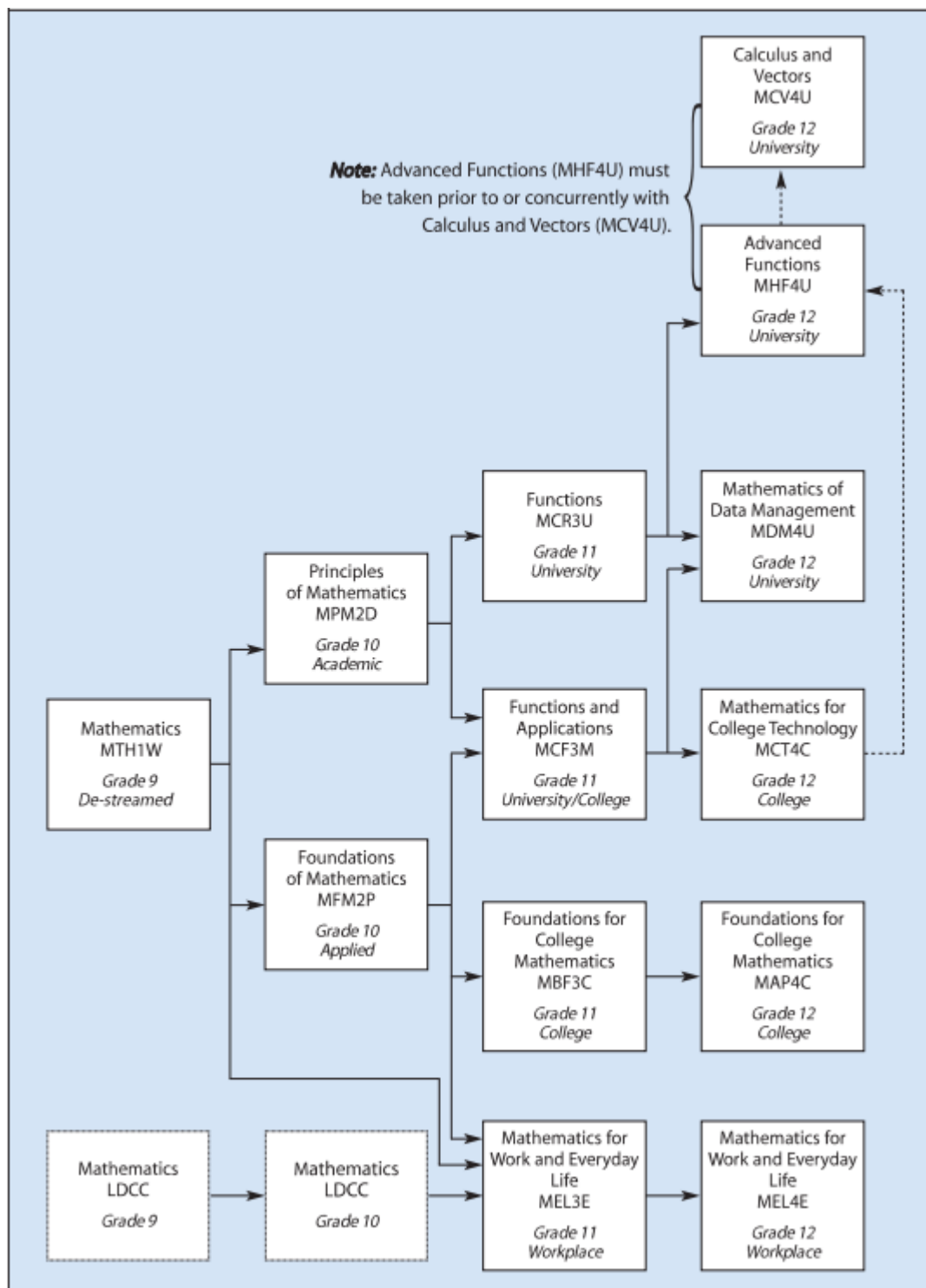
INTERDISCIPLINARY STUDIES – STUDENT LEADERSHIP COURSE, GRADE 12, OPEN/UNIVERSITY (IDC40/IDC4U) (1 CREDIT)

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

*Link
Crew*
Seaway District High School

Mathematics

COURSES OFFERED:



MATHEMATICS, GRADE 9, DE-STREAMED (MTH1W) (1 CREDIT)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

MATHEMATICS, GRADE 9, ESSENTIALS (MAT1L) (1 CREDIT)

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing and oral language through relevant and practical math activities.

PRINCIPLES OF MATHEMATICS, GRADE 10, ACADEMIC (MPM2D) (1 CREDIT)

Prerequisite: MTH1W

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 analytical geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multistep problems.

FOUNDATIONS OF MATHEMATICS, GRADE 10, APPLIED (MFM2P) (1 CREDIT)

Prerequisite: MTH1W

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 relationships. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MATHEMATICS LOCALLY DEVELOPED, GRADE 10, ESSENTIALS (MAT2L) (1 CREDIT)

Prerequisite: MAT1L

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

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

FUNCTIONS, GRADE 11, UNIVERSITY (MCR3U) (1 CREDIT)

Prerequisite: MPM2D

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.

FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 11, COLLEGE (MBF3C) (1 CREDIT)

Prerequisite: MFM2P

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing,

and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

FUNCTIONS & APPLICATIONS, GRADE 11, UNIVERSITY/COLLEGE (MCF3M) (1 CREDIT)

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

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

MATHEMATICS FOR WORK AND EVERYDAY LIFE, GRADE 11, WORKPLACE (MEL3E) (1 CREDIT)

Prerequisite: MTH1W or MAT2L

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.

ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY (MHF4U) (1 CREDIT)

Prerequisite: MCR3U

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.

CALCULUS AND VECTORS, GRADE 12, UNIVERSITY (MCV4U) (1 CREDIT)

Prerequisite: MHF4U

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 modeling 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.

FOUNDATIONS FOR COLLEGE MATHEMATICS, GRADE 12, COLLEGE (MAP4C) (1 CREDIT)

Prerequisite: MBF3C or MCF3M or MCR3U

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

MATHEMATICS FOR COLLEGE TECHNOLOGY, GRADE 12, COLLEGE (MCT4C) (1 CREDIT)

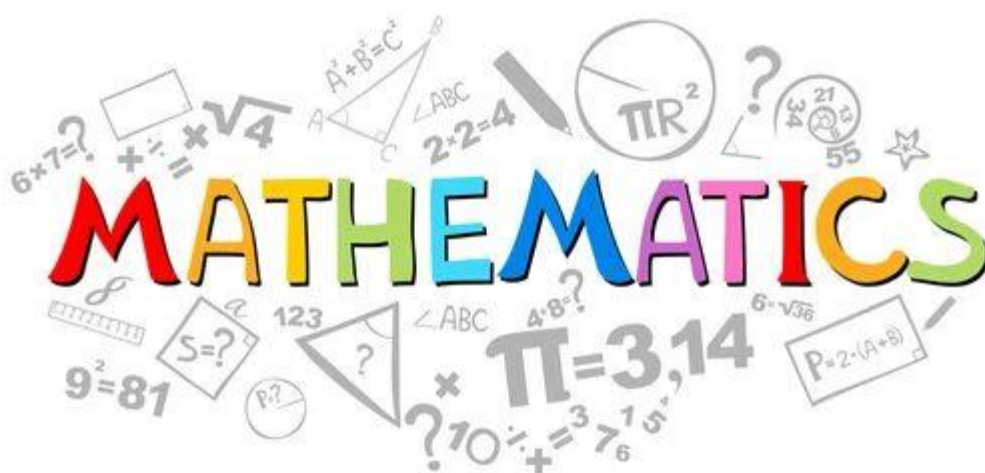
Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

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

MATHEMATICS FOR WORK AND EVERYDAY LIFE, GRADE 12, WORKPLACE (MEL4E) (1 CREDIT)

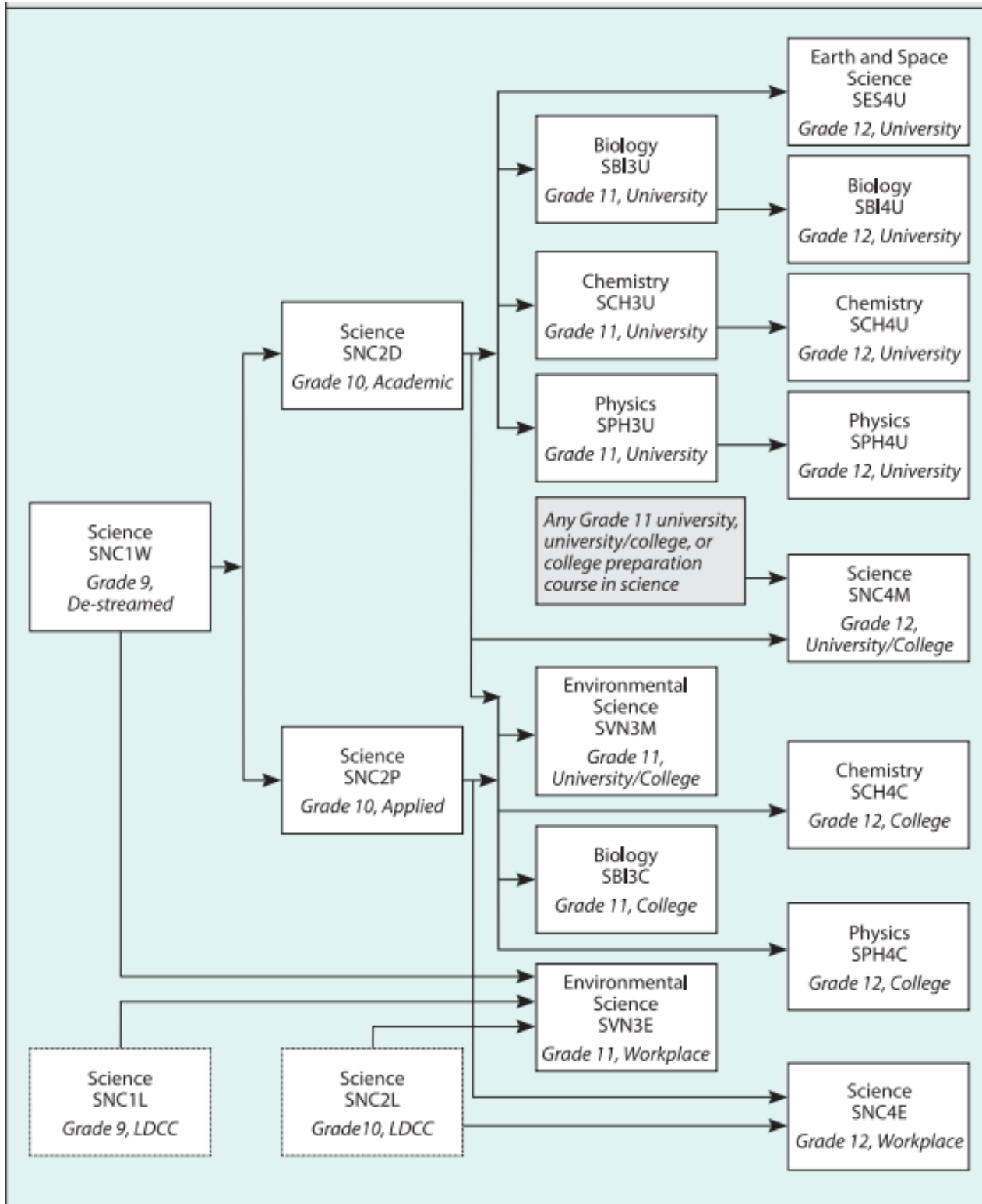
Prerequisite: MEL3E

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.



Science

COURSES OFFERED:



SCIENCE, GRADE 9, DE-STREAMED (SNC1W) (1 CREDIT)

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

SCIENCE, GRADE 9, ESSENTIALS (SNC1L) (1 CREDIT)

This course emphasizes reinforcing and strengthening science related knowledge, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life and the workplace. Students explore a range of topics, including science in daily life, properties of common materials, interactions and issues of the environment, and electrical circuits. Students can extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SCIENCE, GRADE 10, ACADEMIC (SNC2D) (1 CREDIT)

Prerequisite: SNC1W

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

SCIENCE, GRADE 10, APPLIED (SNC2P) (1 CREDIT)

Prerequisite: SNC1W

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.

SCIENCE, GRADE 10, ESSENTIALS (SNC2L) (1 CREDIT)

Prerequisite: SNC1L

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life and in the workplace. Students explore a range of topics, including science in the media, interactions of common materials, life-sustaining processes in organisms, and the interaction of light and matter. Students can extend scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

BIOLOGY, GRADE 11, UNIVERSITY (SBI3U) (1 CREDIT)

Prerequisite: SNC2D

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

BIOLOGY, GRADE 11, COLLEGE (SBI3C) (1 CREDIT)

Prerequisite: SNC2D or SNC2P

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

CHEMISTRY, GRADE 11, UNIVERSITY (SCH3U) (1 CREDIT)

Prerequisite: SNC2D

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

PHYSICS, GRADE 11, UNIVERSITY (SPH3U) (1 CREDIT)

Prerequisite: SNC2D

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.

ENVIRONMENTAL SCIENCE, GRADE 11, WORKPLACE (SVN3E) (1 CREDIT)

Prerequisite: Grade 9 or 10 Science (D, P, W or L)

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.

BIOLOGY, GRADE 12, UNIVERSITY (SBI4U) (1 CREDIT)

Prerequisite: SBI3U

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

CHEMISTRY, GRADE 12 COLLEGE (SCH4C) (1 CREDIT)

Prerequisite: Science, Grade 10, Academic or Applied

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.

CHEMISTRY, GRADE 12 UNIVERSITY (SCH4U) (1 CREDIT)

Prerequisite: SCH3U

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.

PHYSICS, GRADE 12, UNIVERSITY (SPH4UU) (1 CREDIT)

Prerequisite: SPH3U

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

PHYSICS, GRADE 12, COLLEGE (SPH4C) (1 CREDIT)

Prerequisite: SNC2D or SNC2P

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.

Social Sciences and Humanities

COURSES OFFERED:

Grade 10 HIF2O

Grade 11 HPC3O HSP3C HSP3U

Grade 12 HPD4C HHS4C HHS4U

Introduction to Family Studies
Grade 10, Open
HIF2O

Raising Healthy Children
Grade 11, Open
HPC3O

Working With School Aged Children
Grade 12, College
HPD4C

Introduction to Anthropology, Psychology, and Sociology
Grade 11, College
HSP3C

Families in Canada
Grade 12, College
HHS4C

Introduction to Anthropology, Psychology, and Sociology
Grade 11, University
HSP3U

Families in Canada
Grade 12, University
HHS4U

INTRODUCTION TO FAMILY STUDIES, GRADE 10, OPEN (HIF2O) (1 Credit)

Prerequisite: None

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

RAISING HEALTHY CHILDREN, GRADE 11, OPEN (HPC3O) (1 Credit)

Prerequisite: None

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, GRADE 11, COLLEGE (HSP3C) (1 CREDIT)

Prerequisite: None

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

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY, GRADE 11,
UNIVERSITY (HSP3U) (1 CREDIT)

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course. This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

WORKING WITH SCHOOL AGE CHILDREN, GRADE 12, COLLEGE (HPD4C) (1 CREDIT)

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

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

FAMILIES IN CANADA, GRADE 12, COLLEGE (HHS4C) (1 CREDIT)

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

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

FAMILIES IN CANADA, GRADE 12, UNIVERSITY (HHS4U) (1 CREDIT)

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

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

Technological Courses

COURSES OFFERED:

Grade 9

TCJ10
TTJ10

Grade 10

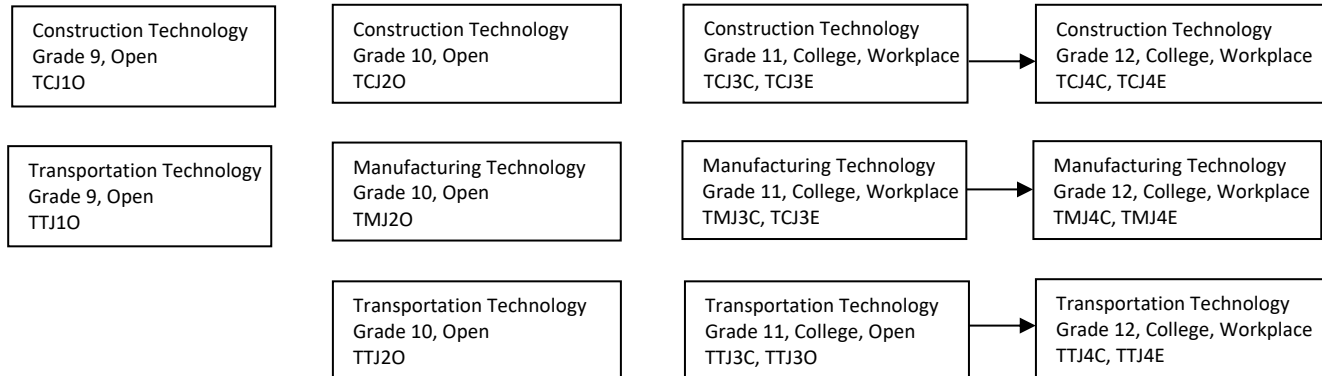
TCJ20
TMJ20
TTJ20

Grade 11

TCJ3C
TMJ3C
TTJ3C
TTJ3O

Grade 12

TCJ4C/E
TMJ4C
TMJ4E
TTJ4C
TTJ4E



CONSTRUCTION TECHNOLOGY

CONSTRUCTION TECHNOLOGY, GRADE 9, OPEN (TCJ10) (1 CREDIT)

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

CONSTRUCTION TECHNOLOGY, GRADE 10, OPEN (TCJ20) (1 CREDIT)

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

CONSTRUCTION ENGINEERING TECHNOLOGY, GRADE 11, COLLEGE, WORKPLACE (TCJ3C/E)

(1 CREDIT)

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.

CONSTRUCTION ENGINEERING TECHNOLOGY, GRADE 12, COLLEGE, WORKPLACE (TCJ4C/E)

(1 CREDIT)

Prerequisite: TCJ3C/E

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

MANUFACTURING TECHNOLOGY

MANUFACTURING TECHNOLOGY, GRADE 10, OPEN (TMJ2O) (1 CREDIT)

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

MANUFACTURING TECHNOLOGY, GRADE 11, COLLEGE, WORKPLACE(TMJ3C/E) (1 CREDIT)

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

MANUFACTURING TECHNOLOGY, GRADE 12, COLLEGE, WORKPLACE (TMJ4C/E) (1 CREDIT)

Prerequisite: TMJ3C

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.

TRANSPORTATION TECHNOLOGY

TRANSPORTATION TECHNOLOGY, GRADE 9, OPEN (TTJ1O) (1 CREDIT)

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

TRANSPORTATION TECHNOLOGY, GRADE 10, OPEN (TTJ2O) (1 CREDIT)

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

TRANSPORTATION TECHNOLOGY, GRADE 11, COLLEGE, WORKPLACE (TTJ3C/E) (1 CREDIT)

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

TRANSPORTATION TECHNOLOGY, GRADE 12, COLLEGE, WORKPLACE (TTJ4C/E) (1 CREDIT)

Prerequisite: TTJ3C/E

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; 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.

U.C.D.S.B. Online Learning Program

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

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

OVERVIEW:

- Intended to make courses available that are not offered in the student's school.
- Students and teachers are not required to be on-line at the same time.
- All courses are taught by qualified Upper Canada District School Board teachers.
- All courses meet the curriculum requirements of the Ministry of Education
- The courses are offered in a semester format like in-school courses.
- A student can complete one (1) on-line course per semester.

COURSES:

- UCDSB students have access to a wide range of online courses developed by the Ontario Ministry of Education and delivered by Upper Canada DSB teachers.
- For more information on courses currently available please speak with our school's Guidance Counselor or [eLearning - Upper Canada District School Board \(ucdsb.on.ca\)](http://ucdsb.on.ca) .
- Students can also access courses from Boards in the Ontario eLearning Consortium (OeLC)

ADVANTAGES:

- Increased flexibility in delivery of course content
- Increased student confidence in class participation and direct access to the course teacher
- Accommodation of a wide range of student learning styles
- Extended time for considered responses.
- Reinforced sense of equality within course structure
- Continual access to learning materials, archived discussions, and guided tutorials
- Opportunity for increased class participation through student centered teaching strategies (threaded discussions, group assignments, virtual classrooms, and multi-media resources)
- Provides an alternative delivery mode for students with mobility issues.

CONSIDERATIONS FOR ACHIEVING ON-LINE STUDENT SUCCESS:

- Willingness to share and learn in an on-line environment.
- Able to express yourself clearly through text (email, threaded discussions)
- Commitment to log on and participate.
- Realize on-line courses require as much time or more as in-school courses.
- Comfortable with sending email, attachments, saving and organizing documents.
- Familiar with the internet, use of search engines, and word processing software
- Ability to set short- and long-term goals.
- Take responsibility for self-directed learning.

CONSIDERATIONS FOR PARENTS/GUARDIANS OF ON-LINE STUDENTS.

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

E-LEARNING COURSES

All UCDSB Day School eLearning courses will be offered asynchronously with the opportunity for students to participate in live, synchronous learning opportunities provided by the eLearning teacher. Each course will be scheduled into a particular class period and the online teacher will be available to students for instruction and support during that period. Where possible, students will be scheduled in the same period as their eLearning teacher in order to access synchronous enhancements, however, students can access their online course at any other time. Teachers will record any important synchronous sessions and have them available within the online course for review.

UCDSB eLearning courses will continue to provide students the flexibility of traditional eLearning with the added enhancements of live virtual access to their online teacher.

Daily synchronous learning opportunities may include but are not limited to direct instruction; one-on-one feedback and conferencing; small-group discussions; question/answer sessions, shared practice for performance tasks/tests/exams. All course materials will remain available for students to access at any time, including recordings of key instructional activities that occur in the synchronous classes. Please note, these are not fully 'live' online classes, but eLearning classes with optional live activities.

While we strongly recommend that students registered in UCDSB eLearning courses participate in any synchronous activities that are offered, students who are unable to attend synchronously during a scheduled period will not be penalized for non-attendance.

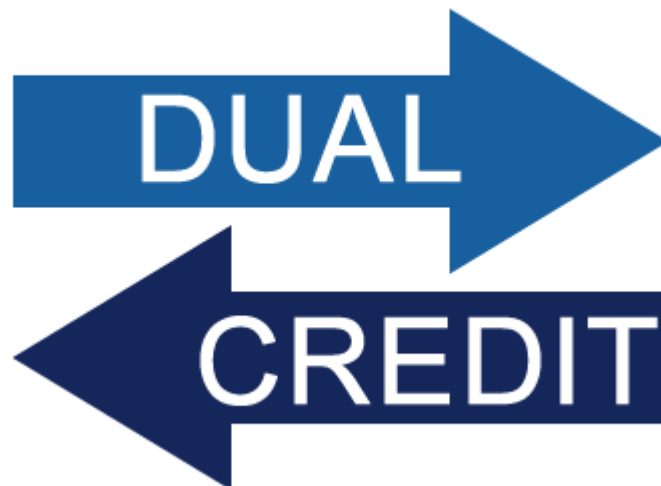
Please note, eLearning courses offered by another Board of Education through the eLearning Consortium typically do not include synchronous opportunities. Should a student's request for a particular course not be available in our UCDSB eLearning offerings, placement in an out-of-Board course will occur subject to availability.



DUAL CREDIT

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

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



Specialist High Skills Major

What is a Specialist High Skills Major?

A Specialist High Skills Major (SHSM) is a type of specialized Ministry of Education approved program. A SHSM allows students to focus their knowledge and skills towards a certain economic sector. Students obtain certification recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). Students who graduate with a SHSM designation on their diploma are prepared for success in a particular sector and in the postsecondary designation of their choice, whether it is apprenticeship training, college programs, university programs, or the workplace.

Every SHSM Includes Five Components

- 1) A package of required credits including:
 - 4 'major' credits for courses that provide knowledge and skills closely related to the sector of specialization;
 - 2 – 4 other required Ontario Curriculum credits particular to the SHSM's economic sector
 - 2 cooperative education credits
- 2) Compulsory certifications in a particular sector which are identified in each SHSM framework.
- 3) Experiential learning that could include job shadowing, job twinning, and work experience.
- 4) Use of the Ontario Skills Passport (OSP) to document the demonstration of essential skills and work habits.
- 5) 'Reach Ahead' opportunities to allow students to experience learning in their intended postsecondary destination, which can range from a day of attendance at a college, a university, or a workplace to completion of a dual credit, and/or Level 1 Apprenticeship in-school training.

How will the Specialist High Skills Major Benefit Students?

A SHSM allows a student to experience a range of customized, career-focused learning opportunities in a specific sector. 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 experience of a SHSM program gives students the opportunity to explore, identify, and refine career goals and make informed decisions related to post-secondary education goals.

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. The SHSM framework and content is becoming more recognized and supported by the economic sector, apprenticeship and training programs, colleges and universities.



**SEAWAY DISTRICT HIGH SCHOOL
SPECIALIST HIGH SKILLS MAJOR**

Experiential Learning and Reach Ahead Opportunities

SDHS is very excited at the opportunity to offer this program to students who are interested in or wanting to consider pursuing a career in the agriculture sector.

Advantages for students in this multi-pathway based program:

- Strong in-school component
- Practical, industry recognized certifications
- Experiential learning experiences with community partnerships to explore agriculture related careers & programs (co-op, job shadowing, job twinning, field trips, etc.)
- Customized, career focused learning opportunities
- Growing recognition & support at the post-secondary level



Industry Recognized Certifications

Students will receive sector recognized certifications and training programs at no charge to the student.

Three compulsory:

- Standard First Aid
- CPR (Cardiopulmonary Resuscitation) Level C
- WHMIS (Workplace Hazardous Materials Information System)



Three electives

A minimum of three will be offered.

These electives could involve the following:

- Chainsaw safety
- Pesticide handling and safety
- Lockout/tagging
- Working at Heights
- Confined space awareness
- And more options!



Certification

Professional Chainsaw Operator

Reach Ahead Opportunities to explore agriculture careers and post-secondary programs through organized field trips such as

- Skills competitions, Skills Ontario, Trade Roots Career Event, Guelph University, Royal Agricultural Winter Fair, Operating Engineers Training Institute of Ontario (OETIO), and more.

Employment opportunities are diverse and varied

- Dairy Herdsperson, Farm Equipment Mechanic, Heavy Equipment Operator, Swine Herdsperson, Animal Care, Veterinary Medicine and many more.

For additional information, please contact the SHSM - Agriculture Leader by calling (613) 652-4878 or by email:

Heather Thompson

heather.thompson@ucdsb.on.ca



SEAWAY DISTRICT HIGH SCHOOL
SPECIALIST HIGH SKILLS MAJOR

Experiential Learning and Reach Ahead Opportunities

What is the SHSM Construction Program?

The Construction Specialist High Skills Major is an innovative, integrated Architectural Design and Building Construction program that allows the student to progress through the construction process from the design and drawing stage, to the actual construction of a variety of structures.

Why get involved?

- Design and develop a construction project.
- Fabricate a variety of structures.
- Experience the design or construction environment through co-op work placements.
- Relate their studies in core subject areas to chosen interest area.
- Graduate with a SHSM seal of designation on your secondary school diploma
- Earn a Specialist High Skills Major designation on OSSD transcript.
- Gain valuable industry specific work experience and knowledge.



Skillset

The SHSM-Construction program will help students develop:

- A strong foundation to learn in the Construction industry including, residential, commercial, and timber frame construction.
- Self-confidence
- Leadership skills
- Communication skills
- Teamwork skills
- Personal management skills
- Mandatory certifications are: First Aid/CPR, WHMIS, Working at Heights, Health and Safety
- Elective certifications are: advanced training in a technique, anti-oppression and allyship training, Canadian Welding Bureau (CWB) – flat, computer-aided design and computer-aided manufacturing (CAD/CAM), customer service, energy efficiency training (e.g., Energy Star, LEED), fire safety and fire extinguisher use, hoisting and rigging, insulated concrete

forming, ozone-depletion prevention, powder-actuated tools, propane in construction, sector specific software, specialized skills training program/competition (e.g., Skills Canada provincial level, WoodLINKS), traffic control, advanced training in a technology, basic electrical safety, chainsaw safety, confined space awareness, elevated work platforms, infection control, surveying basics, lockout/tagging, portfolio development, project management, scaffold safety, sector-specific vehicle operation and safety, suspended access equipment, trenching safety

Experiential learning and career exploration activities:

Experiential learning and career exploration opportunities relevant to the sector might include the following:

- One-on-one observation of a cooperative education student at a placement in the construction sector (an example of job twinning)
- A day-long observation of a skilled tradesperson in the construction sector (an example of job shadowing)
- A one- or two-week work experience with an individual employed in the construction sector (an example of work experience)
- Participation in a local, provincial, or national Skills Canada competition
- A tour of a municipal planning department
- Attendance at a construction sector trade show, conference, or job fair
- A volunteer experience with a non-profit organization such as Habitat for Humanity
- Field trip to Local 93 Carpenters Union in Kanata

For additional information, please contact the SHSM - Construction Leader by calling (613) 652-4878 or by email:

Henry Looyen henry.looyen@ucdsb.on.ca





**SEAWAY DISTRICT HIGH SCHOOL
SPECIALIST HIGH SKILLS MAJOR**

Experiential Learning and Reach Ahead Opportunities

Health & Wellness SHSM

The demand for professionals in the Health and Wellness sector in Ontario and across Canada is increasing as the age of our population increases. As such, this sector has both a wide variety of career opportunities and employs close to 2 million people across Canada. Personal support workers (PSW), Child Care Worker, Fitness Instructor, Radiologist, Nurse, Veterinary Technician, Hospital Porter and Medical Technician are just some of the numerous occupations that the SHSM Health and Wellness program prepares students to pursue.

The Specialist High Skills Major (SHSM) program in Health and Wellness gives students an opportunity to specialize, gain qualifications, and plan a career pathway in various areas of the Health and Wellness sector while still in high school. The SHSM Program has a number of required components, designed to give students a “leg-up” to pursue post-secondary opportunities in each of the identified sectors, valuing apprenticeship, college, community, university and the workplace.

Required Components:

1. Certifications

- Provided to students FREE of charge, certifications, trainings and workshops led by industry professionals, help students develop their skills and discover more information about their future career.
- **Seven certifications/training/workshops** related to the industry

- a. 4 Compulsory, 3 Elective

Four Compulsory:

- Cardiopulmonary Resuscitation (CPR) Level C – includes automated external defibrillation (AED)
- Infection control
- Standard First Aid
- Workplace Hazardous Materials Information System (WHMIS) – generic (i.e., not site-specific) instruction

Three Electives – of which there are many. Below are just a few samples:

• Animal first aid	• Marine or wilderness first aid
• Fitness	• Personal training
• Food Handler Certification	• Stress management techniques

2. Courses

- **A bundle of nine credits** in Grade 11 and Grade 12 which students earn:
 - a. Four Health & Wellness major credits
 - b. One English credit
 - c. One Math credit
 - d. One Other credit in either Science, Social Science or Humanities
 - e. Two Co-operative Education credits to gain workplace experience that enables students to refine, extend and practice sector-specific knowledge and skills.

3. Co-op:

- Co-operative Education (Co-op) provides students with workplace experience that enables students to refine, extend and practice sector-specific knowledge and skills.
 - a. Examples of Health & Wellness Co-op Placements:
Dental Office, Physiotherapy and other clinics, Pharmacies, Hospitals, Retirement Homes, Child Care Centres, Laboratories, Fitness and Wellness Centres

Examples of Career Opportunities:

Child & Youth Worker

Ambulance Attendants & Other Paramedical Occupations

Biomedical Engineering Technologist

Medical Laboratory Technician

Respiratory Therapist

Audiologist or Speech-Language Pathologist

Dentist

Nutritionist

Optometrist

Psychiatrist

Registered Nurse

Certified Personal Trainer or Fitness Instructor

Lifeguard

Recreation Program Leader

For additional information, please contact the SHSM – Health and Wellness Leader by calling (613) 652-4878 or by email:

Trevor Thompson

trevor.thompson@ucdsb.on.ca





SEAWAY DISTRICT HIGH SCHOOL SPECIALIST HIGH SKILLS MAJOR

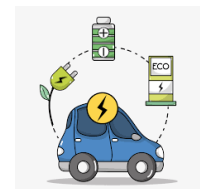
Experiential Learning and Reach Ahead Opportunities

Taking the Transportation SHSM at Seaway District High School will empower the students with endless opportunities.

From learning the base knowledge fundamentals in 4 stroke gasoline and diesel engines, to mastering automotive electrical, computer programming and diagnostics in the senior level. Plus, some welding/fabricating/machining and hydraulics.

So many doors will open for you with the Red SHSM seal on your OSSD, such as:

- Automotive/Heavy Duty Parts Manager
- Automotive/Heavy Duty Service Manager
- Automotive/Heavy Duty Service Technician
- Structural, Pipeline and Underwater Welder
- Business Owner "PLUS MORE"
- Pipefitter
- HVAC Technician
- Machinist
- Millwright



You can take a CO-OP or Dual Credit placement fulltime in the senior grades at a local business or College. This is a great way to try a trade that you are interested in without the pressure of it being a fulltime job.

During the school year students can attend Skills competitions in their field of training. Field trips to Algonquin College and St. Lawrence College to explore what is offered for apprenticeship in all trades. Trips to TR Leger Kemptville College campus to complete micro credentials in electric and hydraulic systems. These trades are a great opportunity for students that are good working with their hands, like challenges and have a passion to change the future. All these trades are in high demand and are well-paying and rewarding careers.

If you are up to the "Seaway Transportation SHSM Challenge" I challenge, you today to take your education to a new level!

For additional information, please contact the SHSM - Transportation Leader by calling (613) 652-4878 or by email:

Roger Varacalli

roger.varacalli@ucdsb.on.ca

