

Huron Heights Secondary School Course Calendar 2018-2019



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ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

In order to earn an Ontario Secondary School Diploma a student must:

- earn 30 credits (18 compulsory and 12 elective credits)
- complete 40 hours of community involvement activities
- meet the provincial secondary school literacy diploma requirement through successful completion of either the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course

Credit Requirements

Compulsory Credits:

Students must earn the following 18 compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in French as a Second Language
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies
- 3 additional credits, consisting of 1 credit from each of the following groups:
 - **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language*, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education**
 - **Group 2:** French as a second language*, the arts, business studies, health and physical education, cooperative education**
 - **Group 3:** French as a second language*, science (Grade 11 or 12), computer studies, technological education, cooperative education**

*A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

**A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2 or 3

Elective Credits:

In addition to the 18 compulsory credits, students must earn 12 elective credits which may include up to 4 credits earned through approved dual credit courses.

Community Involvement Requirements and Procedures

1. Every student must complete 40 hours of community involvement.
2. Select volunteer activities. For direct assistance contact:
 - Kitchener Volunteer Action Centre (519-742-8610)
 - Cambridge Volunteer Bureau (519-623-0423)
 - Website: www.volunteerkw.ca
2. In consultation with parents, contact the person or organization where you plan to volunteer.
3. Ensure that signatures from parents, sponsors, and the total number of hours are evident on the *activity tracking form*. This form is available and collected in the guidance office.

Ontario Secondary School Literacy Test – Ontario Secondary School Literacy Course

All students who enter grade 9 in the 2000 - 2001 school year or in subsequent years must successfully complete the Ministry literacy requirement in order to earn a secondary school diploma. This may be accomplished by either successfully passing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). The standard method for assessing the literacy skills of students in Ontario for purposes of meeting the literacy requirement for graduation is the Ontario Secondary School Literacy Test. Students will normally be administered the literacy test when they are in grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9. There is no limit to the number of times the test may be re-taken.

The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. Students who have been unsuccessful on the OSSLT may be eligible to take the course.

OTHER SECONDARY SCHOOL CERTIFICATION

Requirements for the Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted, on request, to students who leave school before earning the Ontario Secondary School Diploma provided they have earned a minimum of 14 credits distributed according to Ministry policy.

Requirements for the Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment.

GENERAL COURSE INFORMATION

Definition of a Credit

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

Definitions of Types of Courses

Three types of courses are offered in grade 9 and 10:

- **Academic** courses emphasize theory and abstract problems.
- **Applied** courses focus on practical applications and concrete examples.
- **Open** courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

Course Coding System

Fifth Character of Course Codes

Grades 9 and 10: 'D' Academic, 'P' Applied, 'O' Open

Grades 11 and 12: 'U' University, 'C' College, 'M' University/College, 'E' Workplace, 'O' Open

Additional Costs

In some courses there will be a charge made to the student for workbooks, materials and certain off-campus activities. Where the school has been able to determine these costs they are indicated in the course description section. There may be a charge made for field trips in any course to cover the cost of transportation and/or admission.

HEALTH SECTOR PATHWAYS MAGNET PROGRAM

Students who wish to pursue a career in the Health Sector are encouraged to select the Health Sector Pathways Magnet Program. This program will help develop the knowledge, skills and work habits needed to be successful employees in the health sector. Options exist for those who plan to enter health related programs at college, university or move directly into the workplace. Students will have the chance to explore a variety of occupations in the health sector. A fully equipped health sciences lab provides hands-on classroom training, while the program's many community partners offer learning opportunities and work placements in the field. This program is an excellent opportunity for students as we face a serious shortage of health care workers in Ontario. Graduates of the magnet program may qualify to earn a Specialist High Skills major in Health and Wellness.

WHAT IS SPECIALIST HIGH SKILLS MAJOR?

This program offers students the opportunity to explore a specific community, economic and/or industry sector of interest and to acquire skills and experiences within that sector, preparing them for post-secondary destination in one of three pathways: Apprenticeship/College, University or the Workplace. The program includes:

- a defined bundle of grade 11 and 12 credits
- sector recognized certifications (e.g. CPR, First Aid, WHMIS, etc.)
- experiential learning and "Reach Ahead" opportunities (e.g. guest speakers, facility visits, job shadowing, co-operative education, etc.)

Huron Heights offers a Specialist High Skills Major in Arts and Culture, Environment, Health and Wellness and Sports.

WHAT IS CO-OP?

In grades 11 and/or 12 students may explore the world of work through cooperative education. After examining personal interests and strengths, studying workplace safety and developing interview skills, students will experience the workplace for the remainder of the semester. Students may earn 2, 3 or 4 credits.

Important:

It is *extremely* important to select the correct type of course now because it is very difficult and in most cases impossible to change course types after the start of the school year.

Example: Do not select an Academic course to see if you can do it with the expectation that if it doesn't work you will be able to change to an Applied course later in the year.

Arts–Dramatic Arts

| Grade | Course | Descriptor | Prerequisite | Course Description |
|--------------------------|---------|--|---|--|
| 9 | ADA1OI* | Dramatic Arts Open | | This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres and cultures. Students will study, construct, discuss, perform and analyze: tableaux, musical theatre, stage combat, improvisation, role play, monologues and play making. Students will reflect on their wide variety of experiences and develop an understanding of themselves, the art form and the world around them. |
| 10 | ADA2OI* | Dramatic Arts Open | Grade 9 recommended | This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres & cultures. Students will study, construct, discuss, perform, and analyse: mask, mime, role play, improvisation and script-writing. Students will have the opportunity to perform 10 minute plays, as well as writing and performing original monologues. Optional public performance opportunities will be presented. |
| 11 | ADA3MI* | Dramatic Arts University/College Preparation | Grade 9 or 10 Dramatic Arts, Open | This course requires students to put together and perform dramatic presentations that deal with a variety of issues from the past and present. Students will analyze, interpret and perform works of drama from various authors, genres and cultures. Students will study various conventions for their presentations, create original works and analyze and perform the functions of playwright, director, actor, technician, audience and adjudicator. A public performance will be produced and performed. |
| 12 | ADA4MI* | Dramatic Arts University/College Preparation | Grade 11 Dramatic Arts University/College Preparation | This course requires students to experiment with forms and conventions in dramatic literature, and to create, script, and present original and adapted works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods: Greek and Roman, Medieval, Renaissance, Elizabethan, Restoration, 19 th Century and Modern 20 th Century (Canadian). Students will focus on applying all theatre skills developed in earlier grades to a major Theatre Production. |
| *Enhancement Fees | | | Optional cost of off campus dramatic activities. | |

Arts–Music

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------|---|--|---|
| 9 | AMI1OI | Music (Instrumental-Experienced) Open | | This course focuses on instrumental (band) music and is for students with one or more years of experience on their instrument. Most of their time will be spent continuing to learn to play. |
| 9 | AMU1OI | Music (Instrumental-Beginner) Open | | This course focuses on instrumental (band) music and is for students with no experience on a band instrument or students starting a new instrument. Students will spend most of their time learning to play. |
| 9 | AMV1OI | Music (Vocal) Open | | This course focuses on vocal/choral music and is at a level suitable for both beginning and experienced singers. Students will spend most of their time learning to sing. |
| 10 | AMI2OI | Music (Instrumental - Experienced) Open | AMI1OI/AMU1OI AMU2OI highly recommended | This course is a continuation of AMI1OI, AMU1OI and AMU2OI (grade 9 & 10 beginning band & grade 9 experienced band) and focuses on instrumental (band) music. Students will spend most of their time continuing to learn to play. |
| 10 | AMU2OI | Music (Instrumental - Beginner) Open | | This course focuses on instrumental (band) music and is for students with either no experience on a band instrument, or students wishing to start a new instrument. Most of their class time will be spent learning to play. |
| 10 | AMV2OI | Music (Vocal) Open | AMV1OI highly recommended | This course is a continuation of AMV1OI (grade 9 vocal) and focuses on vocal/choral music. Students will spend most of their time continuing to learn to sing. |
| 11 | AMG3OI | Music (Guitar) Open | | This course is for grade 11 & 12 students interested in learning to play classical guitar. No previous experience is needed. Students will learn to strum chords, rest stroke, finger picking, etc. Classical guitars are provided. |
| 11 | AMI3MI | Music (Instrumental) University/College Preparation | AMI2OI | This course is a continuation of AMI2OI (grade 10 experienced band) and focuses on instrumental (band) music. Students will spend most of their time continuing to learn to play. |

Arts–Music Cont'd

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|----|--------|--|--------|---|
| 11 | AMV3MI | Music (Vocal) University/College Preparation | AMV2OI | This course is a continuation of AMV2OI (grade 10 vocal) and focuses on vocal/choral music. Students will spend most of their time continuing to learn to sing. |
| 12 | AMG4MI | Music (Guitar) University/College Preparation | AMG3OI | This course is a continuation of AMG3OI (grade 11 guitar.) Students will spend most of their time continuing to learn classical guitar. |
| 12 | AMI4MI | Music (Instrumental) University/College Preparation | AMI3MI | This course is a continuation of AMI3MI (grade 11 band) and focuses on instrumental (band) music. Students will spend most of their time continuing to learn to play. |
| 12 | AMV4MI | Music (Vocal) University/College Preparation | AMV3MI | This course is a continuation of AMV3MI (grade 11 vocal) and focuses on vocal/choral music. Students will spend most of their time continuing to learn to sing. |

Arts–Visual Arts

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|---------|---|--|---|
| 9 | AVI1OI* | Visual Arts Open | | This introductory comprehensive course offers students an opportunity to explore and develop knowledge and skills in a variety of areas as a foundation for further studies in visual arts. Students will explore the elements of design through both practical and written assignments in order to develop a better understanding of art criticism and analysis. Art history will be studied with a focus on ancient art history along with Canadian art history. A variety of materials, processes, techniques and styles will be explored. |
| 10 | ASM2OI* | Media Arts Open | | This course enables students to create media art works by exploring new media and emerging technologies. Students will acquire communication 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 art works. |
| 10 | AVI2OI* | Visual Arts Open | | This course offers students an opportunity to build on previously learned skills and knowledge as well as explore new mediums and techniques. The elements and principles of design will be explored further and students' will apply their knowledge through written analysis, research, and practical assignments. Students will explore the art of the Middle Ages along with further exploring Canadian art history. The assignments in this course will focus on furthering their knowledge and skills in order to prepare students for continuing in visual arts. |
| 11 | ASM3MI* | Media Arts | ASM2OI | This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies. Students will explore the evolution of media arts such as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyze the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture and values. |
| 11 | ASM3OI* | Media Arts Open | ASM2OI highly recommended | This course enables students to create media art works using available and emerging technologies. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works. |
| 11 | AVI3MI* | Visual Arts University/College Preparation | AVI1OI or AVI2OI | This course provides students with opportunities to further develop the skills and knowledge base learned in the grades 9 and 10 visual arts courses. Students will explore a range of subjects and mediums with an emphasis on technique development in their studio projects. Aspects of Western art history will be studied and students will formalize their written and research skills through analyzing and critiquing art from the past as well as their own work of art. |
| 11 | AVI3OI* | Visual Arts Open | AVI1OI or AVI2OI highly recommended | This course builds on the skills that students have learned in the grade 9 and 10 visual arts courses. Students will create art works that explore a range of subject matter and will evaluate art works using specific criteria. Aspects of Western art history will be studied along with Canadian art. |
| 11 | AWQ3MI* | Photography University/College Preparation | Grade 9 or 10 Visual or Media Arts, Open | Students in this course will explore the history of photography as well as the proper care and use of a digital SLR camera. Practical assignments will focus on capturing images and learning the basic skills of digital photography as well as applying theory in a creative way. Students will learn to digitally alter and enhance pictures along with further developing their skills in analyzing and critiquing works of art. |

Arts-Visual Arts Cont'd

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|-------------------------|---------|---|---|--|
| 12 | ASM4EI* | Media Arts Workplace | ASM3OI | This course focuses on a practical approach to a variety of media arts challenges specific to the interests of the student and provides students with opportunities to examine media arts in relationship to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in postsecondary work experiences. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace. |
| 12 | ASM4MI* | Media Arts University/College Preparation | ASM3MI | 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, video and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values. |
| 12 | AVI4EI* | Visual Arts Workplace | AVI3OI | Students will focus on further developing their practical art skills using a variety of mediums. The course provides an opportunity for students to explore art through a number of techniques and relate these skills to their society and environment. |
| 12 | AVI4MI* | Visual Arts University/College Preparation | AVI3MI | This course focuses on the refinement of students' skills and knowledge in visual arts in order to build portfolios and prepare students for a post-secondary level. Students will produce practical works of art based on theory and stylistic changes in Western art as well as other parts of the world. Students will explore Western Art history with the focus on Modern and Contemporary art. |
| 12 | AWQ4MI* | Photography University/College Preparation | AWQ3MI | Students will build on the knowledge and skills that were developed in the AWQ3MI course. They will further their knowledge of the history of the medium as well as study experts in the field of photography. Practical assignments will continue developing their technical skills in areas such as lighting, portraiture, capturing movement, etc. More advanced Photoshop techniques will be studied to further their knowledge of the digital darkroom as well as the digital enhancement of images. It is expected that students will have their own DSLR camera to use for the course. Any questions or concerns should be directed to L. Shantz, Visual Arts Department Head. |
| *Enhancement Fee | | | Basic materials will be provided. Enhancement materials will be available for purchase through the Art Department. Supplies such as pencil crayons, pencils, erasers, rulers and notebooks must be supplied by the student. | |

Learning is a treasure
 that will follow its owner everywhere.
 ~Chinese Proverb

Business

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------------------------|-------------------|---|--|---|
| 9 10 | BB10I/ BB20I | Introduction to Business Open | Students who have earned the BB10I credit may NOT take the BB20I course for credit. | In this overview course students will develop an understanding of the functions of business, including marketing, accounting, information and communication technology, human resource planning, production, and the importance of ethics and social responsibility. This course builds a foundation for further studies in business education at the high school level. |
| 9 10 | BTT10I/ BTT20I | Information and Communication Technology in Business Open | Students who have earned the BTT10I credit may NOT take the BTT20I course for credit. | In this overview course students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. This is a very practical computer course that is taught in a computer lab. Digital literacy, electronic research, and current issues related to the impact of computers will be examined. This course builds a foundation for further studies of computers at the high school level. |
| 11 | BAF3MI | Financial Accounting Fundamentals University/College Preparation | | 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. Future studies and/or career opportunities in business will also be discussed. |
| 11 | BDI3CI | Entrepreneurship: The Venture College Preparation | | This course will focus on ways which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures. Students will have the opportunity to develop the values, traits, and skills necessary to become a successful entrepreneur. Students will create a venture plan for a business |
| 11 | BMI3CI | Marketing: Goods, Services and Events College Preparation | | This course introduces the fundamental concepts of marketing which include an in-depth study of the 4 P's: Product, Price, Promotion and Place. Students will analyze the buying patterns of various consumers and the effect of marketing strategies. Students will complete the course by developing and presenting a marketing plan for a specific product that they have created. |
| 11 | BTA3OI | Information and Communication Technology: The Digital Environment Open | | Using a hands-on approach in a computer lab, students will further develop their technology skills through the use of common business software applications. The concept and operation of e-business will be examined and the student will design and create an e-business website. |
| 12 | BAT4MI | Financial Accounting Principals University/College Preparation | BAF3MI University/College Preparation | This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. |
| 12 | BBB4MI | International Business Fundamentals University/College Preparation | | This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. |
| 12 | BOH4MI | Business Leadership: Management Fundamentals University/College Preparation | | This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision-making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. This course prepares students for postsecondary programs in business, including international business, marketing, and management. |
| 12 | EBT4OI | Business and Technological Communication Open | Any Grade 11English | This course is designed to improve students' communication skills required for success in a business or technical environment. In addition, students will have an opportunity to understand their individual character. Activities will include speaking, listening, reading, and writing, as well as working with others in groups. Students will also apply problem-solving or decision-making strategies to solve work-related communication problems. |
| *Enhancement Fee | | | Accounting Workbook \$5.00 We strongly suggest the purchase of a workbook so the students can make full use of it. A workbook may be borrowed if it is NOT written in and returned in excellent condition. | |

Computer Studies

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------|--|--------------|--|
| 11 | ICS3CI | Introduction to Computer Programming College Preparation | | This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and post-secondary opportunities in computer-related fields. |
| 11 | ICS3UI | Introduction to Computer Science University Preparation | | This course introduces students to computer science. Students will design software independently and as part of a team, use industry-standard programming tools and apply the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. |
| 12 | ICS4UI | Computer Science University Preparation | ICS3UI | This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science and careers in the field. |

English

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------|--|--|---|
| 9 | ENG1DI | English Academic | | This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study a variety of genres and must be diligent, independent readers. Students will complete academic writing pieces. |
| 9 | ENG1PI | English Applied | | This course emphasizes key communication and thinking skills that students need for success in secondary school applied programs and their daily lives. Students study a range of genres and texts. An important focus will be the correct use of spoken and written language. |
| 10 | ENG2DI | English Academic | Grade 9 English, Academic (recommended) or Applied (not recommended) | This course extends the range of analytic reading, writing, oral communication, and thinking skills that students need for success in university-level courses beyond Grade 10. Students build on skills learned in ENG1DI and are expected to complete independent readings of texts, participate in class activities with a sense of academic purpose, and complete academic writing pieces. |
| 10 | ENG2PI | English Applied | Grade 9 English, Academic or Applied | This course extends the range of key communication and thinking skills that students need for success in secondary school and their daily lives. Students will study a range of genres and texts. An important focus will be the clear and coherent use of spoken and written language. |
| 11 | ENG3CI | English College Preparation | Grade 10 English, Applied | This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study informational, graphic, and literary texts and write in different forms for a variety of purposes. An important focus will be on establishing appropriate voice and using language with precision and clarity. |
| 11 | ENG3EI | English Workplace Preparation | Grade 10 English, Applied | This course emphasizes the development of literacy, critical thinking, and communication skills for use in daily life. Students will study informational, graphic, and literary texts and write in different forms for a variety of purposes. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts. |
| 11 | ENG3UI | English University Preparation | Grade 10 English, Academic | This course emphasizes the development of critical thinking and communication skills needed for university-level courses. Students are expected to conduct themselves with academic purpose in all course activities: analyzing challenging texts; conducting research and analysis; and writing persuasive and literary essays. Independent reading and writing expectations are rigorous. |
| 12 | EBT4OI | Business and Technological Communication Open | Any Grade 11 English | This course is designed to improve students' communication skills required for success in a business or technical environment. In addition, students will have an opportunity to understand their individual character. Activities will include speaking, listening, reading, and writing, as well as working with others in groups. Students will also apply problem-solving or decision-making strategies to solve work-related communication problems. |

English-Cont'd

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|----|--------|---|--|--|
| 12 | ENG4CI | English College Preparation | Grade 11 English, Applied | 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, graphic and literary texts, and create oral, written, and media products 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 programs. |
| 12 | ENG4EI | English Workplace Preparation | Grade 11 English, Workplace Preparation | 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 various oral, written, and media products 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. |
| 12 | ENG4UI | English University Preparation | Grade 11 English, University Preparation | This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in university. Students are expected to conduct themselves with academic purpose in all course activities: reading and analyzing a range of challenging texts, writing (formal and informal products), speaking and listening (class and small-group discussions, presentations), and conducting research. Independent reading and writing expectations are rigorous. |
| 12 | ETS4UI | Studies in Literature University Preparation | Grade 11 English University Preparation | This course is intended for students with a special interest in literature and literary analysis. Readings include works from different genres, time periods and countries and focus on different themes. Through personal (journals), critical (essays), and creative (projects) responses, students will explore the connection between author and reader. If you like to read, discuss, and write about literature, this is your course! |
| 12 | EWC4UI | Writer's Craft University Preparation | Grade 11 English University Preparation | Students wishing to sharpen their creative writing talents should take note of this course. Moving beyond the essay, <i>Writer's Craft</i> emphasizes a variety of knowledge and skills related to superior imaginative writing. Various forms will be investigated, from poetry to critiques, to reports. This is a collaborative course where writers share and critique the work of classmates with an eye for improving the final product. The concluding independent study project will explore how writers influence the world around them. |
| 12 | OLC4OI | Ontario Secondary School Literacy Course Open | Guidance Counsellor recommendation required | 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. |



CHOOSE CAREFULLY

Family Studies

| Grade | Course | Descriptor | Prerequisite | Course Description |
|---------|----------------------|--|--|--|
| 9 10 | HIF1OI** HIF2OI** | Exploring Family Studies Open | Students who have the HIF1OI credit may NOT take the HIF2OI course for credit. | This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families within society. |
| 9 10 | HFN1OI* HFN2OI* | Food and Nutrition Open | Students who have the HFN1OI credit may NOT take the HFN2OI course for credit. | This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition. |
| 11 | HLS3OI | Housing and Home Design Open | | Learn how to identify the many designs used for housing and living spaces that are designed and created to meet people's needs. Practice making decisions about where to live and how to create and decorate pleasing environments. This course explores careers related to design and housing. Research skills are developed through investigation of various housing topics. |
| 11 | HNC3CI | Understanding Fashion College Preparation | | Students will explore what clothing communicates about the wearer. They will study fashion as a creative design process, and an economic production process. Theory includes design, fibres and fabrics, garment construction and the production and marketing of clothes. Students will research the connection between fashion and society, culture and individual psychology. Practical construction projects will encourage the development of skills for new sewers. Students must provide their own supplies and materials for major construction projects. |
| 11 | HPC3OI | Raising Healthy Children Open | | This course focuses on the skills and knowledge needed for a healthy nurturing of children. Students will learn how to meet the developmental needs of young children, communicate, discipline effectively and guide early behaviour. They will investigate topics related to parenting. This course provides basic fundamentals for students who eventually want to become parents, or also for students who would like a career working with children and families. Baby Think it Over assignment is available. |
| 12 | HFA4CI* | Nutrition and Health College Preparation | Any U C or M course in Social Sciences and Humanities, English or Canadian and World Studies | This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health. |
| 12 | HFA4UI* | Nutrition and Health University Preparation | Any U or M course in Social Sciences and Humanities, English or Canadian and World Studies | This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition. |
| 12 | HHG4MI | Human Development Throughout the Lifespan University/College Preparation | Any U or M course in Social Sciences and Humanities, English or Canadian and World Studies | This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience. This course also refines students' skills used in researching and investigating issues related to human growth and development. |
| 12 | HHS4UI | Families in Canada University Preparation | Any U or M course in Social Sciences and Humanities, English or Canadian and World Studies | This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families. This course provides an excellent foundation for first year college and university programs. |

Family Studies–Cont'd

| | | | |
|--------------------------|--------|--|--|
| 12 | HNB4MI | The World of Fashion University/College Preparation | This course provides historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry. Students must provide their own materials and supplies for 3 to 4 major projects. Grade 11 Fashion is highly recommended. |
| 12 | HPD4CI | Working with School-Age Children and Adolescents College Preparation | This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school age and adolescent children. Students will learn, through practical experience, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development. |
| *Enhancement Fees | | | <p>*\$20.00 Each Food and Nutrition course has food labs weekly. Each student is asked to contribute \$20.00 to help defray the food costs.</p> <p>**\$10.00 for HIF10I & HIF20I</p> <p>Enhancement fees provide food supplies that are beyond the minimum provisions of the course and students will not be restricted from the food activities for lack of ability to pay.</p> |



You learn something every day if you pay attention. ~Ray LeBlond

Geography

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------|---|---|--|
| 9 | CGC1DI | Geography Academic | | This course uses a variety of frameworks, including ecozones and principles of physical, human and economic geography, to explore the distinct and evolving character of Canada's geography. Students will investigate the interconnections between the environment and human activities in Canadian ecozones in order to understand Canada's diversity and role in the world. |
| 9 | CGC1PI | Geography Applied | | This course draws upon student's everyday experiences and uses a variety of frameworks, including ecozones, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's landforms, climate, soils, plants, animals, and human activities in order to understand Canada's physical character and diversity, and various interactions. |
| 10 | CGL23I | Sustainable Living Open <i>Please note this credit does not apply to the group 1 diploma requirement</i> | CGC1DI or CGC1PI | The sustainable living course explores the impact of our lifestyle on the sustainability of the earth's resources and degradation of the environment. The course will encourage the development of the interpersonal, decision-making and practical skills necessary for the student to make informed decisions concerning his/her daily activities and their impact on the environment. Students will examine their own lives to discern how they can make personal choices to promote sustainability. Students will explore the role of government in promoting environmentalism and sustainable living. This course will explore the nascent green economy and how students can position themselves to be active participants in a sustainable society. |
| 11 | CGF3MI | Physical Geography: Patterns, Processes, Interactions University/College Preparation | CGC1DI or CGC1PI | This course examines the 'physical geography' of the planet we live on. The course looks at significant physical processes and events that shape and alter the world we live in. Topics include: Earthquakes, Volcanoes, Avalanches, Flooding, Thunderstorms, Tornadoes and Hurricanes. The course focuses on the impact of these natural events on the human environment, building on the basics learned in Grade 9. |
| 11 | CGG3OI | Travel and Tourism: A Regional Geographic Perspective Open | CGC1DI OR CGC1PI | This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world. This course includes various day trips to nearby tourist sites, such as Niagara Falls and Toronto. |
| 12 | CGW4CI | Canadian and World Issues College Preparation | CGC1DI or CGC1PI | This course explores the global challenge of meeting the basic needs of all people while sustaining the natural environment. Students will examine global inequities, including those related to food, water, energy, and development, and will explore global issues through environmental, social, economic, and political lenses. |
| 12 | CGW4UI | Canadian and World Issues University Preparation | Any grade 11 'U' or 'M' course in Geography, English or History | This course will allow students to learn and/or further their geographic skills and concepts while studying important issues facing Canadians as part of an interconnected world. A range of global topics will be explored, including: cultural and population changes worldwide, our economic interdependence, resource management, and various geopolitical conflicts. |

Guidance, Career Education & Cooperative Education (Co-op)

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|-------------------------|--|---|--|
| 10 | GLC2OH | Career Studies Open 0.5 credit course | | This course helps students plan for post-secondary choices using information from self-exploration, computer research, guest speakers and more. |
| 11 | GPP3OI | Leadership and Peer Support (Teacher Assistant Program) | | This course prepares students to act in leadership and peer support roles. It is particularly useful for a student considering a career in helping, in teaching, in public relations or in the job area directly related to a subject studied in high school. Skills learned include organizational skills, time management, subject competence, confidence and patience. Students will examine group dynamics and learn the value of diversity within groups and communities. Students will dedicate six to seven hours per week to assist a teacher in a grade 9 or 10 classroom of their choice (as agreed upon after an application and interview). |
| 11 | COOP2 | 2 Credit Coop Open | GLC2OH Application and/or interview may be required. | This is a 2-credit co-operative education package. This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. After a 3 to 4 week in-class pre-placement component, students will be placed for the remainder of the semester, in a work setting based on their career interests and aspirations. Students must complete a minimum of 220 hours within the workplace to earn 2 credits. Students enrolled in any Specialist High Skills Major program are strongly encouraged to select Cooperative Education in grade 11. |
| 12 | COOP2 COOP3 COOP4 | 2 Credit Coop 3 Credit Coop* 4 Credit Coop* Open | GLC2OH Application and/or interview may be required. *minimum 22 credits | This is a 2, 3 or 4 credit co-operative education package. This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. After a 3 to 4 week in-class pre-placement component, students will be placed for the remainder of the semester, in a work setting based on their career interests and aspirations. Students must complete a minimum of 220, 330 or 440 hours within the workplace to earn 2,3 or 4 credits. They will make plans for continued learning and work and investigate the resources and support required to make a smooth transition to their post-secondary destination. |

Health and Physical Education

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------------------------------------|--|--------------|---|
| 9 | PPL1OX* female PPL1OY* male | Healthy Active Living Open | | This course emphasizes regular participation in a variety of enjoyable physical activities: basketball, volleyball, soccer, football, fitness and weight training and interactive games. |
| 10 | PAF2OX* female PAF2OY* male | Personal and Fitness Activities Open | | This course emphasizes regular participation in a variety of activities that enhance personal fitness and health. Activities include weight training, swimming, cardio-circuits, and some off-campus activities such as fitness institutions. Course enhancement fee as below however a no fee, on-campus alternative is always provided. |
| 10 | PPL2OX* female PPL2OY* male | Healthy Active Living Open | | This course emphasizes regular participation in a variety of enjoyable physical activities: basketball, volleyball, badminton, interactive games, orienteering, swimming, fitness and weight training, lacrosse, and winter activities. |
| 11 | PAF3OX* female PAF3OY* male | Personal and Fitness Activities Open | | The vitality approach to healthy active living that promotes healthy eating, active lifestyle and a positive self-image. Activities include weight training, swimming, cardio-circuits, aerobics and some off-campus activities. Course enhancement fee as below however a no fee, on-campus alternative is always provided. |
| 11 | PPL3OX female PPL3OY male | Healthy Active Living Open | | This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities: volleyball, basketball, football, soccer, swimming, racquet sports, lacrosse, fitness and weight training. |
| 11 | PPZ3CI | Health for Life Open | | Students will examine the factors that promote healthy eating, an active lifestyle and a positive self-image. Units covered are sexuality, addictive behaviour, personality, fitness and nutrition. This is a health course with limited physical activity. |
| 12 | PAF4OI | Personal and Fitness Activities Co-ed Open | | This course focuses on the development of a personalized approach to healthy active living through participation in a range of strength, fitness and aerobic conditioning programs. Students will develop and implement personal physical fitness plans and study indirect factors that could affect a training program. Improved physical fitness through aerobic and weight training is the objective of this course. The student must be strongly motivated and willing to fully participate in all classes. |

Health and Physical Education-Cont'd

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|-------------------------|--------------------|--|--|---|
| 12 | PLF4MI | Recreation and Fitness Leadership University/College Preparation | Any grade 11 or 12 open course in Health and Physical Education | This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire knowledge and skills to plan, organize and implement events that promote physical fitness. |
| 12 | PPL4OI* (Co-ed) | Healthy Active Living Open | | Students select and participate in a variety of activities such as golf, basketball, volleyball, tennis, rock climbing, water games, football, softball, ultimate Frisbee, lacrosse, rugby, racquets, mountain biking, archery, ping pong, paintball, bowling and more. Health includes healthy relationships and mental health issues. Off-campus activities have a fee, however a no fee, on-campus alternative is always provided. |
| 12 | PSK4UI* | Exercise Science University Preparation | Any grade 11 U or M course in Science or any grade 11 or 12 open course in Health & Physical Education | This course focuses on the study of human movement and systems, factors and principles involved in human development. Topics include anatomy, sports injuries, physiology, biomechanics and sociology of sport. Possible course fees depending on field trips. |
| *Enhancement Fee | | | PAF2OX/2OY and PAF30X/30Y \$25.00 The fees collected are used to offset the cost of guest instructors, i.e. boxing, aerobic, self-defence and nutritionists. PSE4UI - \$25.00 Workbook PPL1OX/W 1OY/W PAF2OX/2OY \$10.00 workbook. We strongly suggest the purchase of a workbook so the students can make full use of it. A workbook may be borrowed if it is NOT written in and returned in excellent condition. | |

History & Social Sciences

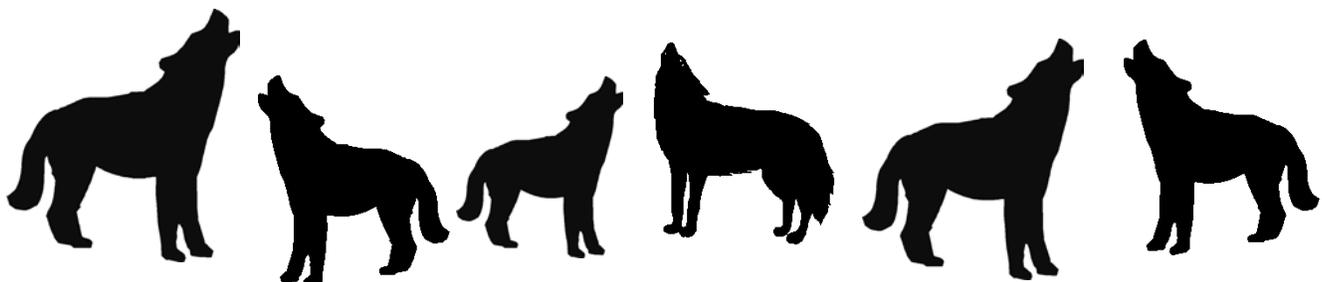
| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------|---|------------------|---|
| 10 | CHC2DI | Canadian History in the Twentieth Century Academic | | World War One, World War Two, the Cold War, peacekeeping, multiculturalism, Afghanistan...we study Canada's role in these events like a detective, using historical skills to uncover the "real" Canada. We learn about interpretation, chronology, cause-and-effect relationships and how to write a research paper. |
| 10 | CHC2PI | Canadian History in the Twentieth Century Applied | | This course studies Canada from 1900 up to present-day. We will examine the major events that have shaped Canada, like World War One and Two, immigration, peacekeeping, and sending troops to Afghanistan. |
| 10 | CHV2OH | Canadian Civics Open | | Get political! Understand how Canada works! Understand how the world works! This course is full of projects and presentations to help you understand Canadian democracy and the rest of the world. |
| 11 | CHT3OI | Twentieth Century History Open | CHC2DI or CHC2PI | Did you ever want to know more about Adolf Hitler, Joseph Stalin, Dr. Martin Luther King or Marilyn Monroe? How about the Russian Revolution, the troubles in Ireland, the Middle East or the Space Race? Then this course is for you! This course focuses on the major events and issues in world history from 1900 to present. |
| 11 | CHW3MI | World History to the 16th Century University/College Preparation | CHC2DI or CHC2PI | Let's travel the world! We'll investigate mummies in Egypt, gladiators in Rome, and knights in medieval Europe. Don't miss the field trip to the Royal Ontario Museum in Toronto! |
| 11 | CLU3EI | Canadian Law Workplace | CHC2DI or CHC2PI | This course provides a hands-on approach that is relevant to people's everyday lives. Topics studied include historical roots of law; criminal law and punishment; family law; civil law; and human rights and freedoms. Case analysis, research projects and debates will make the course educational and informative. |
| 11 | CLU3MI | Canadian Law University/College Preparation | CHC2DI or CHC2PI | This course will focus on major topics that are relevant to people's everyday lives. These topics include: historical roots of law; human rights and freedoms; criminal law and punishment; family law; and civil law and remedies. Case analysis, research projects, and debates will be used to make the course both interesting and educational. |
| 11 | HRT3MI | World Religions and Belief Traditions: Perspectives, Issues and Challenges University/College Preparation | | The study of world religions cultivates an understanding of religion's role in contemporary society. It encourages students to explore the ways religions and belief traditions meet various human needs, and to examine the sacred places, writings, and teachings of various religions. For instance, how did the major religions of the world begin? How has religion influenced history, and how does it influence the world today? How does religion, faith and tradition meet human needs? What happens when religions come into conflict with society or each other? This course provides an opportunity to learn and understand the religions of the world, while developing research, inquiry, and critical thinking skills. |

History and Social Sciences-Cont'd

| | | | | |
|----|--------|--|------------------|--|
| 11 | HSP3CI | Introduction to Anthropology, Psychology, and Sociology College Preparation | | This course introduces students to anthropology, psychology, and sociology. Subjects like social institutions, human behaviour, mental illness, sociopaths, psychopaths, religion and many current issues will be examined. |
| 11 | HSP3UI | Introduction to Anthropology, Psychology, and Sociology University Preparation | ENG2DI or CHC2DI | This course studies human behaviour from the perspective of the three main social sciences. The course focuses on what factors shape people's thinking, actions and emotions. Topics of study include mental illnesses, socialization, group conformity and the roots of social prejudice and discrimination. The university level emphasizes analysis of theoretical concepts and writing development, culminating in a research essay. |
| 12 | CHM4EI | Adventures in World History Workplace | | This course explores a variety of human experiences in world history from earliest times to the present. Students will learn about government, technological developments, work, art, and religion. Students will examine human societies and communicate points of view about their findings. |
| 12 | CHY4UI | The West and the World University Preparation | CHC2DI or ENG2DI | This university level course explores world history from the 1600's to the present. Major changes will be studied including the Renaissance, the English and French Revolutions, Imperialism, the World Wars, and the Russian Revolution. People such as Queen Elizabeth, Peter the Great, Hitler, Stalin, Napoleon, Gandhi and others will be studied to identify how individuals have changed the world. |
| 12 | CIA4UI | Economics: Analyzing Current Issues University Preparation | CHC2DI or ENG2DI | Twenty percent of the world is rich; eighty percent is poor. Why? Economics is about understanding the importance of scarce resources, and how those who have the resources will not share! This course analyzes major economic issues such as scarcity, the value of the dollar, world debt, and the future of Canada. Question: Who is the world's next great power? Study economics and find out! |
| 12 | CLN4UI | Canadian and International Law University Preparation | CHC2DI or ENG2DI | Is the United Nations a useful organization? Should Canadian soldiers be "peace-makers" in Afghanistan? Will Anti-Terrorism laws erode civil rights? Grade 12 law examines Canada's own legal system, and our current role in international law. Topics include: philosophies and origins of law; Canada's criminal justice system; international treaties and agreements; and current world conflicts. Law will be analyzed from a social, political, and global context. |
| 12 | HSB4UI | Challenge and Change in Society University Preparation | CHC2DI or ENG2DI | This course is a follow-up of HSP3MI (psychology/anthropology and sociology) with a strong focus on psychology and sociology. Some topics investigated include conformity and alienation, gender relations, psychological impacts of war, prejudice and discrimination, hate crimes, poverty, globalization, and changes due to technology. Many social trends and their impacts on people and society will also be studied. |

Interdisciplinary Studies

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------|---|---|--|
| 11 | IDC3OX | Student Leadership Open | Requirement for Student Activities Council <i>Application will be required</i> | Introduction to basic leadership theories for school and community leadership roles. Students will study and apply theory in developing self-awareness, communication, planning/goal setting and leadership skills in order to support them in pursuing leadership roles. Teacher references and an interview will be required. |
| 12 | IDC4UI | Student Leadership University Preparation | IDC3OX Requirement for Student Activities Council <i>Application will be required</i> | This course will introduce students to advanced leadership theories as they pursue leadership roles in the school and community. Students will study and apply theory in developing skills in the areas of conflict resolution, planning and goal setting, problem solving, group dynamics and teamwork. Students will develop the skills and knowledge to support them in pursuing a variety of leadership roles. Teacher references and an interview will be required. |



Languages

| Grade | Course | Descriptor | Prerequisite | Course Description |
|--------------------------|---------|---|--|---|
| 9 | FSF1DI | French Academic | | This course emphasizes the development of speaking, reading and writing skills in French and a cultural understanding of the francophone world. This course is designed for students who might consider continuing their studies in French at the academic level. |
| 9 | FSF1DX | French Enriched | For former French Immersion students | Enriched version of FSF1DI. |
| 9 | FSF1PI | French Applied | | This course is designed to encourage students to speak and use French in useful, contextual situations. Students will work on recognition and the use of simple structures in French and will develop a cultural understanding of the francophone world. |
| 10 | FSF2DI* | French Academic | FSF1DI or FSF1PI | This course is designed to further develop spoken and written French. Themes of fitness, childhood, sports and traveling will be explored through skits, dialogues, music and film. Increase your appreciation for French culture. Take another year of French to solidify the foundation you have! |
| 10 | FSF2DX | French Enriched | FSF1DX | Enriched version of FSF2DI. |
| 10 | FSF2PI* | French Applied | FSF1DI or FSF1PI | If you like to speak French and learn about the French world, consider this course. You will learn more basic practical structures in French, improve your listening and speaking skills and increase your appreciation of French culture. |
| 11 | FSF3UI* | French University Preparation | FSF2DI | Reinforce your speaking skills, read a novel in French, research French-speaking countries and topics and discuss them in class! This course is designed to promote extensive development of all four skills in French. |
| 12 | FSF4UI* | French University Preparation | FSF3UI | This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course. |
| 10 | LWSBDI* | Spanish Academic | | This is an introductory course for students who have never spoken Spanish. Learn to read, speak, understand and write basic Spanish! Experience and appreciate the food, music, dance and customs of many Spanish-speaking countries. |
| 11 | LWSCUI* | Spanish University Preparation | LWSBDI | This intermediate Spanish course develops speaking, listening, writing and reading skills in Spanish. Learn how to communicate in a practical way. Explore in more detail the culture of the Spanish-speaking world! |
| 12 | LWSDUI* | Spanish University Preparation | LWSCUI | This course prepares students for university studies in Spanish. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the Hispanic culture. |
| *Enhancement Fees | | | Grade 10/11/12 French: purchase of workbook (\$15.00 approx.) is optional. Grade 10/11/12 Spanish: purchase of workbook (\$15.00 approx.) is optional. We strongly suggest the purchase of a workbook so the students can make full use of it. A workbook may be borrowed at no expense if it is NOT written in and if it is returned in excellent condition. | |

Mathematics

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------|--|------------------|---|
| 9 | MFM1PI | Mathematics Applied | | Students will gain a better understanding of number sense, proportional reasoning, and measurement of 2-D and 3-D objects in addition to exploring relationships. |
| 9 | MPM1DI | Mathematics Academic | | This course lays the foundation for future success in an academic program. In this course students extend their algebraic & geometric skills, explore relationships and develop equations of straight lines. (A mark of 70% or higher in grade 8 is recommended.) |
| 10 | MFM2PI | Mathematics Applied | MFM1PI or MPM1DI | This course extends skills in number sense, algebra and geometry. New topics include systems of linear equations, trigonometry and quadratic functions. |
| 10 | MPM2DI | Mathematics Academic | MPM1DI | This course lays the foundation for success in Mathematics courses in grade 11 and 12. The course focuses on quadratic relationships, analytic geometry and trigonometry. (A minimum mark of 70% in MPM1DI is suggested to ensure success.) |
| 11 | MBF3CI | Foundations for College Math College | MFM2PI | This course includes a broad range of topics needed by students who plan to pursue one of a broad range of college programs. Topics include linear and quadratic relations, personal finance and data management. (A minimum mark of 70% in MFM2PI is suggested to ensure success.) |

Mathematics – Cont'd

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|----|--------|--|---|--|
| 11 | MCF3MI | Functions and Applications University/ College Preparation | MFM2PI or MPM2DI | This course is designed for students who plan to pursue technology-related programs in college and for some university programs. The focus is on functions and revisits some of the important concepts developed in grade 10. (A minimum mark of 80% in MFM2PI is suggested to ensure success.) |
| 11 | MCR3UI | Functions University Preparation | MPM2DI | The pace and workload of this course is preparation for all university level courses at the grade 12 level. It is designed for students who plan to pursue any one of many university programs, including math, computer science, engineering, and physics. (A minimum mark of 70% in MPM2DI is suggested to ensure success.) |
| 11 | MEL3EI | Math for Work and Everyday Life Workplace | MFM1PI or MFM2PI | This course presents a blend of topics dealing with personal finance and with areas of mathematics that are useful in a variety of jobs. |
| 12 | MAP4CI | Foundations for College Mathematics College Preparation | MBF3CI | This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, human services, and for certain skilled trades. |
| 12 | MCT4CI | Mathematics for College Technology College Preparation | MCF3MI or MCR3UI | 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. |
| 12 | MCV4UI | Calculus and Vectors University Preparation | MHF4UI | This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. (A minimum mark of 70% in MCR3UI is suggested to ensure success.) |
| 12 | MDM4UI | Mathematics of Data Management University Preparation | MCR3UI (preferred) MCF3MI-(not recommended) | This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. A minimum mark of 75% in MCF3MI or 60% in MCR3UI is suggested to ensure success. |
| 12 | MEL4EI | Mathematics for Work and Everyday Life Workplace Preparations | MEL3EI | 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 accommodations costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. |
| 12 | MHF4UI | Advanced Functions University Preparation | MCR3UI (preferred) MCT4CI (not recommended) | This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. (A minimum mark of 60% in MCR3UI is suggested to ensure success.) |

Native Studies

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|--------|---|--------------|--|
| 11 | NDA3MI | Current Aboriginal Issues in Canada University/College Preparation | CHC2DI/2PI | This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples. |
| 12 | NDW4MI | Issues of Indigenous Peoples in a Global Context University/College Preparation | | This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. For example: the Ainu of Japan, the Maya of Central America and the Sami of Northern Europe. The course investigates international issues such as native self-government, genocide, human rights, Aboriginal /government conflicts and their resolution, loss of culture, land rights, and resource issues like the preservation of the rainforests, and the impacts of mining. Participation in Outreach trip is optional, but strongly recommended. |

MOTIVATING YOURSELF TO STUDY

If you find that you lack motivation to study, welcome to the club. Just about every student experiences this problem at one time or another.

Motivation is important for good studying. When you are motivated, you will find it easy to stay focused over a period of time. When you are not motivated, you will not only find it difficult to stay focused, but you will find it difficult to get started in the first place.

Here are some ways to increase your motivation to study.

1. **Reward yourself for studying.** For example, after a successful study session, have a treat like a nice big ice cream cone. Go crazy and add some cherries and nuts.
2. **Study with your friends.** Don't make it party time, but you can have fun as you do this.
3. **Remind yourself of your long-term goals.** Achievement of your goals likely requires educational success. Educational success requires studying.
4. **Eliminate distractions.** If you are surrounded by things you would rather do than study, you will probably do those things instead of studying.
5. **Develop interest in what you have to study.** This will make studying more enjoyable.
6. **Take breaks.** When you feel that you need to take a break, try to stop at a point where it is logical to stop. This will make it easier for you to resume studying after your break.
7. **Establish a comfortable environment.** You will be more inclined to study if you feel comfortable.
8. **Establish reasonable goals for a study session.** You probably won't get very far if you look at your study session as "mission impossible."
9. **Use a motivational poster.** Place the poster where you can see it as you study. The poster should include positive words and a picture depicting success. You can buy one or even make your own. You can also read inspirational stories about real people who have achieved success through effort.
10. **Just do it.** Once you do, you will feel a lot better than if you are worried about getting it done.

Finally, if these suggestions don't do it for you, just think about the consequences of not studying.

See our other study skills resources at www.how-to-study.com and don't forget to visit www.mangrum-strichart.com to learn about our study skills products.

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Science

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|---------|---|---|--|
| 9 | SNC1DI | Science Academic | | This course enables students to develop their understanding of basic concepts in biology, chemistry, Earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. |
| 9 | SNC1PI | Science Applied | | This course enables students to develop their understanding of basic concepts in biology, chemistry, Earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity. |
| 10 | SNC2DI | Science Academic | SNC1DI or SNC1PI | 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 organ 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. |
| 10 | SNC2PI | Science Applied | SNC1DI or SNC1PI | 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. |
| 11 | SBI3CI* | Biology College Preparation | SNC2DI or SNC2PI | 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. |
| 11 | SBI3UI* | Biology University Preparation | SNC2DI recommended average of 70% plus | 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. |
| 11 | SCH3UI | Chemistry University Preparation | SNC2DI recommended average of 70% plus | 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. |
| 11 | SPH3UI | Physics University Preparation | SNC2DI recommended average of 70% plus MFM2DI strongly recommended average of 70%plus | This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. |
| 11 | SVN3EI | Science Workplace Preparation | SNC1DI or SNC1PI | 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. |

Science-Cont'd

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| 12 | SBI4UI* | Biology University Preparation | SBI3UI recommended average of 70% plus & SCH3UI strongly recommended | This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. |
| 12 | SCH4CI | Chemistry College Preparation | SNC2DI or SNC2PI | 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. |
| 12 | SCH4UI | Chemistry University Preparation | SCH3UI recommended average of 70% plus | 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 while emphasizing the impact of chemical technology on the environment. |
| 12 | SES4UI | Earth and Space Science University Preparation | SNC2DI recommended average of 70% plus | This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. |
| 12 | SPH4CI | Physics College Preparation | SNC2DI or SNC2PI | 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. |
| 12 | SPH4UI | Physics University Preparation | SPH3UI recommended average of 70% plus Grade 11 academic math average of 70% plus also recommended | This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. |
| *Enhancement Fee | | | SBI3UI & SBI3CI: fetal pig or rat dissection is \$10.00 per student, which offsets some of the cost of this <i>optional</i> activity. SBI4UI: there may be a dissection fee of \$10 per student to offset some of the cost of this <i>optional</i> activity. | |

Technology

| Grade | Course | Descriptor | Prerequisite | Course Description |
|-------|---------|---|--------------|---|
| 9 | TIJ1OI* | Exploring Technologies Open | | Introductory rotation to Technological Studies, which will include some of the following areas: Construction, Manufacturing, Transportation, Communications, Tech Design, Computer Engineering and/or Health Sciences. It provides knowledge upon which to base course selection for Grade 10 Technology courses. |
| 10 | TCJ2OI* | Construction Technology Open | | 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. |
| 10 | TDJ2OI | Technological Design Open | | Introduction to mechanical and architectural design and drafting using computer aided design software and conventional drafting. |
| 10 | TEJ2OI | Computer Engineering Technology Open | | Introduction to Robotics and Computer Electronics. |
| 10 | TGJ2OI | Communications Technology Open | | Students will be introduced to equipment and software used in the fields of: broadcasting, graphic design, photography, and animation. Students will also be instructed in safety and careers relating to communications. |
| 10 | TTJ2OI* | Transportation Technology Open | | Development of basic vehicle systems knowledge and repair with a vehicle service emphasis. |
| 11 | TCJ3CI* | Construction Technology College Preparation | | 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. |
| 11 | TDJ3MI | Technological Design University/College Preparation | | Students will study mechanical and architectural design and drafting using computer aided design software and conventional design. |
| 11 | TEJ3MI | Computer Engineering University/College Preparation | | Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. |
| 11 | TGJ3MI | Communications Technology University/College Preparation | | Students will be introduced to equipment and software used in the fields of: broadcasting, journalism, graphic design, photography, podcasting, and sign manufacturing. Students will also be instructed in safety and career studies relating to communications. This credit can be used towards an Art and Culture Specialist High Skills Major diploma. |
| 11 | TGJ3OI | Communications Technology: Print Production (Yearbook) Open | | This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design, produce and promote the school yearbook. Students will take photographs and write articles about school events and activities. They will also produce advertisements to promote yearbook sales. Participation in yearbook club is also encouraged. Students will learn about careers in publishing, advertising and print media as well as study the environmental and social impacts of these fields. |
| 11 | TPJ3CI | Health Care College Preparation | | This course focuses on human anatomy, physiology, and basic medical terminology. Students will learn about the relationship between lifestyle and personal health, and conventional and alternative methods of disease prevention and treatment. In the fully equipped Health Care Lab, students will also investigate health care procedures and equipment in nursing, medicine, and dentistry; examine health and safety issues in health care and the environmental and societal impacts of biotechnology; and explore various career opportunities in the health care field. |

Technology-Cont'd

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| 11 | TPJ3MI | Health Care University/College Preparation | | This course focuses on the development of knowledge and skills that will benefit students planning a career in the health care field. Students will learn about human anatomy and physiology, homeostasis, vital signs, disease prevention and treatment, how lifestyle choices affect health and well-being, and conventional and complementary methods of disease prevention and treatment. Students will develop an awareness of workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field. |
| 11 | TTJ3CI* | Transportation Technology College Preparation | | Development of more advanced vehicle systems knowledge and repair with a vehicle service emphasis. |
| 12 | ICS4MI | Computer and Information Science University/College Preparation | ICS3MI | This course helps students use programming and software engineering principles to design and develop algorithms and programs. Students will use software development and diagnostic tools, implement data structures and algorithms, and use file management techniques in project settings. They will also develop an understanding of the ethics of computer use and the impact of information technology on the community, and will explore post-secondary education and career paths in computer science. |
| 12 | TCJ4CI | Construction Technology College Preparation | TCJ3CI | 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. |
| 12 | TDJ4MI | Technological Design | TDJ3MI | This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements. |
| 12 | TEJ4MI | Computer Engineering University/College Preparation | ICE3MI or ICS3MI | This course helps students understand and apply computer engineering concepts. Students will analyze and design computer components such as logic circuits and interfaces; develop and construct systems and write the associated computer programs to drive real-world devices such as traffic lights, models and robotics; and explore networking hardware, protocols, and configurations. As well as developing project management skills, students will examine the ethics of computer use and explore related educational requirements and careers. |
| 12 | TGJ4MI | Communications Technology University/College Preparation | TGJ3MI | Students will expand on knowledge and skills with more in depth instruction with equipment and software used in the fields of: broadcasting, journalism, graphic design, photography, web based applications, and animation. Students will also explore secondary pathways to careers in communications and develop a portfolio of their work. This credit can be used towards an Art and Culture Specialist High Skills Major diploma. |
| 12 | TPJ4CI | Health Care College Preparation | TPA3CI or TPJ3CI | This course focuses on human physiology, pathology, and immunology. Students will learn about accepted medical care practices, current technological advances in health care, and how to perform various procedures and use tools and equipment in the field of health care. Students will also design solutions to common medical and health care problems, investigate career opportunities, and examine laws and safety standards in the health care industry and the impact of this industry on the environment. |
| 12 | TPJ4EI | Health Care: Support Services Workplace Preparation | | This course enables students to develop the basic skills needed for careers in a range of health care support services. Students will practice and apply a variety of clinical procedures and infection control skills as they learn about principles of infection control, service excellence, and the nature of the health care industry. Students will also investigate workers' health and safety issues, environmental and societal issues related to health care, and career opportunities in the field. |
| 12 | TPJ4MI | Health Care University/College Preparation | TPJ3MI | This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices and about how to perform various procedures, using appropriate instruments and equipment. They will learn about the human immune system, pathology, and disease prevention and treatment. Students will also expand their awareness of workers' health and safety issues, environmental and societal issues related to health care, and postsecondary destinations in the field. |

Technology-Cont'd

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| 12 | TTJ4CI* | Transportation Technology College Preparation | TTJ3CI | This course examines the similarities of land, air and marine vehicles to enable students to develop the specialized skills required to work on these vehicles. Students will solve problems related to vehicles and transportations systems; examine transportation-related issues such as energy conversion, power transfer, control systems, and environmental and societal impact. Students will also investigate the educational requirements of the career opportunities in the transportation sector. |
| *Enhancement Fee | | | Optional purchase of upgraded and personal safety glasses: \$5.00. Student pays for parts and materials used on projects taken home. Transportation course: optional purchase of shop clothing, coats or coveralls. Wood/Metal Manufacturing and Construction courses: student pays for materials of personal projects taken home. | |