Thames Valley
District School Board



2027 - 2028

HIGH SCHOOL COURSE SELECTION GUIDE

Each student's unique potential is strengthened.

GEARED 2 Graduate

Thames Valley District School Board

www.tvdsb.ca/HighSchool



Available for students **Grades 7-12**

myBlueprint

Login: www.tvdsb.ca/myBlueprint

Know yourself. Know your options.

Pathway Guide

Making Sense of Course Codes

MTH 1W1

Every subject is identified by a common course code designated by the Ministry of Education.
The code consists of 5 mandated characters and a 6th character for school use.

e.g. **MTH 1W1** is Grade 9 De-streamed Math

The first three characters identify the subject. The first letter identifies the department:

- **A:** Arts
- **B:** Business
- **C:** Canadian & World Studies
- **E:** English
- **F:** French
- **G:** Guidance
- **H:** Social Studies and Humanities
- **I:** Computer Studies
- **I:** Interdisciplinary Studies
- **L:** Indigenous Languages
- **L:** Classical and International Languages
- **M:** Mathematics
- **N:** First Nations, Métis, and Inuit Studies
- **P:** Physical Education
- **S:** Science
- **T:** Technology

The fourth character identifies:

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

The fifth character identifies types of courses:

- **C:** College
- **D:** Academic
- **E:** Workplace
- **L:** Locally Developed
- **M:** University/ College
- **O:** Open
- **U:** University
- **W:** De-streamed

The sixth character is school-specific.

Used to distinguish course characteristics and specialized programs. e.g.

- **1:** Regular Course/1 Credit
- **X:** French Immersion
- **V:** Asynchronous Online Learning

TYPES OF COURSES

You may choose a variety of course types, based on your interests, strengths and goals.

Grades 9 and 10

Courses equip students with the knowledge and skills needed to meet both the university and college pathways in Grades 11 and 12

GRADE 9 AND 10 DE-STREAMED (W) AND ACADEMIC (D)	• Develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and incorporating theoretical applications
Grade 10 **APPLIED (P)**	• Develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and incorporating theoretical applications.
Grade 9 and 10 **LOCALLY DEVELOPED COMPULSORY CREDIT COURSES (L)** Focus on building skills	• Use relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem-solving, decision-making and communication skills • Prepare students for future studies in Grade 11 and 12 workplace courses, and Grade 9 and 10 de-streamed & academic courses
Grade 9 to 12 **OPEN (O)** Offered in all subjects other than those listed as academic, de-streamed, applied or locally developed.	• Are designed to equip students with the knowledge and skills needed for various post-secondary pathways (e.g. Apprenticeship, Workplace, etc.) • Emphasize theoretical aspects of the course content, but also include concrete applications

Grades 11 and 12

In Grades 11 and 12, courses offered to prepare students for post-secondary destinations include:

UNIVERSITY PREPARATION (U)	• Are designed to equip students with the knowledge and skills needed to meet entrance requirements for university programs • Emphasize theoretical aspects of the course content, but also include concrete applications
UNIVERSITY/COLLEGE PREPARATION (M)	• Are designed to equip students with the knowledge and skills needed to meet the entrance requirements for specific university and college programs • Emphasize both theoretical aspects and related concrete applications of the course content
COLLEGE PREPARATION (C)	• Are designed to equip students with the knowledge and skills needed to meet entrance requirements for college and apprenticeship programs • Emphasize concrete applications of the theoretical material covered in the course
WORKPLACE PREPARATION (E)	• Are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community • Allow students to prepare for a variety of jobs, and training programs

Ontario Secondary School Diploma (OSSD)

OSSD Requirements

Your high school journey is an exciting time full of change, growth, and possibility!

30 CREDITS IN TOTAL

2 ONLINE COURSES[f]

40 HOURS of COMMUNITY INVOLVEMENT

COMPLETION OF THE PROVINCIAL **LITERACY REQUIREMENT** (OSSLT OR OSSLC)

COMPLETION OF THE PROVINCIAL **FINANCIAL LITERACY** GRADUATION REQUIREMENT

Entering Grade 9 in 2023 or Earlier

18 Compulsory Credits

- **4** credits in English (1 per grade)[a]
- **3** credits in Mathematics (1 Senior)
- **2** credits in Science
- **1** credit in Canadian Geography
- **1** credit in Canadian History
- **1** credit in the Arts[b]
- **1** credit in Health and Physical Education
- **1** credit in French as a Second Language [g]
- **0.5** credit in Career Studies
- **0.5** credit in Civics and Citizenship
- **3** credits from each of Group 1, 2, and 3
- **12** optional credits[e]

Group 1: Additional English, French as a Second Language[c], a Native, Classical, or International Language, Social Science, FNMI Studies, Humanities, Canadian and World Studies, Guidance And Career Education, Cooperative Education[d]

Group 2: Health and Physical Education, Arts, Business, French as a Second Languagec, Cooperative Educationd

Group 3: Science, Technological Education, Computer Studies, French as a Second Language, Cooperative Education[d]

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for 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, or who plan to find employment after leaving secondary school.

Entering Grade 9 in 2024 or Later

17 Compulsory Credits

- **4** credits in English (1 per grade)[a]
- **3** credits in Mathematics (grade 9, grade 10, 1 credit in either grade 11 or 12)
- **2** credits in Science
- **1** credit in Canadian Geography
- **1** credit in Canadian History
- **1** credit in the Arts[b]
- **1** credit in Health and Physical Education
- **1** credit in French as a Second Language [g]
- **1** credit in Technological Education (grade 9 or 10)
- **0.5** credit in Career Studies
- **0.5** credit in Civics and Citizenship
- **1** credit from the STEM-related course group
- **13** optional credits[e]

STEM-related Course Group

- Business Studies
- Mathematics
- Cooperative Education
- Science
- Computer Studies
- Technological Education

Ontario Secondary School Certificate (OSSC)

On request, students will be granted the OSSC when they leave school before earning the OSSD, provided that they have earned a minimum of 14 credits.

7 Compulsory Credits:

2 English, 1 Canadian Geography or Canadian History, 1 Mathematics, 1 Health and Physical Education, 1 Science, 1 Arts, Computer Studies or Technological Education

7 Elective Credits:

Selected by the student from available courses

[a] A maximum of 3 credits in ESL/ELD can count towards the 4 compulsory English; the fourth must be a grade 12 compulsory English course

[a] Grade 11 English: Understanding Contemporary FNMI Voices is the grade 11 English requirement.

[b] Grade 9 Expressions of FNMI Cultures course can meet the credit requirement in the arts.

[c] A maximum of 2 FSL credits can count towards compulsory groups

[d] A maximum of 2 coop credits can count towards compulsory credits

[e] May include up to 4 Dual Credit Courses

[f] Parents/guardians can request to opt out of this requirement through the Parent Portal

[g] Students who have taken Indigenous languages in place of French as a second language in elementary school may use a Level 1 or 2 Indigenous languages course as the compulsory credit for French as a second language

Experiential Learning



Experiential learning is hands on learning that provides opportunities for students to:

- **Participate** in rich experiences connected to the world outside the school;
- **Reflect** on the experiences to derive meaning; and
- **Apply** the learning to their decisions and actions.

There are many Experiential Learning opportunities for students in TVDSB. Check out the following information to see just a few!

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program that opens doors for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program.

OYAP-FAST: Focused Apprenticeship Skills Training (FAST) is an accelerated stream within OYAP. OYAP-FAST will allow students in Grades 11 and 12 to participate in more apprenticeship learning through additional co-operative education credits while completing their OSSD.

To find out more: www.tvdsb.ca/**OYAP**

SPECIALIST HIGH SKILLS MAJOR (SHSM)

The Specialist High Skills Major (SHSM) is a specialized high school program that allows students to earn their Ontario Secondary School Diploma (OSSD) and focus their learning on a specific economic sector at the same time.

Students develop skills for their future careers, graduate high school with industry certifications and training and earn an SHSM seal on their secondary school diploma.

To find out more: www.tvdsb.ca/**SHSM**

COOPERATIVE EDUCATION (CO-OP)

Cooperative Education is a planned learning experience through which students can earn credits and work experience. Placement experiences assist students in developing knowledge, skills and attitudes that areessential in today's society.

To find out more: www.tvdsb.ca/**CO-OP**

OTHER FORMS OF Experiential Learning

Job Shadowing — a one-on-one observation of a worker at a place of employment for up to three days

Job Twinning — a one-on-one observation of a cooperative education student at a place of employment for up to three days

Work Experience — a planned learning opportunity within a course which allows students a relatively short-term work experience, usually of one or two weeks at a time, for a total of up to four weeks

Don't forget

You are responsible!
Choose your courses with your aspirations in mind.

Planned learning experiences in the community provide opportunities for students to see the relevance of their classroom learning and its connection to the broader world.

LONDON CENTRAL SECONDARY SCHOOL

2027 – 2028

POLICIES AND PROCEDURES

Registering from Out of Province/International Students
One World International Welcome Centre introduces international students and newly arrived Canadians to Thames Valley and helps them begin the transition to school life in Canada. Students coming from outside of Ontario may be required to be assessed by the One World International Welcome Centre in both English and Math.

For more information, please go to https://www.tvdsb.ca/students/one-world-international-welcome-centre/.

ADVANCED PLACEMENT OPPORTUNITIES

London Central is registered as an Advanced Placement (AP) exam provider and students can write exams offered through the College Board in the United States. AP examinations are offered to academically prepared students on an annual basis in the spring. Students should prepare in the fall if they plan to write an exam in any of 34 subjects. Some universities award transfer credit(s) and/or advanced standing for high achievement on an AP exam. Students must contact universities to find out their AP policy as some may exams not be eligible and there may be a limit to how many exams can be counted for advanced standing.

AP fosters critical and creative thinking, allows for mentoring in a subject area of interest, and assists in the development of both higher-order thinking skills and overall study skills for post-secondary education. There is no 'cap' on the number of exams that a student may write. It also depends on the student's level of preparedness and time commitments. The cost of each exam for the 2026/27 school year was $150 CAD (price subject to change in each year). In the fall of each year, students must prepay in order to write AP exams in May. Students may engage in Phase I AP (work independently at their own pace) or in Phase II (work periodically during the year with tutorial volunteers if available) to prepare for these exams. Phase III gives students the opportunity to take an advanced placement course at London Central in CHA 3UA (American History), ENG 4UA (English), and FSF 4UA (French).

COURSE SELECTION / CHANGE POLICY

Student course selections submitted in **February** determine staffing and the master schedule. It's essential that students make **informed decisions** by consulting with parent(s)/guardian(s), Guidance Counsellors, and other supports.

If you plan to take a course in **summer school**, do **not select it** during regular course selection. Summer school registration is the responsibility of students and their families and should be factored into your planning.

Students are expected to **honour their course selections**, as the school's timetable is built around them. While changes may be considered, they are only approved under **exceptional circumstances**. These circumstances are as follows:

- Failure of a course
- Need for a course at a different level
- Missing a prerequisite for a course
- Missing a requirement for graduation or postsecondary pathway

Alternate course requests will be used if a course is over-enrolled or cancelled due to low enrollment. Course changes will not be made based on teacher preference.

Ontario Ministry of Education Course Descriptions

DRAMA

ADA 1O1, Grade 9, Drama (Open level)
This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experience to develop an understanding of themselves, the art form, and the world around them.

ADA 2O1, Grade 10, Drama (Open level)
This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ADA 3M1, Grade 11, Drama (University/College level)
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.
Prerequisite: *ADA 1O or ADA 2O*

ADA 4M1, Grade 12, Drama (University/College level)
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.
Prerequisite: *ADA 3M*

MUSIC

Note: Students may earn up to 1.0 credit (two ½ credit courses) for Repertoire courses in an academic year. If a student chooses to participate in a third Repertoire, they may do so as an extra-curricular activity.

MUSIC, WINDS AND PERCUSSION

AMI 1OB & AMI 1OE, Grade 9, Music, Winds and Percussion (Open level)
Beginner (AMI 1OB): For students with *no experience* on a band instrument.
Experienced (AMI 1OE): For students with *a minimum of one year* of experience playing a band instrument.
This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life.

AMR 2O1, Grade 9, Music Repertoire, Junior Band (Open level) (0.5 credit)
This ½ credit course utilizes the study of band repertoire, at a junior band level, to enrich and expand the experience of students enrolled in AMI 1OE. Many different techniques, including recording, public performance and clinics will be utilized to develop a more thorough appreciation of their chosen method of musical expression. *This course runs outside of the school day for the full year.*

AMI 2O1, Grade 10, Music, Winds and Percussion – Experienced (Open level)
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.
Prerequisite: *AMI 1OB or AMI 1OE*

AMR 2O2, Grade 10, Music Repertoire, Intermediate Band (Open level) (0.5 credit)
This ½ credit course utilizes the study of band repertoire, at an intermediate level, to enrich and expand the experience of the students enrolled in AMI 2O1. Many different techniques, including recording, public performance and clinics, will be utilized to develop a more thorough appreciation of their chosen method of musical expression. *This course runs outside of the school day for the full year.*

AMI 3M1, Grade 11, Music, Winds and Percussion (University/College level)
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.
Prerequisite: *AMI 2O*

AMR 3M1, Grade 11, Music Repertoire, Band (University/College level) (0.5 credit)
This ½ credit course utilizes the study of band repertoire, at an advanced level, to enrich and expand the experience of the students enrolled in AMI 3M1. Many different techniques, including recording, public performance and clinics, will be utilized to develop a more thorough appreciation of the many roles of music within the Canadian cultural landscape. *This course runs outside of the school day for the full year.*

AMI 4M1, Grade 12, Music, Winds & Percussion (University/College level)
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.
Prerequisite: *AMI 3M*

AMR 3M2, Grade 12, Music Repertoire, Band (University/College level) (0.5 credit)
This ½ credit course utilizes the study of band repertoire, at an advanced level, to enrich and expand the experience of the students enrolled in AMI 4M1. Many different techniques, including recording, public performance and clinics and leadership opportunities will allow the students to develop a more thorough appreciation of the many roles of music and musicians within the Canadian cultural landscape. *This course runs outside of the school day for the full year.*

STRINGS

AMS 1OB & AMS 1OE, Grade 9, Music, Strings (Open level)
Beginner (AMS 1OB): For students with *no experience* on a string instrument.
Experienced (AMS 1OE): For students with *a minimum of one year* of experience playing a string instrument.
This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life.

AMR 2O3, Grade 9, Music Repertoire, Junior Strings, Orchestra (Open level) (0.5 credit)
This ½ credit course utilizes the study of orchestral repertoire, at a junior level, to enrich and expand the experience of the students enrolled in AMS 1OE. Many different techniques, including recording, public performance and clinics will be utilized to develop a more thorough appreciation of their chosen method of musical expression. *This course runs outside of the school day for the full year*

AMS 2O1, Grade 10, Music, Strings (Open level)
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.
Prerequisite: *AMS 1OB or AMS 1OE*

AMR 2O4, Grade 10, Music Repertoire, Intermediate Strings (Open level) (0.5 credit)
This ½ credit course utilizes the study of orchestral repertoire, at an intermediate level, to enrich and expand the experience of the students enrolled in AMS 2O1. Many different techniques, including recording, public performance and clinics, will be utilized to develop a more thorough appreciation of their chosen method of musical expression. *This course runs outside of the school day for the full year.*

AMS 3M1, Grade 11, Music, Strings (University/College level)
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.
Prerequisite: *AMS 2O*

AMR 3M3, Grade 11, Music Repertoire, Strings Orchestra (University/College level) (0.5 credit)
This ½ credit course utilizes the study of orchestral repertoire, at an advanced level, to enrich and expand the experience of the students enrolled in AMS 3M1. Many different techniques, including recording, public performance and clinics, will be utilized to develop a more thorough appreciation of the many roles of music within the Canadian cultural landscape. *This course runs outside of the school day for the full year.*

AMS 4M1, Grade 12, Music, Strings (University/College level)
This course enables students to enhance their musical literacy, through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.
Prerequisite: *AMS 3M*

AMR 3M4, Grade 12, Music Repertoire, Strings Orchestra (University/College level) (0.5 credit)
This ½ credit course utilizes the study of orchestral repertoire, at an advanced level, to enrich and expand the experience of the students enrolled in AMS 4M1. Many different techniques, including recording, public performance and clinics and the assumption of a leadership role, will allow students to develop a more thorough appreciation of the many roles of music and musicians within the Canadian cultural landscape. *This course runs outside of the school day for the full year.*

VOCAL

AMV 2O1, Grade 10, Music, Vocal (Open level)
This course enables students to enhance their musical literacy, through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

AMR 2O5, Grade 9, Music, Vocal Repertoire (Open level) (0.5 credit)
This ½ credit course utilizes the study of chorale music to enrich and expand the experience of the students enrolled in AMV 2O1. Many different techniques will emphasize the creation, performance, and analysis of vocal music at an intermediate level, with a focus on developing technical skills and understanding the function of music in society. *This course runs outside of the school day for the full year.*

AMR 2O6, Grade 10, Music, Vocal Repertoire (Open level) (0.5 credit)
This ½ credit course utilizes the study of chorale music to enrich and expand the experience of the students who have completed AMR2O5. Many different techniques will emphasize the creation, performance, and analysis of vocal music at an intermediate level, with a focus on developing technical skills and understanding the function of music in society. *This course runs outside of the school day for the full year.*

AMV 3M1, Grade 11, Music, Vocal (University/College Level)
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.
Prerequisite: *AMV 2O*

AMR 3M5, Grade 11, Music, Vocal Repertoire (Open level) (0.5 credit)
This ½ credit course utilizes the study of chorale music to enrich and expand the experience of the students who have completed AMR2O6. Many different techniques will emphasize the creation, performance, and analysis of vocal music at an intermediate level, with a focus on developing technical skills and understanding the function of music in society. *This course runs outside of the school day for the full year.*

AMV 4M1, Grade 12, Music, Vocal (University/College Level)
This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.
Prerequisite: *AMV 3M*

VISUAL ARTS, INDUSTRIAL DESIGN & DRAWING

AVI 1O1, Grade 9, Visual Arts (Open level)
This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

AVI 2O1, Grade 10, Visual Arts (Open level)
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

AWF 2O1, Grade 10, Industrial Design (Open level) (Same core description as AVI 2O1)
The **Industrial Design** course concentrates on innovation and creative thinking in design, where students integrate art and technology to create solutions to a variety of design problems with an emphasis on graphic design and interior design.

AVI 3M1, Grade 11, Visual Arts (University/College level)
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).
Prerequisite: *AVI 1O, AVI 2O or AWF 2O*

AWL 3M1, Grade 11, Drawing (University/College level)
(Same core description as AVI 3M1)
In this Drawing course, students will be challenged to further expand their skills with traditional drawing media and explore how new media are changing the definition of drawing. This course is designed to enable the senior student to experience a more in-depth approach to drawing, as well as an opportunity for portfolio building.
Prerequisite: *AVI 1O, AVI 2O or AWF 2O*

AVI 4M1, Grade 12, Visual Arts (University/College level)
This course focuses on enabling students to refine their use of the creative process when creating and presenting two-and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.
Prerequisite: *AWL 3M or AVI 3M*

AWL 4M1, Grade 12, Drawing (University/College level)
(Same core description as AVI 4M1)
In this Drawing course, students will build on skills, concepts and art history from previous grades with a focus on developing individual and personal styles. There will be an emphasis on independent study and self-directed project development.
Prerequisite: *AVI 3M or AWL 3M*

BUSINESS & COMPUTER STUDIES

BEM 1O1, Grade 9, Building the Entrepreneurial Mindset (Open level)
In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

BEP 2O1, Grade 10, Launching and Leading a Business (Open level)
This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

ICD 2O1, Grade 10, Digital Technology and Innovations in the Changing World (Open level)
This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

BAF 3M1, Grade 11, Financial Accounting Fundamentals (University/College level)
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

BMI 3C1, Grade 11, Marketing: Goods, Services, Events (College level)
This course introduces fundamental concepts of product marketing including the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

ICS 3U1, Grade 11, Computer and Information Science (University level)
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

BAT 4M1, Grade 12, Financial Accounting Principles (University/College level)
This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.
Prerequisite: *BAF 3M*

BBB 4M1, Grade 12, International Business Fundamentals (University/College level)
This course provides an overview of the importance of international business and trade in the global economy and explores factors that influence success in international markets. Students will learn about techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing, and management.
Recommended: *Any U or M course*

ICS 4U1, Grade 12, Computer and Information Science (University level)
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.
Prerequisite: *ICS 3U*

IDC 4UF, Grade 12, Investment and Finance (University level)
This course will provide students with the opportunity to learn about the role of money in the Canadian financial system and how it is managed by the government through interest rates. Students will learn about the investment tools available to ordinary people in order to grow their wealth over time. The course will explore tolls such as mutual funds, EFT's, Crypto currencies and shares. A component of the course will be completion of a stock market project where students manage a hypothetical stock portfolio. Students will also learn about common sources of finance available. This course will seek to develop your financial goals over your lifetime and teach you ways to save money on your taxes.
Prerequisite: *Any U or M course*
Important Note: Students are only able to include **one** Grade 12 Interdisciplinary Studies course for credit as their top 6 for university admissions and entrance scholarships.

CANADIAN & WORLD STUDIES - GEOGRAPHY

CGC 1W1, Grade 9, Exploring Canadian Geography (De-streamed course)
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

CGG 3O1, Grade 11, Travel and Tourism: A Geographic Perspective (Open level)
This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.
Prerequisite: *CGC 1W or CGC1D*

CGW 4U1, Grade 12, World Issues: A Geographic Analysis (University level)
In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.
Prerequisite: *Any U or M course in Canadian and World Studies, English, or Social Sciences and Humanities*

CGW 4C, Grade 12, World Issues: A Geographic Analysis (College level)
This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.
Prerequisite: *CGC 1W or CGC1D*

CANADIAN & WORLD STUDIES - HISTORY

CHC 2D1, Grade 10, Canadian History since World War I (Academic level)
This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHC 2P1, Grade 10, Canadian History since World War I (Applied level)
This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

CHV 2O5, Grade 10, Civics and Citizenship (Open level)
This half-credit course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.
***Note**: The other ½ credit taken with CHV 2O5 is GLC 2O5.*

CHA 3U1, Grade 11, American History (University level)
This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American History.
***Prerequisite:** CHC 2D*

CHA 3UA, Grade 11, American History (University level/Advanced Placement)
This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American History.
***Prerequisite:** CHC 2D*
Note: The CHA 3UA course is assessed at the same standard as CHA 3U1. Students will be exposed to additional topics and skills required to write the AP United States History examination from the College Board in May (in addition to the CHA 3U1 exam). There is an additional course fee for those students who choose to write the AP exam.

CHW 3M1, Grade 11, World History to the End of the Fifteenth Century (University/College level)
This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.
***Prerequisite:** CHC 2P or CHC 2D*

CLU 3M1, Grade 11, Understanding Canadian Law (University/College level)
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
***Prerequisite:** CHC 2P or CHC 2D*

CHY 4U1, Grade 12, World History since the Fifteenth Century (University level)
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.
Prerequisite: *Any U or M course in Canadian and World Studies, English, or Social Sciences and Humanities*

CIA 4U1, Grade 12, Analysing Current Economic Issues (University level)
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues
Prerequisite: *Any U or M course in Canadian and World Studies, English, or Social Sciences and Humanities*

CLN 4U1, Grade 12, Canadian and International Law (University level)
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.
Prerequisite: *Any U or M course in Canadian and World Studies, English, or Social Sciences and Humanities*

CPW 4U1, Grade 12, Canadian and World Politics (University level)
This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, and events, and developments of national and international political importance, and to develop and communicate informed opinions about them.
Prerequisite: *Any U or M course in Canadian and World Studies, English, or Social Sciences and Humanities*

NDW 4M1, Grade 12, Issues of Indigenous Peoples in a Global Context (University/College level)
This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples and use information technology to consult materials related to the views of indigenous peoples throughout the world.
Prerequisite: *Any U or M course in Canadian and World Studies, English, or Social Sciences and Humanities*

COOPERATIVE EDUCATION

DCO 3OD, Cooperative Education (2 credits)
This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. Students will complete an application and meet with the Cooperative Education teacher prior to placement in this course.
Please note: Cooperative Education credits cannot be used for university admission. Co-op credits are a requirement for completion of the SHSM program (see page 21 for SHSM information)

**Please add a note in myBlueprint if you are interested in taking a full day (4 credit) Co-op.*

ENGLISH

ENL 1W1, Grade 9, English (De-streamed course)
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

ENG 1L1, Grade 9, English (Locally developed level)
In this course, students focus on developing their literacy, communication, and organizational skills to prepare for success in high school, in their daily lives and in the workplace. From this course, students advance to ENG2L1. ENG1L1 is designed to meet the needs of students who require support to develop their reading, viewing, listening, talking, writing and critical thinking skills. In all strands, the focus is on developing and refining foundational literacy skills and on using language clearly and accurately in a variety of contexts.

ENG 2D1, Grade 10, English (Academic level)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: *ENL 1W*

ENG 2P1, Grade 10, English (Applied level)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: *ENL 1W*

ENG 2L1, Grade 10, English (Locally developed level)
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace and in the ENG 3E1 Workplace preparation course. This course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking. Students reflect regularly upon their growth in these areas.
Prerequisite: *ENG 1L or ENL 1W*

NBE 3U1, Grade 11, Understanding Contemporary First Nations, Métis and Inuit Voices (University level)
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.
Prerequisite: *ENG 2D*

NBE 3C1, Grade 11, Understanding Contemporary First Nations, Métis and Inuit Voices (College level)
This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.
Prerequisite: *ENG 2P or ENG 2D*

NBE 3E1, Grade 11, Understanding Contemporary First Nations, Métis and Inuit Voices (Workplace Preparation level)
This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.
Prerequisite: *ENG 2L or ENG 2P*

EMS 3O1, Grade 11, Media Studies (Open level)
This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.
Prerequisite: *ENG 2P or ENG 2D*

ENG 4U1, Grade 12, English (University level)
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. This course is intended to prepare students for university, college or the workplace.
Prerequisite: *ENG 3U, NBE 3U*

ENG 4U2, Grade 12, English for the Science Mind (University level)
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 challenging science-based texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students with an interest in science for university, college, or the workplace.
Prerequisite: *ENG 3U, NBE 3U*

ENG 4UA, Grade, 12 English (University/Advanced Placement level)
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college or the workplace.
Prerequisite: *ENG 3U, NBE 3U*
Note: The ENG 4UA course is assessed at the same standard as ENG 4U1. Students will be exposed to additional topics and skills required to write the AP Literature examination from the College Board in May (in addition to the ENG 4U1 exam). There is an additional course fee for those students who choose to write the AP exam.

Important Note: Students are only able to include **<u>one</u>** of these Grade 12 English (ENG4U1 or ENG4U2 or ENG4UA) for credit as their top 6 for university admissions and entrance scholarships.

ENG 4C1, Grade 12, English (College level)
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
Prerequisite: *ENG 3C or ENG 3U, NBE 3C or NBE 3U*

ENG 4E1, Grade 12, English (Workplace Preparation level)
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.
Prerequisite: *ENG 3E, NBE 3E*

EWC 4U1, Grade 12, The Writer's Craft (University level)
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required to specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
Prerequisite: *ENG 3U or NBE 3U*

EWC 4C1, Grade 12, The Writer's Craft (College Level)
This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
Prerequisite: *ENG 3C or ENG 3U, NBE 3C or NBE 3U*

OLC 4O1, Grade 12, Ontario Secondary School Literacy Course (Open level)
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.
***Prerequisite*:** Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

GUIDANCE & CAREER EDUCATION

GLC 2O5, Grade 10, Career Studies (Open level)
This half-credit course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. This course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
Note*: The other ½ credit taken with GLC 2O5 is CHV 2O5.*

GPP 3O1, Grade 11, Leadership and Peer Support (Open level)
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

IDC 4UL, Grade 12, School and Community Leadership Studies (University level)
This course examines methods of event planning for student parliament/student athletic association/music council and/or student-led initiatives within the school. Using an interdisciplinary approach, students will examine the philosophy and organizational structure of the student government and school. Using diverse resources, students will explore how individuals become leaders in their communities, how to incorporate teambuilding strategies, as well as critical thinking and conflict management tactics. Students will plan, organize, communicate, and implement an event in the school community, applying their theoretical foundation and skills to real-life situations.
Prerequisite: *Any U or M course*
Important Note: Students are only able to include **<u>one</u>** Grade 12 Interdisciplinary Studies course for credit as their top 6 for university admissions and entrance scholarships.

HEALTH & PHYSICAL EDUCATION

PPL 1OM (Male) & PPL 1OF (Female), Grade 9, Healthy Active Living Education (Open level)
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PPL 2OM (Male) & PPL 2OF (Female), Grade 10, Healthy Active Living Education (Open level)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PAF2OF (Female), Grade 10, Health Living and Personal and Fitness Activities (Open level)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course is suitable for all fitness levels and will include a variety of activities with a focus on improving personal health and wellness.

PAQ 2O1 - Healthy Active Living and Aquatics, Grade 10, Open (Co-ed)
This course enables students to develop knowledge and skills they need to make healthy choices that will lead to healthy active lives in a "Learn to Swim" environment with a focus on aquatic related activities. Student learning will include the application of movement principles to refine skills and improve fitness mostly in an aquatic environment. Students will be given opportunities to practice their decision-making skills, conflict resolution and social skills in making personal choices. There may be a fee attached to this course for the purpose of certifications, guest speakers and field trips. **Prerequisites: Must be comfortable in water and be willing to be in the pool multiple times a week.**
Note: This course takes place at BEAL and may require a ½ day timetable at BEAL.

PPL 3OC (Co-ed), Grade 11, Healthy Active Living Education (Open level)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PAF 3OF (Female) & PAF3O1 (Co-ed), Grade 11, Healthy Active Living and Personal Fitness Activities (Open Level)
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict resolution, and interpersonal skills, with a view to enhancing their mental health and their relationship with others. This course will consist of a weight training program and exposure to a wide variety of fitness techniques and principles to encourage lifelong healthy living and participation.

PAQ 3O1 - Healthy Living and Aquatic Activities, Grade 11, Open, (Co-ed)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities (primarily aquatic in nature) and exposure to a variety of activity settings, students enhance their movement competence, personal fitness, and confidence in an aquatic environment. They also acquire understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. They will develop personal skills and competence in an aquatic environment using aquatic games and stroke development. There may be an opportunity to pursue some type of aquatic leadership certification and/or First Aid and CPR certification. ***There may be a fee attached to this course for the purpose of certifications.*** **Prerequisite: *MUST be able to swim independently & completely *(This is NOT a "learn to swim" class)***
Note: This course takes place at BEAL and may require a ½ day timetable at BEAL.

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

PSK 4U1, Grade 12, Introductory Kinesiology (University level)
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.
Prerequisite: *Grade 11 U or M Science or Grade 11 or 12 Health and Physical Education*

LANGUAGES

FSF 1D1, Grade 9, Core French (De-streamed course)
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: *Minimum of 600 hours of elementary Core French instruction, or equivalent*

FSF 2D1, Grade 10, Core French (Academic level)
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will continue to develop skills necessary for lifelong language learning.
Prerequisite: *FSF 1D*

FSF 3U1, Grade 11, Core French (University level)
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities and to develop skills necessary for lifelong language learning.
Prerequisite: *FSF 2D*

FSF 4U1, Grade 12, Core French (University level)
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: *FSF 3U*

FSF 4UA, Grade 12, Core French (University level/Advanced Placement)
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.
Prerequisite: *FSF 3U*
Note: The FSF 4UA course is assessed at the same standard as FSF 4U1. Students will be exposed to additional topics and skills required to write the AP French examination from the College Board in May (in addition to the FSF 4U1 exam). There is an additional course fee for those students who choose to write the AP exam.

LWS BD1, Grade 10, Spanish, Level 1 (Academic level)
This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading, and writing in Spanish. Students will participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where Spanish is spoken, including social customs, naming practices, family life and relationships, food, sports, music, popular festivals and celebrations.

LWS CU1, Grade 11, Spanish, Level 2 (University level)
This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in Spanish. Students will participate in interactive activities (e.g., discussions about daily lives of youth, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where Spanish is spoken, including fashion, historical figures, music and dance. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of Spanish is required.
Prerequisite: *LWS BD*

LWS DU1, Grade 12, Spanish, Level 3 (University level)
This course prepares students for postsecondary studies in the Spanish language. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original Spanish texts, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where Spanish is spoken including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.
Prerequisite: *LWS CU*

MATHEMATICS

MTH 1W1, Grade 9, Mathematics (De-streamed course)
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

MAT 1L1, Grade 9, Mathematics (Locally developed level)
This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in MAT 2L1. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills, in reading, writing, and oral language through relevant and practical math activities.

MPM 2D1, Grade 10, Principles of Mathematics (Academic level)
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking.
Prerequisite: *MTH 1W1*

MFM 2P1, Grade 10, Foundations of Mathematics (Applied level)
This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: *MTH 1W1*

MAT 2L1, Grade 10, Mathematics (Locally developed level)
This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus in on strengthening and extending hey foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.
Prerequisite: *MAT 1L, MTH 1W*

MCR 3U1, Grade 11, Functions (University level)
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: *MPM 2D*

MCF 3M1, Grade 11, Functions and Applications (University/College level)
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: *MPM 2D, MFM 2P*

MBF 3C1, Grade 11, Foundations for College Mathematics (College level)
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: *MFM 2P*

MEL 3E1, Grade 11, Mathematics for Work and Everyday Life (Workplace Preparation level)
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of solutions. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: *MTH 1W or MAT 2L*

MHF 4U1, Grade 12, Advanced Functions (University level)
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.
Prerequisite: *MCR 3U or MCT 4C*

MCV 4U1, Grade 12, Calculus and Vectors (University level)
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 modeling of real-word 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 math in university and who may choose to pursue careers in fields such as physics and engineering.
Prerequisite/Corequisite: *MHF 4U*

MDM 4U1, Grade 12, Mathematics of Data Management (University level)
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 mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: *MCR 3U or MCF 3M*

MAP 4C1, Grade 12, Foundations for College Mathematics (College level)
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services and for certain skilled trades.
Prerequisite: *MBF 3C*

MEL 4E1, Grade 12, Mathematics for Work and Everyday Life (Workplace preparation level)
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: *MEL 3E*

SCIENCE

SNC 1W1, Grade 9, Science (De-streamed course)
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SNC 1L1, Grade 9, Science (Locally developed level)
This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics, including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing and oral language through relevant and practical science activities.

SNC 2D1, Grade 10, Science (Academic level)
This course enables students to develop their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: *SNC 1W*

SNC 2P1, Grade 10, Science (Applied level)
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
Prerequisite: *SNC 1W*

SNC 2L1, Grade 10, Science (Locally developed level)
This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics, including science in media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing and oral language through relevant and practical science activities.
Prerequisite: *SNC 1L or SNC 1W*

SBI 3U1, Grade 11, Biology (University level)
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study and helps students refine skills related to scientific investigation.
Prerequisite: *SNC 2D*

SBI 3C1, Grade 11, Biology (College level)
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.
Prerequisite: *SNC 2P or SNC 2D*

SCH 3U1, Grade 11, Chemistry (University level)
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.
Prerequisite: *SNC 2D*

SPH 3U1, Grade 11, Physics (University level)
This course develops students' understanding of the basic concepts of physics. Students will explore kinetics, 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.
Prerequisite: *SNC 2D*

SVN 3M1, Grade 11, Environmental Science (University/College level)
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.
Prerequisite: *SNC 2P or SNC 2D*

SVN 3E1, Grade 11, Environmental Science (Workplace Preparation level)
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 student's literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.
Prerequisite: *SNC 1L, SNC 1W, SNC 2L*

SBI 4U1, Grade 12, Biology (University level)
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: *SBI 3U*

SCH 4U1, Grade 12, Chemistry (University level)
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: *SCH 3U*

SCH 4C1, Grade 12, Chemistry (College level)
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment
Prerequisite: *SNC 2P or SNC 2D*

SES 4U1, Grade 12, Earth and Space Science (University level)
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.
Prerequisite: *SNC 2D*

SPH 4U1, Grade 12, Physics (University level)
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.
Prerequisite: *SPH 3U*

SOCIAL SCIENCE & HUMANITIES

HIF 1O1, Grade 9, Exploring Family Studies (Open level)
This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

HFN 2O1, Grade 10, Food and Nutrition (Open level)
This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

HFC3M1, Grade 11, Food and Culture (University/College level)
This course focuses on the flavours, aromas, cooking techniques, foods, and culture traditions of world cuisines. Students will explore the originals of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-relate etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investing foods and food practices from around the world.

HNC 3C1, Grade 11, Understanding Fashion (College level)
This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

HPW 3C1, Grade 11, Working with Infants and Young Children (College level)
This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

HSP 3U1, Grade 11, Introduction to Anthropology, Psychology, and Sociology (University level)
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: *ENG 2D or CHC 2D*

HFA 4U1, Grade 12, Nutrition and Health (University level)
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.
Prerequisite: *Any U or M course in Social Sciences and Humanities, English, or Canadian and World Studies.*

HHG 4M, Grade 12, Human Development throughout the Lifespan (University / College Preparation)
This course offers a multi-disciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.
Prerequisite: *Any U or M course in Social Sciences and Humanities, English, or Canadian and World Studies.*
Note: This course is available in alternating years. It will be offered for 2027/2028.

HNB 4M1, Grade 12, The World of Fashion (University/College level)
This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.
Prerequisite: *Any U or M course in Social Sciences and Humanities, English, or Canadian and World Studies*

HSB 4U1, Grade 12, Challenge and Change in Society (University level)
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.
Prerequisite: *Any U or M course in Social Sciences and Humanities, English, or Canadian and World Studies*
Note: This course is available in alternating years. It will be offered for 2028/2029.

HZT 4U1, Grade 12, Philosophy: Questions and Theories (University level)
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.
Prerequisite: *Any U or M course in Social Sciences and Humanities, English, or Canadian and World Studies.*

IDC 4UB, Grade 12, Deconstructing Anti-Black Racism (University level)
This course will examine and deconstruct the complex nature of anti-Black Racism in Canada, and within the broader North American context, through the study of historical oppression, as well as the political and social theories around Blackness. Students will develop their ability to identify, name, and effectively address anti-Black racism and discrimination in its various forms. Furthermore, the course will examine the concept of allyship in partnering in the fight for racial equality. Ultimately, this course will enable students to understand the intergenerational trauma that has been inflicted upon Black people and to develop their critical consciousness in understanding issues of equity in a broader context. Students will be equipped with the tools necessary to create and carry out social action initiatives designed to enhance and empower the local community.
Prerequisite: *Any U or M course in Social Sciences and Humanities, English, or Canadian and World Studies.*
Important Note: Students are able to include **one** Grade 12 *Interdisciplinary Studies* courses for credit/top 6 for university admissions and entrance scholarships.

Technological Education

TDJ 1O1, Grade 9, Technological Design and the Skilled Trades (Open level)
This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design.

TGJ 2O1, Grade 10, Communications Technology and the Skilled Trades (Open level)
This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production.

TDJ3O1, Grade 11, Technological Design and the Environment (Open level)
This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

TDJ3M1, Grace 11, Technological Design (University/College level)
This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using workplace drawings and other communication methods to present their design ideas. They will develop an awareness of environmental society, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

TGJ3O1, Grade 11, Communications Technology: Broadcast and Print Production (Open level)
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 and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

TGJ3M1, Grade 11, Communications Technology (University/College level)
This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

TMJ 3M1 - Manufacturing Engineering Technology, Grade 11 (University/College level)
This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.
Prerequisite: None**.** *TMJ 2O1 recommended
Note: This course takes place at BEAL and may require a ½ day timetable at BEAL.

TMJ 3C1 - Manufacturing Technology: Precision Machining, Grade 11 (College level)
This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. They have an opportunity to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. Students will design and plan out projects working with steel, aluminum or plastic. Independent projects and self-directed learning will comprise a bulk of the course.
Prerequisite: None; *TMJ 2O1 highly recommended
Note: This course takes place at BEAL and may require a ½ day timetable at BEAL.

TMJ 3E1 - Manufacturing Technology: Welding, Grade 11 (Workplace level)
This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, they may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry. Trade skills and safe shop practices are emphasized. Projects may include bulrushes, plant stands, welded gates and fences.
Prerequisite: None; *TMJ2O1 highly recommended
Note: This course takes place at BEAL and may require a ½ day timetable at BEAL.

TCJ 3E1 – Construction Technology: Electrical/Network Cabling, Grade 11 (Workplace level)
This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, and equipment to design, layout and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills while developing projects. Plus, develop an awareness of environmental and societal issues related to construction technology and explore postsecondary and career opportunities in the field. Projects may include developing wiring diagrams, wiring of typical residential circuits, electrical panels, doorbells, and other special circuits.
Prerequisite: None; *TCJ 2O1 highly recommended.
Note: This course takes place at BEAL and may require a ½ day timetable at BEAL.

TWJ 3E1 – Construction Technology, Grade 11 (Workplace level)
This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings, and will plan, design and fabricate projects. They will develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field. Projects may include sheds, gazebos, garages, kitchens, shelving units and furniture.
Prerequisite: None; *TCJ 2O1 highly recommended.
Note: This course takes place at BEAL and may require a ½ day timetable at BEAL.

New SHSMs Coming Soon!
Arts & Culture: Music focus
Business
(pending application approval)

London Central Secondary School Health & Wellness

A SHSM is a Ministry of Education approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). A SHSM will assist in the transition from secondary school to Apprenticeship training, College, Employment or University. London Central offers a Specialist High Skills Major in the area of Health and Wellness, which provides students with industry experience and enrichment opportunities, while preparing them for careers in the health and wellness industry. SHSM programming starts in grade 11, so junior students are encouraged to research options early and plan their grade 11 and 12 courses accordingly.

The demand for professionals in the Health and Wellness sector in Ontario and across Canada is increasing as the age of our population increases. As such, this sector has a wide variety of career opportunities and employs close to two million people across Canada. Surgeon, pharmacist, laboratory technician, fitness instructor, nurse, veterinarian, and medical technician are just some of the numerous occupations that the SHSM Health and Wellness program prepares students to pursue.

Contacts: S. Treesh or A. Summers

Course Titles		**Grade 11**		**Grade 12**	
Major Credits (4 required)		GPP3O HPW3C HRT3M HSP3U PAF3O PPL3O	SBI3C/U SCH3U SPH3U SVN3M/3E	HFA4U HHS4U HHG4M HSB4U HZT4U IDC4U	NDW4M PPL4O PSK4U SBI4U SCH4C/U SPH4U
English (one required)		ENG3U* ENG3E* ENG3C* (* prior to September 2026)	NBE3U NBE3C NBE3E	ENG4U ENG4C	ENG4E
Math (one required)		MCR3U MCF3M	MBF3C MEL3E	MDM4U MHF4U MCV4U	MAP4C MEL4E
Other (one required)		HPW3C HRT3M HSP3U ICS3U	NBE3C/U SBI3C/U SCH3U SPH3U SVN3M/E	HFA4U HHG4M HSB4U HZT4U ICS4U GLE40	GLS4O NDW4M PSK4U SBI4U SCH4C/U SPH4U
2 Credit Co-Op	DCO3OD Can be taken in Gr. 11 or 12				
Required Trainings	Basic First Aid	CPR	WHMIS	INFECTION CONTROL	Plus 3 additional training certificates

Educational Planning Worksheet

GRADE 9 (8 credits)	GRADE 10 (8 credits)	GRADE 11 (8 credits)	GRADE 12 (minimum of 6 credits)
ENGLISH _____	**ENGLISH** _____	**ENGLISH** _____	**ENGISH** _____
MATHEMATICS _____	**MATHEMATICS** _____	**MATHEMATICS** _____	
SCIENCE _____	**SCIENCE** _____		
CANADIAN GEOGRAPHY _____	**CANADIAN HISTORY** _____		
FRENCH _____	**CIVICS & CAREERS** **CHV2O5 & GLC2O5** _____		
HEALTHY ACTIVE LIVING _____			
ARTS CREDIT _____			
TECH CREDIT **(Grade 9 or Grade 10)** _____			

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS:

(17 compulsory credits)

English ☐ ☐ ☐ ☐	History ☐	French ☐
Mathematics ☐ ☐ ☐	Geography ☐	Phys. Ed. ☐
Science ☐ ☐	Arts ☐	Careers/Civics ☐
Technology (9 or 10) ☐		

STEM (Business, Science, Mathematics, Computer Studies, Technology, Co-op) ☐

(13 optional credits) ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ 40 hours of Community Involvement Activities

☐ Successful completion of the Ontario Secondary School Literacy Test (OSSLT)

☐ Successful completion of the Financial Literacy Graduation Requirement (for students entering grade 9 in 2025 or later)

☐ 2 (of 30) courses completed online OR opt-out through the Parent Portal

Educational Planning Worksheet
(For Students Who Entered Grade 9 in 2023)

GRADE 9 (8 credits)	GRADE 10 (8 credits)	GRADE 11 (8 credits)	GRADE 12 (minimum of 6 credits)
ENGLISH _____	**ENGLISH** _____	**ENGLISH** _____	**ENGLISH** _____
MATHEMATICS _____	**MATHEMATICS** _____	**MATHEMATICS** _____	
SCIENCE _____	**SCIENCE** _____		
CANADIAN GEOGRAPHY _____	**CANADIAN HISTORY** _____		
FRENCH _____	**CIVICS & CAREERS** **CHV2O5 & GLC 2O5** _____		
HEALTHY ACTIVE LIVING _____			
ARTS CREDIT _____			

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS:

(18 compulsory credits)

English ☐☐☐☐	History ☐	French ☐
Mathematics ☐☐☐	Geography ☐	Phys. Ed. ☐
Science ☐☐	Arts ☐	Careers/Civics ☐

- ☐ English, French as a Second Language, Native Language, Classical or International Language, Social Science & Humanities, Canadian & World Studies, Guidance & Career Education or Cooperative Education
- ☐ Health & Phys. Ed., the Arts, Business Studies, French as a second language or Cooperative Education
- ☐ Science (11/12), Tech. Ed. (9-12), French as a second language, Computer Studies or Cooperative Education

(12 optional credits) ☐☐☐☐☐☐☐☐☐☐☐☐

- ☐ 40 hours of Community Involvement Activities
- ☐ Successful Completion of the Ontario Secondary School Literacy Test (OSSLT)
- ☐ 2 (of 30) courses completed online OR opt-out through the Parent Portal

Course Selection Chart				
Department	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
ARTS - Drama	ADA1O1	ADA2O1	ADA3M1	ADA4M1
ARTS - Music (Winds and Percussion)	AMI1OB AMI1OE	AMI2O1	AMI3M1	AMI4M1
Winds - Repertoire	AMR2O1 (0.5 credit)	AMR2O2 (0.5 credit)	AMR3M1 (0.5 credit)	AMR3M2 (0.5 credit)
ARTS - Music (Strings)	AMS1OB AMS1OE	AMS2O1	AMS3M1	AMS4M1
Strings - Repertoire	AMR2O3 (0.5 credit)	AMR2O4 (0.5 credit)	AMR3M3 (0.5 credit)	AMR3M4 (0.5 credit)
ARTS - Music (Vocal)		AMV2O1	AMV3M1	AMV4M1
Vocal - Repertoire	AMR2O5 (0.5 credit)	AMR2O6 (0.5 credit)	AMR3M5 (0.5 credit)	
ARTS - Visual, Industrial Design, and Drawing	AVI1O1	AVI2O1 AWF2O1	AVI3M1 AWL3M1	AVI4M1 AWL4M1
Business and Computer Studies	BEM1O1	BEP2O1 ICD2O1	BAF3M1 BMI3C1 ICS3U1	BAT4M1 BBB4M1 ICS4U1 IDC4UF*
Canadian and World Studies – Geography	CGC1W1		CGG3O1	CGW4C1 CGW4U1
Canadian and World Studies – History		CHC2D1 CHC2P1 CHV2O5 (0.5 credit)	CHA3U1 CHA3UA (AP) CHW3M1 CLU3M1	CHY4U1 CIA4U1 CLN4U1 CPW4U1 NDW4M1
Cooperative Education			DCO3OD	
English	ENL1W1 ENG1L1	ENG2D1 ENG2P1 ENG2L1	NBE3U1 NBE3C1 NBE3E1 EMS3O1	ENG4U1 ENG4U2 (Sci. Focus) ENG4UA (AP) EWC4U1 ENG4C1 EWC4C1 ENG4E1 OLC4O1
Guidance		GLC2O5 (0.5 credit)	GPP3O1	IDC4UL*
Health & Physical Education	PPL1OF PPL1OM	PPL2OF PPL2OM PAF2OF	PPL3OC PAF3OF PAF3O1	PPL4OC PSK4U1
Languages – French	FSF1D1	FSF2D1	FSF3U1	FSF4U1 FSF4UA (AP)
Languages – Spanish		LWSBD1	LWSCU1	LWSDU1
Mathematics	MTH1W1 MAT1L1	MPM2D1 MFM2P1 MAT2L1	MCF3M1 MCR3U1 MBF3C1 MEL3E1	MDM4U1 MHF4U1 MCV4U1 MAP4C1 MEL4E1
Science	SNC1W1 SNC1L1	SNC2D1 SNC2P1 SNC2L1	SBI3U1 SCH3U1 SPH3U1 SVN3M1 SBI3C1 SVN3E1	SBI4U1 SCH4U1 SPH4U1 SES4U1 SCH4C1
Social Sciences & Humanities	HIF1O1	HFN2O1	HFC3M HSP3U HNC3C1 HPW3C1	HFA4U1 HHG4M (2027/2028) HNB4M1 HSB4U1(2028/2029) HZT4U1 IDC4UB*
Technological Education	TDJ1O1	TGJ2O1	TDJ3O1 TGJ3O1 TDJ3M1 TGJ3M1	
* Students are able to include **one** Grade 12 *Interdisciplinary Studies* course for credit/top 6 for university admissions and entrance scholarships.				

SCHOOL WITHIN A COLLEGE (SWAC)

The **School Within A College** program allows students to complete high school by attending school on campus at college. These students also enroll in college dual credits. Each successfully completed college credit also results in the awarding of a high school credit which can be used toward completion of the OSSD. Currently, TVDSB has a SWAC program at Fanshawe College in London, St. Thomas, and Woodstock.

*First Nations, Métis, Inuit SWAC programs also available.

To find out more:
Visit *www.ontario.ca/morestudentsuccess* and click on Dual Credit Program or talk to your school's guidance counsellor.

SCHOOL WITHIN A UNIVERSITY (SWAU)

The **School Within A University** program allows students experiencing changes and challenges in life to complete secondary school by attending school on campus at Huron and Western Universities in London, Ontario. These students also enroll tuition free in one first year university course.

DUAL CREDIT COURSES

Area colleges are pleased to offer senior students the opportunity to enroll in college-level courses during the Fall and Winter semesters under the School to College to Work Initiative (SCWI) project. This unique arrangement allows post-secondary bound students the chance to experience life and learning at the college level.

To find out more: www.tvdsb.ca/**DualCredit**

Reaching Every Student

Each student has their own unique interests, goals and strengths. Every student should have the same opportunity to succeed and graduate from secondary school. TVDSB schools are working with you to improve the learning experience for all students.

We share a common goal to help all students build a promising future for themselves. We are responding by focusing on:

- Quality course options and programs inside and outside of the classroom, leading to all destinations (apprenticeship, college, community, employment, and university)
- Literacy and numeracy skills in all subject areas
- One-on-one support when students need extra help
- Building community, diversity, culture, safety, and caring in all schools

There is a **Student Success Team** in every secondary school. Members of this team include the Principal, the Head of Guidance, Learning Support Teacher, the Head of Special Education, the Student Success Teacher, and other staff members as appropriate to the school (e.g. Cooperative Education Teacher, Social Worker, etc.).

Student Success Teams continue to monitor the progress of students throughout their time at secondary school, setting and revisiting career life goals with students and providing support as needed to maximize student opportunities and achievement.



Enhanced PARENT PORTAL

BENEFITS:

A single landing page allows you to easily navigate all your children's information.

Update consent for Release of Student Personal Information online.

Submit community involvement hours.

Mobile, friendly! You can use the Parent Portal from anywhere, on any device!

View student, attendance, marks, timetables, course requests, and much more!

www.tvdsb.ca/ParentPortal

Attendance Reporting

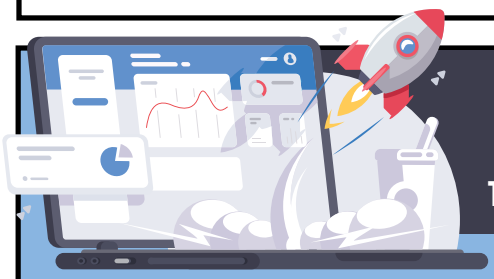
www.tvdsb.ca/attendance

Students who attend school regularly tend to be more engaged in their learning, feel more connected to the school and have better academic outcomes than students who miss a lot of school.

If your child is going to be absent, notify the school by:

- www.tvdsb.ca/schoolmessenger
- Call the toll free number: 1-844-305-3756
- Report the absence through our smartphone mobile application: App Store: SchoolMessenger and/or Google Play: SchoolMessenger





ONLINE Learning Options

TVDVA Online Learning Options: www.tvdsb.ca/OnlineLearning

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

Eligible Credit Requirements

Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school.

- Credits earned through online summer school virtual learning (asynchronous)
- Credits earned asynchronously through TVDVA (Thames Valley District Virtual Academy) e-Learning

Credits that are NOT Eligible

Credits that DO NOT count towards the online learning graduation requirement include:

- Credits earned through a blended model, in which digital resources are used in an in-person environment or students are taught part of the time in person and part of the time online.
- Credits earned during full remote learning in 2021-2022 and 2022-2023.

Opt Out Process

Parents, caregivers, or students over the age of 18 have the option to opt their child out of this online learning graduation requirement through the parent portal or in hard copy. Hard copies are available from the school or the TVDSB website.

In the Know

Ontario Student Record (OSR)

Each student's record (OSR) is kept at the student's home school and follows the student when that student changes schools. The OSR contains the Ontario Student Transcript (OST) and other notes, assessment, evaluations and records made while the student attends elementary and secondary school. The OSR is available for adult students, parent/guardian of minor students, teaching staff and administration.

Course Outline

Course outlines are provided to students during the first week of classes. Copies of course outlines are available through the main office at each school.

Prerequisite/Corequisite

A prerequisite is a course that students must complete prior to attempting a course of the next year level. A corequisite is a course that must be taken at the same time as another course.

Substitution of Compulsory Credits

In unique circumstances, the principal of a school may replace up to three of the compulsory credit requirements in order to meet an individual student's need.

Full Disclosure

If a student withdraws from a Grade 11 or 12 course after 5 instructional days following the issue of the first provincial report card (mid-term), the withdrawal and percentage grade must be recorded on the Ontario Student Transcript (OST).

Credit Recovery

Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade. Please contact your school's student success team for more information.

Stay Informed

Information about Programs and Policies

Graduation Requirements
www.tvdsb.ca/students/high-school/graduation-requirements

Curriculum Policy Documents
https://www.dcp.edu.gov.on.ca/en

Online Learning
www.tvdsb.ca/OnlineLearning

The French Program
www.tvdsb.ca/French

English as a Second Language (ESL) & English Literacy Development (ELD)
www.tvdsb.ca/ESL

Special Education
www.tvdsb.ca/programs/special-education

Specialty Programs
www.tvdsb.ca/SpecialtyPrograms

Summer Programs & Camps
www.tvdsb.ca/programs/summer-programs-and-camps

General High School Pathway Planning
www.tvdsb.ca/HighSchool

Create a digital plan using myBlueprint
Login: www.tvdsb.ca/myBlueprint

Tips for planning Post-secondary PATHWAYS

1. **Start Early.** It is never too soon to start talking to children about their goals for secondary school and beyond.
   - Use the TVDSB pathway planning resources together
   - Start planning for high school and post-secondary at **www.myblueprint.ca/tvdsb**
2. **Help Your Teens Know Their Goals and Interests.** Encourage them to understand who they are and connect their interests and abilities to careers.
   - Choose courses wisely and explore a variety of courses and experiences
   - Do the self-assessments at **www.myblueprint.ca/tvdsb**
3. **Understand the New Realities of Work.** Remember your child will likely have 6-10 occupations and some of those jobs do not exist yet.
   - Transferable skills are the key to success
4. **Encourage Your Teen to Explore All Pathways.** Talk equally about all possibilities.
5. **Investigate the Specifics of Career Choices.** Attend information sessions about all five destinations available in your school.
   - Encourage experiential learning such as Coop, Dual Credits, SHSM and Volunteer Opportunities
6. **Community Involvement (40 hours).** It is important to start early, and you can begin in the summer before grade 9.
7. **Research Financial Responsibilities.**
   - Plan ahead.
   - Investigate support options available such as loans, scholarships and bursaries
   - Check out the Financial Planner at **www.myblueprint.ca**

Continue your effort to communicate with your child, the school and the community.

Visit: **www.tvdsb.ca/HighSchool**

ALL ABOUT ME

Who am I?

- How would I describe myself right now (strengths, interests, values)?
- How can I connect who I am to the choices I make?

What are my opportunities?

- What opportunities should I try while I'm in school?

Who do I want to become?

- What are my goals now and for the near future?
- Where can I find information about my initial post-secondary destination?

What is my plan for achieving my goals?

- How do I develop and review my plan?
- Who can support me in achieving my goals?

Adapted from Halton District School Board: www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf



APPRENTICESHIP

Is apprenticeship for you?

Check out the websites below to learn more about the apprenticeship pathway.

www.oyap.com
www.careersintrades.ca
www.skilledtradesontario.ca
www.trades.ontariocolleges.ca

COLLEGE

Is college for you?

Check out the websites below to learn more about the college pathway.

www.ontariocolleges.ca
www.gotocollege.ca
www.edu.gov.on.ca

COMMUNITY

Is community training for you?

Check out the websites below to learn more about the community training pathway.

www.tvdsb.ca
> Programs
> Special Education

EMPLOYMENT

Is on-the-job training for you?

Check out the websites below to learn more about the on-the-job training and employment pathway.

www.servicecanada.gc.ca
www.jobfutures.ca
www.edu.gov.on.ca

UNIVERSITY

Is university for you?

Check out the websites below to learn more about the university pathway.

www.ouac.ca
www.ontariouniversitiesinfo.ca
www.edu.gov.on.ca