ENGLEHART HIGH SCHOOL

COURSE CALENDAR
2026 – 2027

Englehart High School
61 Fourth Street, P.O. Box 130
Englehart, ON P0J 1H0
Tel: (705) 544-2337
Fax: (705) 544-8577

This Course Calendar is best viewed electronically.
Visit our website at https://ehs.dsb1.ca/ and click the Guidance tab to view the EHS 2026 – 2027 Course Calendar.

TABLE OF CONTENTS

PRINCIPAL'S MESSAGE

Welcome to Englehart High School!

As you embark on your exciting journey through secondary school, this course calendar serves as an invaluable resource to help you plan your educational pathway. At EHS, we are dedicated to providing a diverse range of courses and programs designed to prepare you for your future, whether that leads to the workforce, apprenticeship, college, or university.

One of the highlights of our curriculum is the Specialist High Skills Major (SHSM) programs, which offer unique opportunities to gain specialized skills and knowledge in various fields. These programs not only enhance your academic experience but also provide hands-on learning that prepares you for the demands of the job market.

Our incredible EHS staff is here to support and guide you every step of the way. They are committed to helping you navigate your unique pathway, ensuring you have the tools and resources necessary to succeed.

At EHS, we take pride not only in our academic achievements but also in the vibrant array of extracurricular activities we offer. We encourage all students to explore our clubs and activities, as participation can greatly enrich your educational experience and foster lasting friendships.

We are excited to accompany you on this journey and look forward to seeing all that you will achieve during your time as an Englehart High School Spartan!

Warm regards,

Jill Plaunt
Principal, Englehart High School

STUDENT REGISTRATION

Parents and guardians of new students to Englehart High School must register their child with us (grade 8 students currently attending EHSE do not need to re-register). Registration may be done by visiting District School Board Ontario North East's website at www.dsb1.ca and selecting Student Registration. Alternatively, registration may be done with the paper registration form that is available at the main office.

PROGRAM AND DIPLOMA REQUIREMENTS IN ONTARIO

Ontario Secondary School Diploma (OSSD)
The high school program is based on a credit system. To earn an Ontario Secondary School Diploma (OSSD), a student must earn a minimum of 30 credits, complete 40 hours of community involvement activities, satisfy the literacy requirement and complete two credits via online learning.

Students entering Grade 9 *after* September 2024 have different credit requirements for the OSSD than students entering Grade 9 *before* September 2024 as outlined in the graphics below.

Ontario Secondary School Certificate (OSSC)
The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who leave secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma (OSSD). To be granted the OSSC, a student must have earned a minimum of 14 credits (7 compulsory credits and 7 optional credits). The compulsory credits are: 2 English, 1 Math, 1 Science, 1 Canadian History/Geography, 1 Arts/Computer Studies/Tech, 1 Physical Education. The literacy, community involvement and online learning requirements are not required for the OSSC.

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

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

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

Students may also earn the *Minister's Certificate of Recognition for Community Involvement*. Students who complete 50 or more hours will receive either a bronze (50 – 99 hours), silver (100 – 199 hours) or gold (200+ hours) certificate. Students are encouraged to meet one of these standards and earn a certificate.

Ontario Secondary School Literacy Test (OSSLT)
This Provincial test evaluates students' reading and writing skills based on provincial curriculum expectations in language and communications up to and including Grade 9. Accommodations, deferrals, or exemptions are available as appropriate to meet the individual needs of students who are receiving special education programs and services, and who have an IEP. Students who are unsuccessful on the OSSLT will take the Ontario Secondary School Literacy Course (OSSLC) to meet the OSSD requirement.

Online Learning
Parents or guardians or students 18 years of age or older may opt out of the online learning graduation requirement by completing the DSB1 eLearning Opt-Out Form found at the end of this document. Note that while the waiver removes the two online learning credits as a graduation requirement, it does not necessarily keep a student out of online learning classes.

Substitutions for Compulsory Credits
To ensure that all students are able to qualify for the OSSD, principals may substitute up to three compulsory course credits from the remaining courses offered by the school that meet the requirements for compulsory credits. Where there is a need to substitute a compulsory credit course for a student, the substitution:

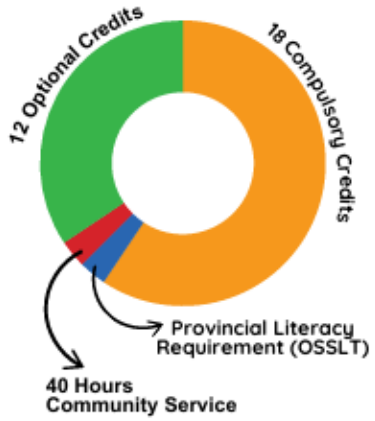
- should be in keeping with the student's strengths, needs, learning expectations, and accommodations as set out in the student's Individual Education Plan (IEP)
- must be approved in writing by the student's parents, if the student is not an adult
- will be noted on the student's Ontario Student Transcript

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

District School Board Ontario North East

Entered Grade 9 before September 2024

What do you need to graduate with an Ontario Secondary School Diploma?



Community Service

To graduate and earn your OSSD, you must complete a minimum of 40 hours of community involvement (volunteering).

Students can begin accumulating these hours during the summer before starting Grade 9.

For more information, consult your principal or guidance counsellor.

Literacy Test

To earn your high school diploma, you must fulfill the literacy graduation requirement.

For most students, this is achieved by passing the Ontario Secondary School Literacy Test (OSSLT).

If you do not pass the OSSLT, alternative options are available to meet the requirement. Contact your school principal for more information on these options.

All students will be tracking their graduation progress using: myBlueprint

18 Compulsory Credits

**2 of the 30 credits are to be completed through Online Learning unless student opts out.*

	4 English (1 credit per grade)**
	3 Mathematics (Grade 9,10 and 1 in 11 or 12)
	3 Group (1 credit from each group)***
	2 Science
	1 Canadian Geography (Grade 9)
	1 Canadian History (Grade 10)
	1 Arts****
	1 Health & Physical Education
	1 French as a Second Language
	0.5 Career Studies
	0.5 Civics

*If you were in Grade 9 and learning remotely when all schools were closed (from April 2021 to June 2021), you can count 1 of the high school credits you earned towards the 2 online learning credits you need to graduate.

Opting out:
If you want to opt out of the online graduation requirement you must be:
- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

If you meet this requirement, you can complete the exemption form available from your school board.
- Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you.

**English As A Second language (ESL) and English Literacy Development (ELD) Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English. The fourth credit must be a Grade 12 compulsory English course.

***Group 1: English, French as a Second Language, Native Languages, First Nations, Métis, and Inuit Studies, Classical Studies and International Languages, Social Sciences and the Humanities, Canadian and World Studies, Guidance and Career Education, Cooperative Education, American Sign Language as a Second Language, Langue des Signes Québécoise Langue Seconde.

Group 2: Health and Physical Education, The Arts, Business Studies, French as a Second Language, Cooperative Education, American Sign Language as a Second Language, Langue des Signes Québécoise Langue Seconde.

Group 3: Science (Grade 11 or 12), Technological Education, French as a Second Language, Computer Studies, Cooperative Education, American Sign Language as a Second Language, Langue des Signes Québécoise Langue Seconde.

****The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the Arts.

12 Optional Credits

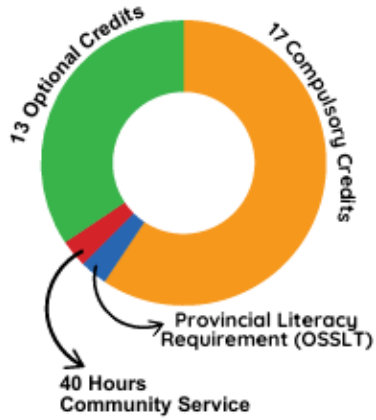
This may include 4 credits earned through approved dual credit programs.

You are required to earn 12 optional credits by successfully completing courses offered in your school's program and course calendar.

District School Board Ontario North East

Entering Grade 9 in September 2024

What do you need to graduate with an Ontario Secondary School Diploma?



Community Service

To graduate and earn your OSSD, you must complete a minimum of 40 hours of community involvement (volunteering).

Students can begin accumulating these hours during the summer before starting Grade 9.

For more information, consult your principal or guidance counsellor.

Literacy Test

To earn your high school diploma, you must fulfill the literacy graduation requirement.

For most students, this is achieved by passing the Ontario Secondary School Literacy Test (OSSLT).

If you do not pass the OSSLT, alternative options are available to meet the requirement. Contact your school principal for more information on these options.

All students will be tracking their graduation progress using: myBlueprint

17 Compulsory Credits

**2 of the 30 credits are to be completed through Online Learning unless student opts out.*

	4 English (1 credit per grade)**
	3 Mathematics (Grade 9,10 and 1 in 11 or 12)
	2 Science
	1 Canadian Geography (Grade 9)
	1 Canadian History (Grade 10)
	1 Arts***
	1 Health & Physical Education
	1 French as a Second Language
	1 Technological Education (Grade 9 or 10)
	0.5 Career Studies
	0.5 Civics
	1 STEM (Science, Technology, Engineering & Math-Related) Course Group: • Business Studies • Computer Science • Cooperative Education • Mathematics (in addition to the 3 compulsory required) • Science (in addition to the 2 compulsory required) • Technological Education (in addition to the 1 compulsory required)

*Opting out:
If you want to opt out of the online graduation requirement you must be:
- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

If you meet this requirement, you can complete the exemption form available from your school board.
- Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you.

**English As A Second language (ESL) and English Literacy Development (ELD) Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English. The fourth credit must be a Grade 12 compulsory English course.

***The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the Arts.

13 Optional Credits

This may include 4 credits earned through approved dual credit programs.

You are required to earn 13 optional credits by successfully completing courses offered in your school's program and course calendar.

FIGURING OUT A COURSE CODE

ENG 2PA		
Subject Codes: The first letter in the course code denotes the course's department area: A= Arts B= Business C= Canadian & World Studies E= English F= French G= Guidance and Career Studies H= Humanities & Social Sciences I= Interdisciplinary Studies K= Non-credit Courses L= International Languages M= Mathematics N= Native Courses O= Ontario Literacy Course P= Physical Education S= Sciences T= Technological Studies Y= College Dual Credit	Grade Identifier: 1=Grade 9 2=Grade 10 3=Grade 11 4=Grade 12 Program Level: <u>Grades 9-10</u> D= Academic L= Locally Developed (Essential) O= Open P= Applied W= De-streamed <u>Grades 11-12</u> E= Workplace C= College M= University/ College U= University S=SHSM double credit	Credit Value/Notation: A= 1.0 credit H= 0.5 credits 2= 2 credits O= PACE course V= e-learning course X= credit recovery All Ontario Curriculum Codes and Policy documents are available on the Ministry of Education website at: http://www.edu.gov.on.ca

STUDENT SUCCESS

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

Credit Recovery
This initiative provides students who have failed a course an opportunity to complete the required learning expectations and earn the credit. The recovered credit is entered on the transcript with an "X" notation at the end of the course code to indicate it is a recovered credit. Students who withdraw from a course are not eligible for credit recovery. Students are selected for credit recovery based on recommendations from their teachers and the Student Success team. The final credit granting for Credit Recovery programs is the responsibility of the principal.

Credit Rescue
This initiative is a Student Success strategy that supports students who may be at risk of not acquiring a credit at or near the end of the semester.

SPECIAL EDUCATION

Role of the Special Education Resource Teacher
The Special Education Resource Teacher (SERT) plays a key role in supporting students with exceptionalities, ensuring they receive the necessary accommodations and resources to succeed in their education. The SERT works closely with students, parents, teachers, and support staff to create an inclusive learning environment where all students can reach their full potential.

Key Responsibilities:

- Individualized Support: Assists students with exceptionalities by providing accommodations, modifications, and strategies to help them succeed in both mainstream and specialized settings.
- IEP Development & Implementation: Works with teachers, parents, and students to develop and update Individual Education Plans (IEPs) tailored to each student's needs.
- Collaboration with Teachers: Supports classroom teachers in implementing strategies that help students succeed, including differentiated instruction and assessment accommodations.
- Transition Planning: Assists students in preparing for life beyond high school, whether that includes further education, workplace training, or independent living.
- Advocacy & Inclusion: Ensures students have equal access to learning opportunities while promoting a school culture that values diversity and inclusion.
- The SERT is a vital part of the school community, working to bridge gaps, remove barriers, and help students develop the skills and confidence they need for a successful future.

SPECIALIZED COURSES AND ALTERNATIVE PROGRAMS

Learning Strategies (GLE/GLS)
Students enrolled in Learning Strategies acquire skills in the following areas:

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

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

Spartan Hub
The Spartan Hub is designed to provide a flexible, student-centered approach to education. Each student's learning plan is developed based on their strengths, needs, and personal goals, with a focus on fostering independence and preparing them for life beyond high school.

Program Highlights:

- Individualized Support: Students receive personalized instruction and accommodations to meet their unique learning needs.
- Flexible Integration: Some students spend the full day in the Hub, while others participate in select mainstream classes with support.
- Life Skills Development: The program emphasizes essential skills such as communication, problem-solving, self-regulation, and daily living skills.
- Alternative Learning Approach: Instruction is delivered through hands-on, experiential learning methods tailored to student abilities.
- Safe & Inclusive Environment: The Hub provides a structured, supportive space where students can build confidence and develop positive social interactions.
- While the Spartan Hub courses are *not credit-bearing*, the program plays a vital role in equipping students with the tools they need for success in their future endeavors, whether that includes further education, workplace training, or independent living.
- The Spartan Hub is an integral part of Englehart High School's commitment to inclusivity, ensuring that all students can learn, grow, and reach their full potential.

GUIDANCE AND STUDENT SERVICES

Guidance and Student Services' role is to assist students and families with resources and counseling needed for the development of the learner from the Grade 8 transition year through to the Grade 12 exit year. These areas of assistance include:

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

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

EHS' Guidance and Student Services program meets this policy framework by supporting three key areas:

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

The goals of the EHS Education and Career/Life Planning Program are to:

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

PRIOR LEARNING ASSESSMENT AND RECOGNITION

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

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

The PLAR process involves:

- Grade 9 and 10 individual assessment / equivalency process,
- Grade 11 and 12 equivalency process, and
- Grade 11 and 12 challenge process.

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

A student who is 18 or turning 18 before August 31st of the current school year, may qualify for PLAR for Mature Students. For more information and details about how to apply for the PLAR Process for Mature Students contact Mr. Holmes in the Guidance Department.

SPECIALIST HIGH SKILLS MAJOR (SHSM)

The Specialist High Skills Major (SHSM) is a specialized, ministry-approved program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

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

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

Click this image to learn more about the Specialist High Skills Major program in Ontario

EHS offers three Specialist High Skills Major Programs:

- Forestry
- Arts & Culture: Indigenous Focus
- Business

Follow the links above to view the flyer summarizing specific SHSM requirements. In them are planning sheets for students to use to select the required bundle of courses to successfully complete the SHSM.

Forestry Specialist High Skills Major

Our Forestry Program is one of a kind!

Students who complete this program earn high school and college credits in various courses such as Resource Management, Welding, Heavy Equipment and Cooperative Education. It is a self-contained, four period class during second semester instructed by Mr. Anderson.

Students must complete a package of classes and certifications, both within and outside the program and successful students will receive a Specialist High Skills Diploma upon graduation. This program is open to students in grades 11 and 12 who have achieved 20 credits by second semester when Forestry begins.

Students will take the following courses by choosing the RAFT course code during course selection.

Students must also take several other required courses outside of the Forestry Program.

Students should use the planning sheet to plan their SHSM courses.

An important note for students considering returning for a 5th year to EHS for the Forestry Program: Students who have met the requirements of the OSSD are no longer eligible to take dual credit courses that are part of the Forestry Program. Therefore, students in this position cannot take the Forestry Program if they choose to return.

The Environment and Resource Management
Grade 12, University/College Preparation
CGR4M
This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

OR

Living in a Sustainable World
Grade 12, Workplace Preparation
CGR4E
This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community.
Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied
Forestry students must also choose either Introduction to Spatial Technologies, CGT3O or Spatial Technologies in Action, CGO4M during course selection to earn the GPS Certification which a requirement of the program.

Introduction to Spatial Technologies
Grade 11, Open
CGT3O
This course enables students to develop practical skills associated with spatial technologies and to investigate related career opportunities. Students will develop their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing technologies. They will apply the concepts of geographic thinking and the geographic inquiry process when conducting fieldwork, collecting and organizing data, and analysing spatial images such as maps and aerial photographs. Throughout the course, students' local context is emphasized.
Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

OR

Spatial Technologies in Action
Grade 12, University/College Preparation
CGO4M
This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

Introduction to Welding, TLA4TD and Trades, TIA4TD
Forestry students will take the Introduction to Welding and Trades courses at Northern College. These dual credits count towards both the OSSD and college programs.

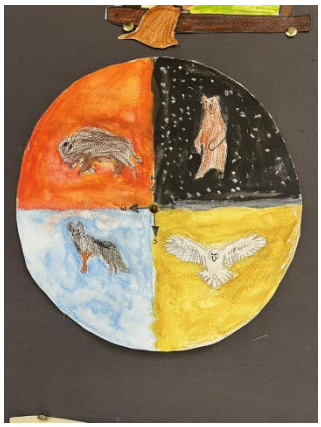
Dual Credit
School College Work Initiative

Click this image for more information about Dual Credits at Northern College

Co-operative Education
COP 3X2
Forestry students will complete a two-credit co-op in an occupational field related to one of the major credits in the program.

Arts & Culture: Indigenous Focus Specialist High Skills Major

The Arts & Culture: Indigenous Focus SHSM has a particular focus on Indigenous Arts and Culture. This program augments the learning experiences and allows students to celebrate cultural diversity by promoting the integration of Indigenous arts and culture more wholesomely into mainstream education. Students gain valuable employability skills and opportunities to learn the history of Indigenous peoples through various artistic contexts. Student must complete a package of classes and certifications (see link above), and successful students will receive a Specialist High Skills Diploma upon graduation. This program is open to students in grades 11 and 12.



Business Specialist High Skills Major

The Business SHSM enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. In 2019, over a third of Canada's workforce is employed in trade and commerce, finance and insurance, administration and support, and real estate and leasing.* Qualified and knowledgeable workers in business will find prospects either in one of Canada's prospering companies or as an entrepreneur in one of their own. Student must complete a package of classes and certifications (see link above), and successful students will receive a Specialist High Skills Diploma upon graduation. This program is open to students in grades 11 and 12.

CO-OPERATIVE EDUCATION

Cooperative education (Co-op) is an experiential learning opportunity within the community where students earn credits. Co-op credits incorporate relevant expectations from a related course a student has already taken allowing students to integrate classroom theory with learning experiences at their placement. The placements enable students to apply and extend their knowledge and to practice and refine the skills acquired in related courses.

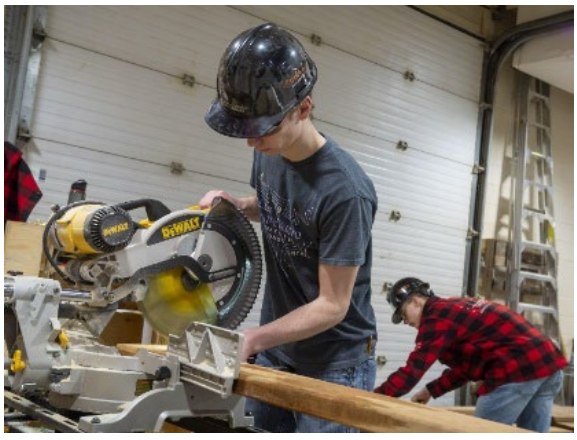
Students attend Pre-Placement Orientation at the beginning of the semester, complete reflection activities throughout the semester before completing a final project. Students are also responsible for completing weekly log sheets to track their hours and progress.

For course selection, Students should plan for either a two or four credit Co-op. Co-op courses are coded with the COP placeholder as outlined below. The course code is later changed once Co-op begins, placements are finalized, and a relevant course(s) are linked to the Co-op:

COP 3X2 - 2 credits
COP 3X4 - 4 credits

Co-operative Education enables the students to:

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



ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

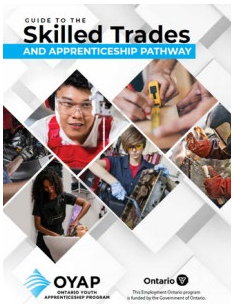
The Ontario Youth Apprenticeship Program (OYAP) allows students to earn credits toward the Ontario Secondary School Diploma (OSSD) by taking a cooperative education course for which the community component is in an apprenticeship trade.

To be eligible for OYAP, students must:

- be 15 years or older,
- have completed 14 credits toward the OSSD and
- be enrolled as a part-time or full-time student in a secondary school or continuing education program.

Click the image above to open the OYAP website

Click the image below to view Guide to the Skilled Trades and Apprenticeship Pathway



Students (and their parent(s)/guardian(s), if required) must also complete an OYAP participant application form. Students are considered OYAP participants once the form is submitted.

OYAP participants have the opportunity to become apprentices with registered training agreements while attending secondary school. As apprentices, they may have the opportunity to complete Level 1 apprenticeship training offered by an approved training delivery agent. They must also receive trade-specific health and safety training by the placement employer or supervisor.

OYAP-FAST: FOCUSED APPRENTICESHIP SKILLS TRAINING

As an extension of the regular programming, beginning in September 2025, some students may opt to participate in OYAP-FAST. The Focused Apprenticeship Skills Training (FAST) is an accelerated stream within the OYAP that 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 be eligible for OYAP-FAST, students must:

- Meet OYAP eligibility requirements (as described in detail above)
- Have a signed parent/guardian “consent to participate” form
- Earn 8 to 11 cooperative education credits with their placement component in the skilled trades.
- Register as an apprentice through a Registered Training Agreement (RTA) by the time they complete their eighth cooperative education credit.

Students who meet the above completion requirements and all other OSSD requirements will be awarded the OYAP-FAST seal on their OSSD, and OYAP-FAST will be listed in the Specialized Program field of the Ontario Student Transcript (OST). If a student has already been granted an OSSD, it cannot be exchanged for an OSSD with the OYAP-FAST seal.

DE-STREAMED GRADE 9 COURSES

Students in grade 9 select eight courses - six of which are compulsory and two of which are electives. The six compulsory courses are required; students must study these courses. Compulsory courses include English, Geography, Science, Math, Physical Education and French. The two elective courses allow students to pursue their interests. Elective courses may include Computers, Drama, Music, Art, Technology and Food & Nutrition. Students will also choose two alternate courses as well in case they cannot get into an elective of their choice. The only choice students may have regarding compulsory courses is the program pathway (de-streamed vs. locally developed). These eight courses are spread out over two semesters in one school year, where students study four courses at a time.

Pathway Information for Compulsory Courses

The Ontario Ministry of Education has de-streamed all grade 9 compulsory courses for September 2022 and beyond. Previously, students would enroll in academic, applied or locally developed (essential) compulsory courses. Having most students study at the de-streamed pathway in grade 9 allows them to become familiar with the expectations of learning at secondary and allows them to explore their interests through electives. Students and families can then make a more informed decision about pathway choices for grade 10.

Click the above image to read
What Families Want to Know About
De-streaming Grade 9

Students in grade 9 will enroll in de-streamed or locally developed (essential) compulsory courses. Most students should enroll in the de-streamed pathway. Students who have had significant modifications to their curriculum expectations in grades 7 and 8 should consider the locally developed pathway. If you are unsure which pathway is correct, please reach out to Mr. Holmes or your child's grade 8 teacher, principal or Special Education Resource Teacher.

Types of Courses

In grade 9 there are three types of courses that students can take in high school, as prescribed by the Ministry of Education: De-Streamed Courses, Locally Developed (Essential) Courses and Open Courses.

De-Streamed Courses

These courses lead to all pathways in future grades. The curriculum expectations are the same for all students in these compulsory courses. For more information on de-streaming, click the link to the What Families Want to Know About De-streaming Grade 9 flyer.

Locally Developed (Essential) Courses

These courses lead to Workplace pathway courses in grade 11 and 12. Locally Developed Compulsory Credits are designed to meet students' learning and career needs not addressed by the Ontario curriculum. These courses are designed for students whose knowledge and skills require additional development and support.

Open Courses

The curriculum expectations in these elective courses are the same for all students and prepare students for further study in certain subjects. Examples include grade 9 Physical Education, Art or Technology courses.

GOING INTO GRADE 10?

Students who took De-Streamed compulsory courses in grade 9 need to choose their pathway going into grade 10. Two levels are available. Applied level classes tend to emphasize the practical and hands-on applications of concepts and lead to College Preparation courses in grades 11 and 12. Academic level classes tend to emphasize theory and abstract thinking and lead to University Preparation courses in grades 11 and 12.

Students who took Locally Developed (Essential) classes in grade 9 continue to take their compulsory courses at the Locally Developed level in grade 10. They may also take Open level optional courses. This pathway leads to Workplace Preparation courses in grades 11 and 12.

Click the
What Families Want to Know About Grade 10 Pathways
image for more information about choosing a pathway going into grade 10

APPLYING TO COLLEGE OR UNIVERSITY?

Each Ontario college and university sets its own admission requirements that can vary between specific schools and programs. Students should use the EHS course selection process to plan to take the necessary secondary school courses to meet the requirements of the programs they intend to apply to.

To apply to university, students must have completed the OSSD and a minimum of six 4U or 4M level courses. Students may be required to have completed specific courses to apply to different programs. More information about university programs can be found from the Ontario Universities' Application Centre.

To apply to college, in most cases students require an OSSD or equivalent and may be required to have completed specific courses to apply to different programs. More information about college programs can be found from the Ontario Colleges website.

ONTARIO SCHOLAR CERTIFICATE

A student who achieves an 80% or higher average in six grade 12 credits will be designated an Ontario Scholar and will receive an Ontario Scholar certificate upon graduating. Students are encouraged to plan their courses to achieve the Ontario Scholar certificate. Click the image for more details about the Ontario Scholar program.

COMPULSORY AND OPTIONAL COURSE OFFERINGS

- The selection of optional courses by students determines the courses that run at our school next year. There needs to be sufficient enrollment for a class to run.
- For full course descriptions and required prerequisites, see Course Descriptions below.

ARTS		
AMI1O	Instrumental Music – Band	Optional
AMI2O	Instrumental Music – Band	Optional
NAC1O	Expressions of First Nations, Métis and Inuit Culture	Optional
AVI2O	Visual Arts	Optional
AVI3M	Visual Arts	Optional
AVI4M	Visual Arts	Optional
CANADIAN AND WORLD STUDIES		
CGC1W	Exploring Canadian Geography	Compulsory
CHV2OH	Civics and Citizenship	Compulsory
CHC2D	Canadian History Since World War I	Compulsory
CHC2P	Canadian History Since World War I	Compulsory
CHC2L	Canadian History Since World War I	Compulsory
CGT3O	Introduction to Spatial Technologies	Optional
CGO4M	Spatial Technologies in Action	Optional
CO-OPERATIVE EDUCATION		
COP3X2	Co-operative Education (2 credit)	Optional
COP3X4	Co-operative Education (4 credit)	Optional
OYAPFS2	Ontario Youth Apprenticeship Program: Focused Apprenticeship Skills Training (2 credit)	Optional
OYAPFS4	Ontario Youth Apprenticeship Program: Focused Apprenticeship Skills Training (4 credit)	Optional
FORESTRY		
RAFT	Resource And Forestry Technology Program	Optional
GUIDANCE AND CAREER EDUCATION		
GLC2OH	Career Studies	Compulsory
GLS1O	Learning Strategies 1	Optional
GLS4O	Advanced Learning Strategies	Optional
GLE1O	Learning Strategies	Optional
GLE2O	Learning Strategies	Optional
GLE3O	Advanced Learning Strategies	Optional
GLE4O	Advanced Learning Strategies	Optional

HEALTH AND PHYSICAL EDUCATION		
PPL1O	Healthy Active Living	Compulsory
PPL2O	Healthy Active Living Education	Optional
PPL3O	Healthy Active Living Education	Optional
PPL4O	Healthy Active Living Education	Optional
PLF4M	Recreation and Healthy Active Living Leadership	Optional
LANGUAGES		
FSF1D	Core French	Compulsory
ENL1W	English	Compulsory
ENG1L	Essential English	Compulsory
ENG2D	English	Compulsory
END2P	English	Compulsory
ENG2L	Essential English	Compulsory
NBE3U	English: Understanding Contemporary First Nations, Métis, and Inuit Voices	Compulsory
NBE3C	English: Understanding Contemporary First Nations, Métis, and Inuit Voices	Compulsory
NBE3E	English: Understanding Contemporary First Nations, Métis, and Inuit Voices	Compulsory
ENG4U	English	Compulsory
ENG4C	English	Compulsory
ENG4E	English	Compulsory
OLC4O	Ontario Secondary School Literacy Course	Optional
MATHEMATICS		
MTH1W	Mathematics	Compulsory
MAT1L	Essential Mathematics	Compulsory
MPM2D	Principles of Mathematics	Compulsory
MFM2P	Foundations of Mathematics	Compulsory
MAT2L	Essential Mathematics	Compulsory
MCR3U	Functions	Compulsory
MBF3C	Foundations of College Mathematics	Compulsory
MEL3E	Mathematics for Work and Everyday Life	Compulsory
MHF4U	Advanced Functions	Optional
MCV4U	Calculus and Vectors	Optional
MDM4U	Mathematics of Data Management	Optional
MAP4C	Foundations for College Mathematics	Optional
MEL4E	Mathematics for Work and Everyday Life	Optional

SCIENCE		
SNC1W	Science	Compulsory
SNC1L	Essential Science	Compulsory
SNC2D	Science	Compulsory
SNC2P	Science	Compulsory
SNC2L	Essential Science	Compulsory
SBI3U	Biology	Optional
SBI3C	Biology	Optional
SBI4U	Biology	Optional
SCH3U	Chemistry	Optional
SCH4U	Chemistry	Optional
SCH4C	Chemistry	Optional
SVN3M	Environmental Science	Optional
SVN3E	Environmental Science	Optional
SPH3U	Physics	Optional
SPH4U	Physics	Optional
SPH4C	Physics	Optional
TECHNOLOGICAL EDUCATION		
TCJ1O	Construction Technology and the Skilled Trades	Optional
TCJ2O	Construction Technology and the Skilled Trades	Optional
TCJ3C	Construction Engineering Technology	Optional
TCJ3E	Construction Technology	Optional
TCJ4C	Construction Engineering Technology	Optional
TCJ4E	Construction Technology	Optional
TDJ1O	Technological Design and the Skilled Trades	Optional
TDJ2O	Technological Design and the Skilled Trades	Optional
TFJ1O	Hospitality and Tourism and the Skilled Trades	Optional
TFJ2O	Hospitality and Tourism and the Skilled Trades	Optional
TFJ3C	Hospitality and Tourism	Optional
TFJ3E	Hospitality and Tourism	Optional
TFJ4C	Hospitality and Tourism	Optional
TFJ4E	Hospitality and Tourism	Optional

DSB1 E-LEARNING COURSE OFFERINGS

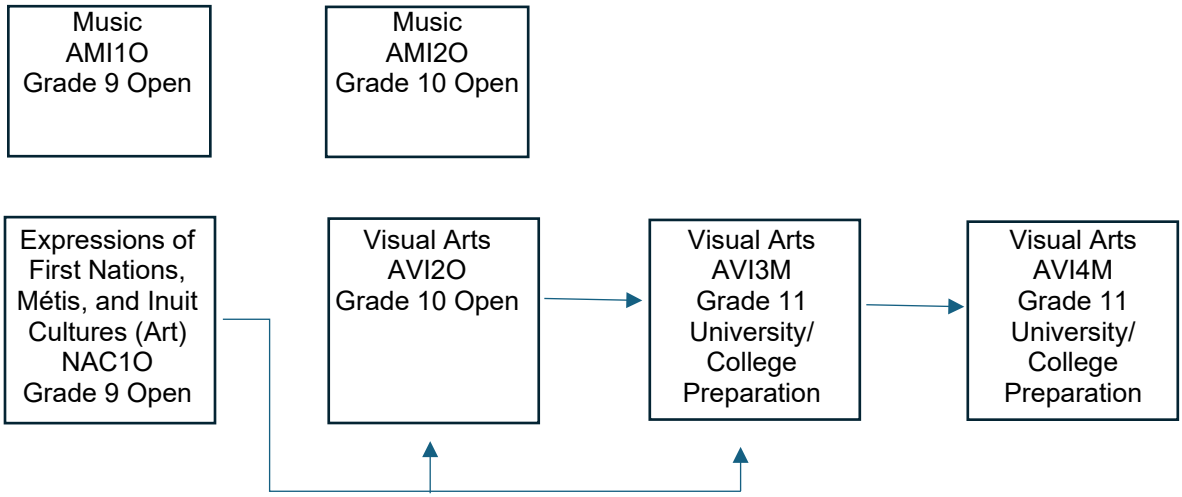
- Students may choose up to two e-learning courses as Optional choices and two as Alternate choices from the following e-learning course offerings for course selection.
- Students may be enrolled into the e-learning section of a course that does not get offered in-person.
- Students are not allowed to have a timetable that is exclusively e-learning courses.
- For full course descriptions and required prerequisites, visit: Ontario's Curriculum and Resource Site

SEMESTER 1		
BAF3M	Financial Accounting Fundamentals	Optional
BOH4M	Business Leadership: Management Fundamentals	Optional
CGW4U	World Issues: A Geographic Analysis	Optional
CGW4C	World Issues: A Geographic Analysis	Optional
EWC4U	The Writer's Craft	Compulsory
EWC4C	The Writer's Craft	Compulsory
HSP3U	Introduction to Anthropology, Psychology, and Sociology	Optional
HSP3C	Introduction to Anthropology, Psychology, and Sociology	Optional
MDM4U	Mathematics of Data Management	Optional
MHF4U	Advanced Functions	Optional
PPL3O	Healthy Active Living Education	Optional
PSK4U	Introductory Kinesiology	Optional
SBI3U	Biology	Optional
SBI4U	Biology	Optional
SCH3U	Chemistry	Optional
SPH3U	Physics	Optional
SEMESTER 2		
BDI3C	Entrepreneurship: The Venture	Optional
BBB4M	International Business Fundamentals	Optional
CGG3O	Travel and Tourism: A Geographic Perspective	Optional
CHY4U	World History Since the Fifteenth Century	Optional
CHY4C	World History Since the Fifteenth Century	Optional
CLU3M	Understanding Canadian Law	Optional
CLN4U	Canadian and International Law	Optional
ENG4U	English	Compulsory
FIF3U	French Immersion	Optional
FIF4U	French Immersion	Optional
HSC4M	World Cultures	Optional
MCV4U	Calculus and Vectors	Optional
SCH4C	Chemistry	Optional
SCH4U	Chemistry	Optional
SPH4U	Physics	Optional

COURSE DESCRIPTIONS

ARTS

Music, Art



Music
Grade 9, Open
AMI1O
This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.
Prerequisite: None

Music
Grade 10, Open
AMI2O
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: None

Expressions of First Nations, Métis, and Inuit Cultures (Art)
Grade 9, Open
NAC1O
This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/ productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges.
Prerequisite: None

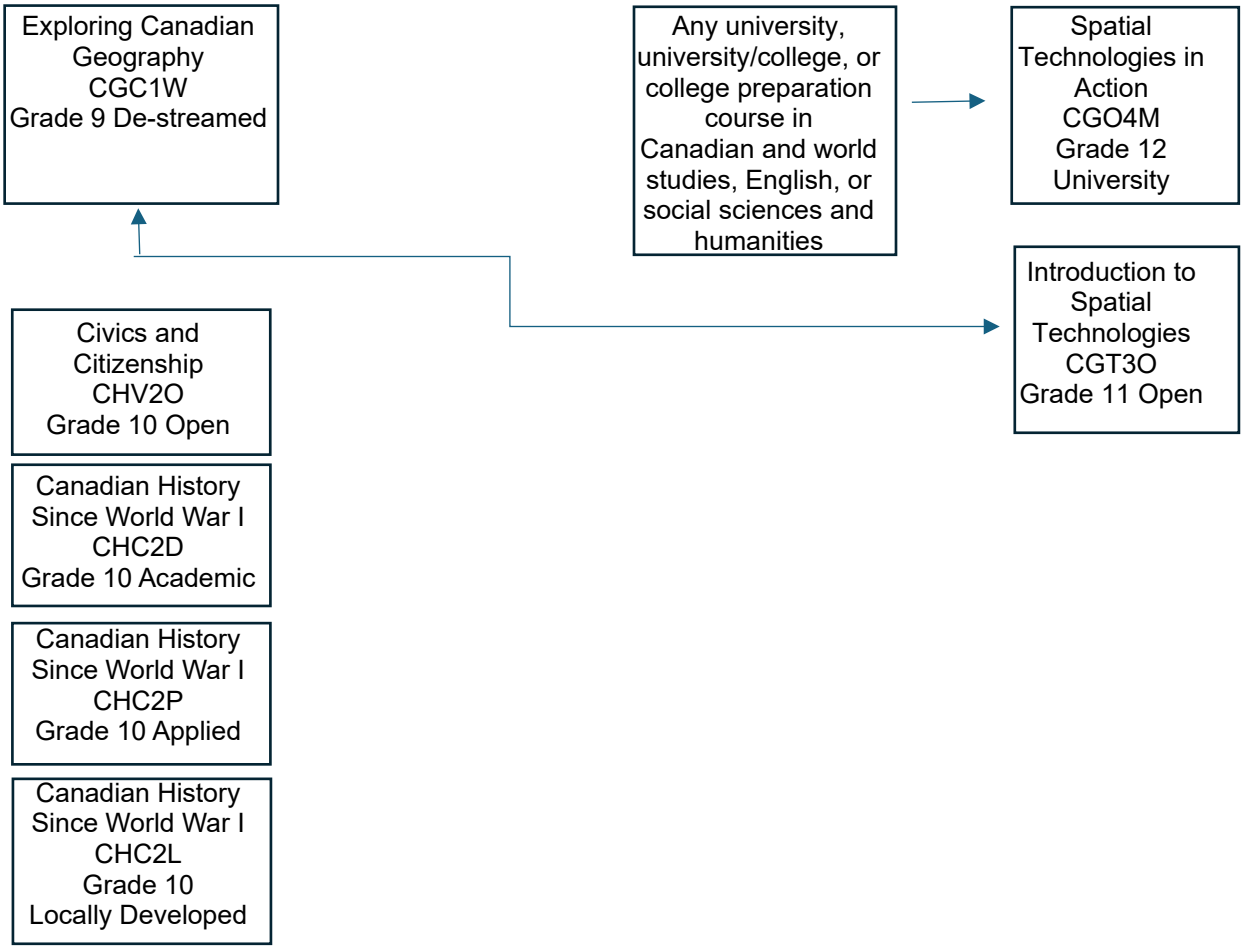
Visual Arts
Grade 10, Open
AVI2O
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.
Prerequisite: None

Visual Arts
Grade 11, University/College Preparation
AVI3M
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).
Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts
Grade 11, University/College Preparation
AVI4M
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: Visual Arts, Grade 11, University/College Preparation

CANADIAN AND WORLD STUDIES

Geography, Civics and Citizenship, History



Exploring Canadian Geography
Grade 9, De-streamed
CGC1W
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.
Prerequisite: None

Introduction to Spatial Technologies
Grade 11, Open
CGT3O
This course enables students to develop practical skills associated with spatial technologies and to investigate related career opportunities. Students will develop their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing technologies. They will apply the concepts of geographic thinking and the geographic inquiry process when conducting fieldwork, collecting and organizing data, and analysing spatial images such as maps and aerial photographs. Throughout the course, students' local context is emphasized.
Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied; or Exploring Canadian Geography, Grade 9, De-streamed

Spatial Technologies in Action
Grade 12, University/College Preparation
CGO4M
This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

Civics and Citizenship (paired with GLC2O)
Grade 10, Open
CHV2O
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.
Prerequisite: None

Canadian History Since World War I
Grade 10, Academic
CHC2D
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
Prerequisite: None

Canadian History Since World War I
Grade 10, Applied
CHC2P
This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.
Prerequisite: None

Canadian History Since World War I
Grade 10, Locally Developed
CHC2L
This course explores historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. Students will compare the relevance of historical developments to their own lives and consider how they have helped shape communities in present-day Canada.
Prerequisite: None

CO-OPERATIVE EDUCATION

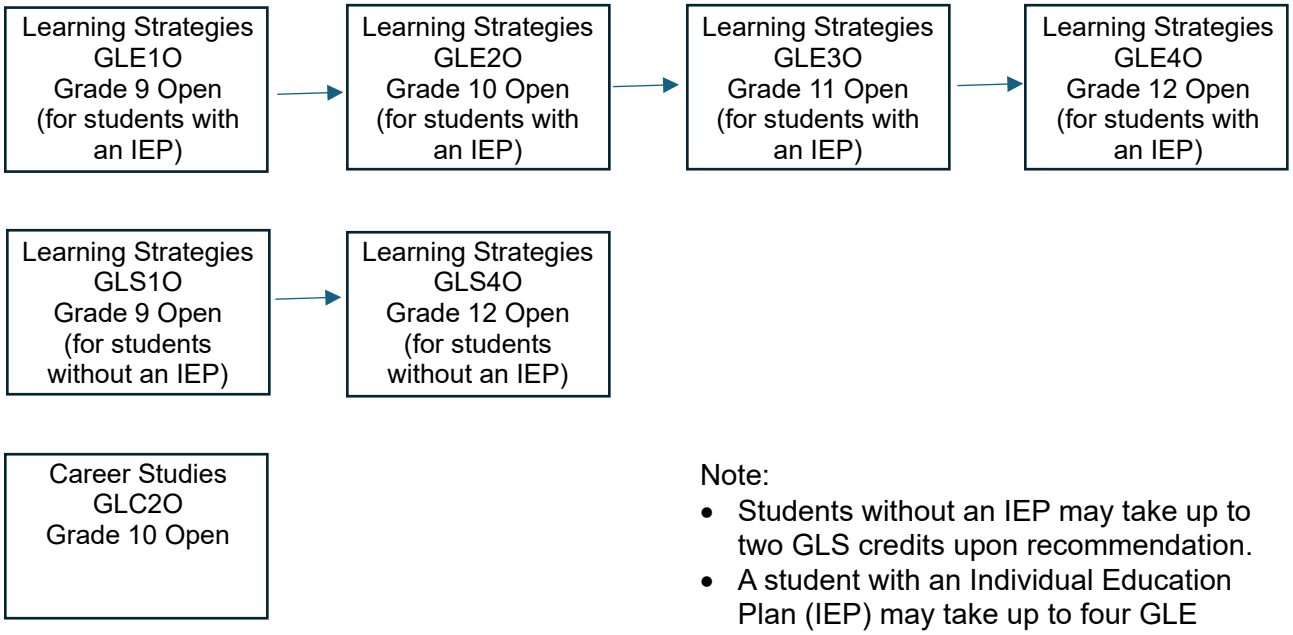
Cooperative Education Linked to a Related Course (or Courses)
Grades 10-12, Open
COP3X2
COP3X4
This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, 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, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. Prerequisite: None

ONTARIO YOUTH APPRENTICESHIP PROGRAM: FOCUSED APPRENTICESHIP SKILLS TRAINING (OYAP-FAST)

OYAPFS2 (2 credit)
OYAPFS4 (4 credit)
If you are interested in learning more about the skilled trades through cooperative education, submit this to indicate your interest in OYAP-FAST. Ontario Youth Apprenticeship Program - Focused Apprenticeship Skills Training (FAST) is an accelerated stream within OYAP ("OYAP-FAST") that 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 complete this program, you will be required to earn 8 to 11 cooperative education credits with your placement component in the skilled trades and register as an OYAP apprentice by the time you complete your eighth coop credit. Students will be required to have a Social Insurance Number to be registered in OYAP. Students who meet the above completion requirements and all other OSSD requirements will be awarded the OYAP-FAST seal on their OSSD.

GUIDANCE AND CAREER EDUCATION

Learning Strategies and Career Studies



Note:

- Students without an IEP may take up to two GLS credits upon recommendation.
- A student with an Individual Education Plan (IEP) may take up to four GLE credits upon recommendation.

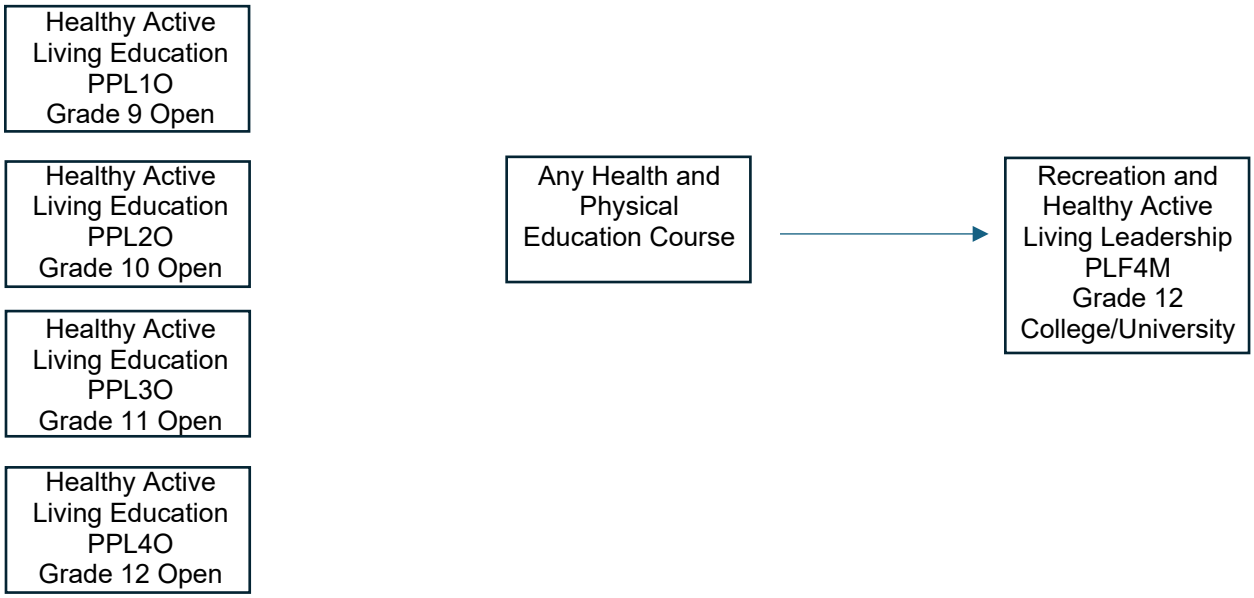
Learning Strategies
Grades 9/10, Open
GLS1O/GLE1O/GLE2O
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: For GLS1O – None
For GLE1O and GLE2O – Recommendation of principal

Advanced Learning Strategies
Grade 12, Open
GLS4O/GLE3O/GLE4O
This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.
Prerequisite: For GLS4O – None
For GLE4O and GLE3O – Recommendation of principal

Career Studies (paired with CHV2O)
Grade 10, Open
GLC2O
This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.
Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education



Healthy Active Living Education
Grade 9, Open
PPL1O
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.
Prerequisite: None

Healthy Active Living Education
Grade 10, Open
PPL2O
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.
Prerequisite: None

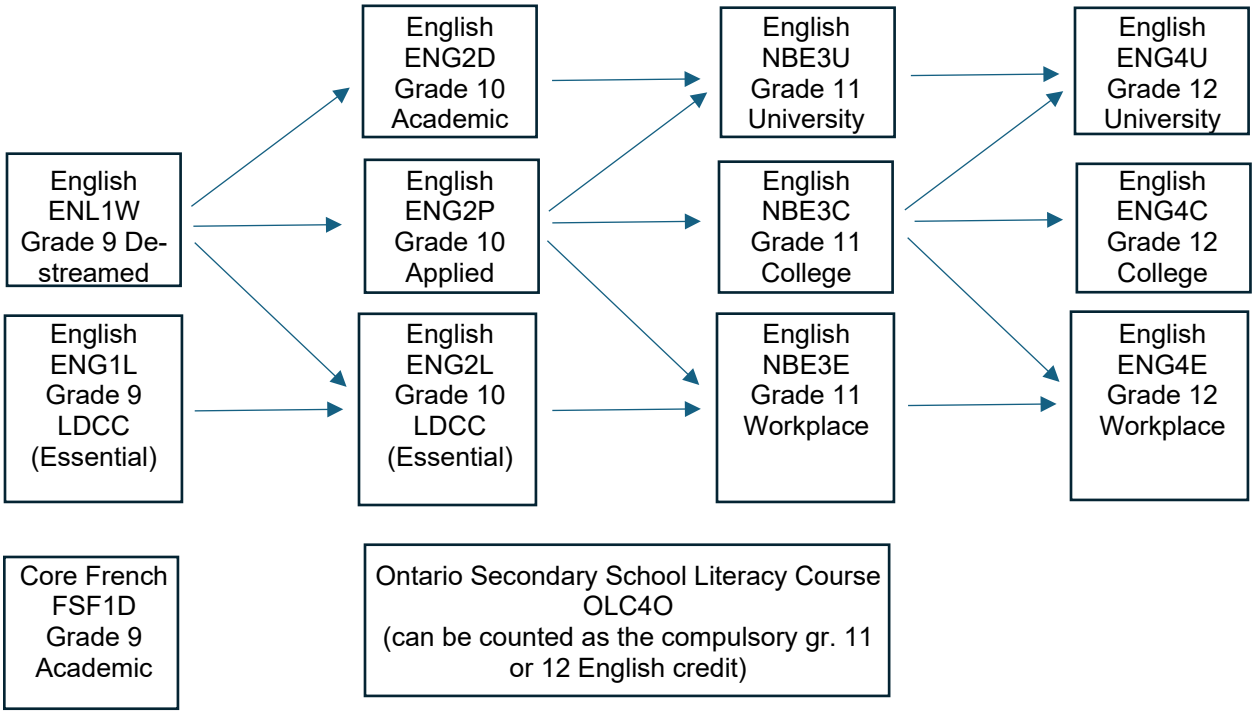
Healthy Active Living Education
Grade 11, Open
PPL3O
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range 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.
Prerequisite: None

Healthy Active Living Education
Grade 12, Open
PPL4O
This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

Recreation and Healthy Active Living Leadership
Grade 12, University/College Preparation
PLF4M
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.
Prerequisite: Any Health and Physical Education course

LANGUAGES

Core French, English



Core French
Grade 9, Academic
FSF1D
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 French instruction, or equivalent

English
Grade 9, De-streamed
ENL1WA
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.
Prerequisite: None

English (Essential)
Grade 9, Locally Developed Compulsory Credit Course
ENG1LA
This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course intended to prepare students for the Grade 10 Locally Developed English course, which leads to Workplace Preparation courses in Grades 11 and 12.
Prerequisite: None

English
Grade 10, Academic
ENG2D
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9, Academic, Applied or De-streamed

English
Grade 10, Applied
ENG2P
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: English, Grade 9, Academic, Applied or De-streamed.

English (Essential)
Grade 10, Locally Developed Compulsory Credit Course
ENG2L
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, or in the English Grade 11 Workplace Preparation course.
Prerequisite: English, Grade 9, Essential, ENG1L

English: Understanding Contemporary First Nations, Métis, and Inuit Voices
Grade 11, University Preparation
NBE3U
This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures 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 university or college preparation course.
Prerequisite: English, Grade 10, Academic

English: Understanding Contemporary First Nations, Métis, and Inuit Voices
Grade 11, College Preparation
NBE3C
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: English, Grade 10, Academic or Applied

English: Understanding Contemporary First Nations, Métis, and Inuit Voices
Grade 11, Workplace Preparation
NBE3E
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: English, Grade 10, Academic or Applied, or Grade 10 locally developed compulsory credit (LDCC) course in English

English
Grade 12, University Preparation
ENG4U
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
Prerequisite: English, Grade 11, University Preparation

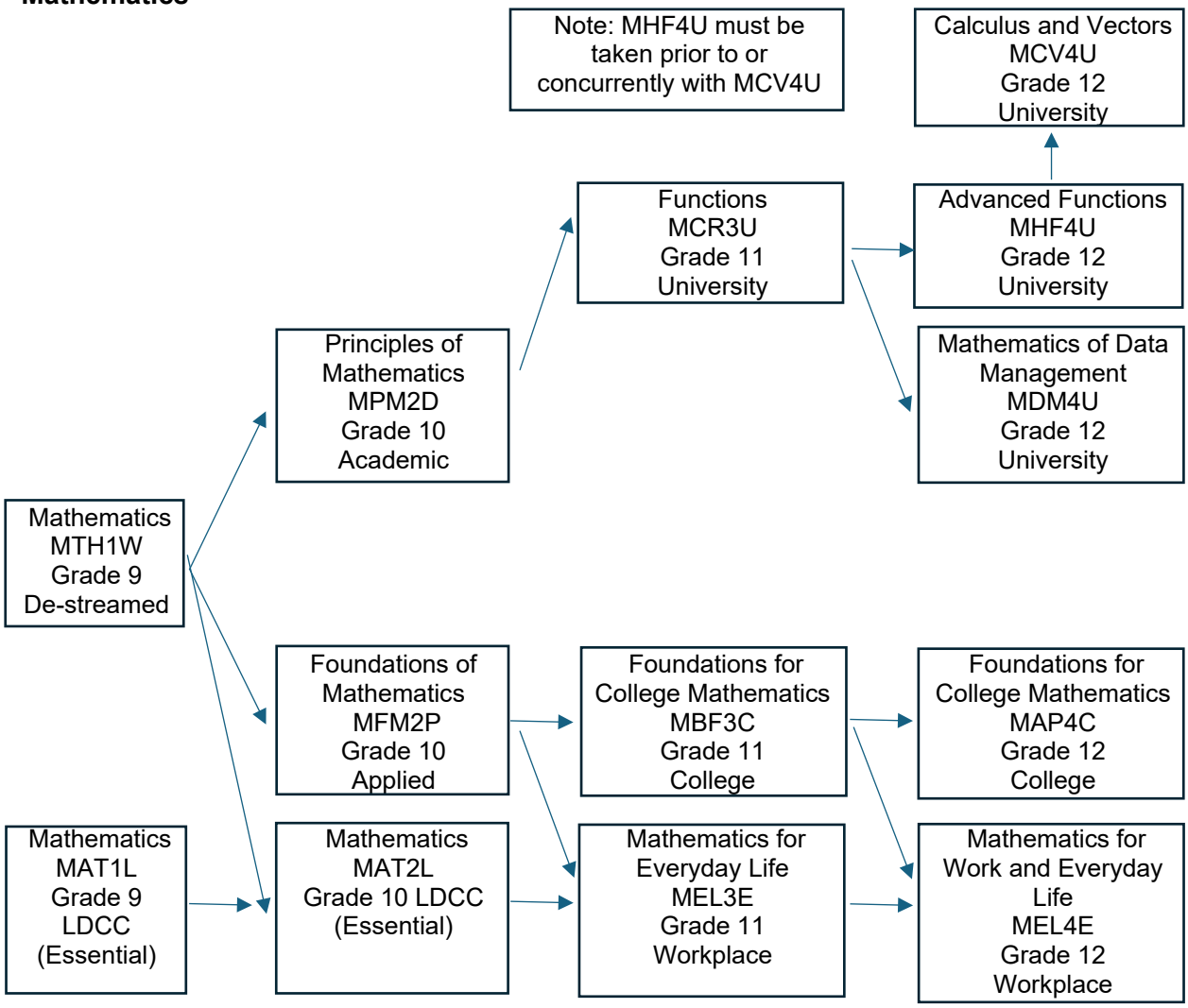
English
Grade 12, University Preparation
ENG4C
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
Prerequisite: English, Grade 11, College Preparation

English
Grade 12, Workplace Preparation
ENG4E
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. Prerequisite: English, Grade 11, Workplace Preparation

Ontario Secondary School Literacy Course
Grade 12, Open
OLC4O
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.
Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal).

MATHEMATICS

Mathematics



Grade 9, De-streamed
MTH1W
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.
Prerequisite: None

Essential Mathematics
Grade 9, Locally Developed Compulsory Credit Course (Essential)
MAT1L
This course provides students who have experienced difficulties in previous mathematics courses an opportunity to obtain sufficient background and skill development to prepare them Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a realistic context providing students with an opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate.
Prerequisite: None

Principles of Mathematics
Grade 10, Academic
MPM2D
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 relations 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 and communicate their thinking as they solve multi-step problems.
Prerequisite: Mathematics, Grade 9, De-streamed

Foundations of Mathematics
Grade 10, Applied
MFM2P
This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Mathematics, Grade 9, De-streamed

Essential Mathematics
Grade 10, Locally Developed Compulsory Credit Course (Essential)
MAT2L
This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. The focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems.
Prerequisite: Essential Mathematics, Grade 9, Essential (MAT1LA)

Functions
Grade 11, University Preparation
MCR3U
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic

Foundations of College Mathematics
Grade 11, College Preparation
MBF3C
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Foundations of Mathematics, Grade 10, Applied

Mathematics for Work and Everyday Life
Grade 11, Workplace Preparation
MEL3E
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

Advanced Functions
Grade 12, University Preparation
MHF4U
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Calculus and Vectors
Grade 12, University Preparation
MCV4U
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

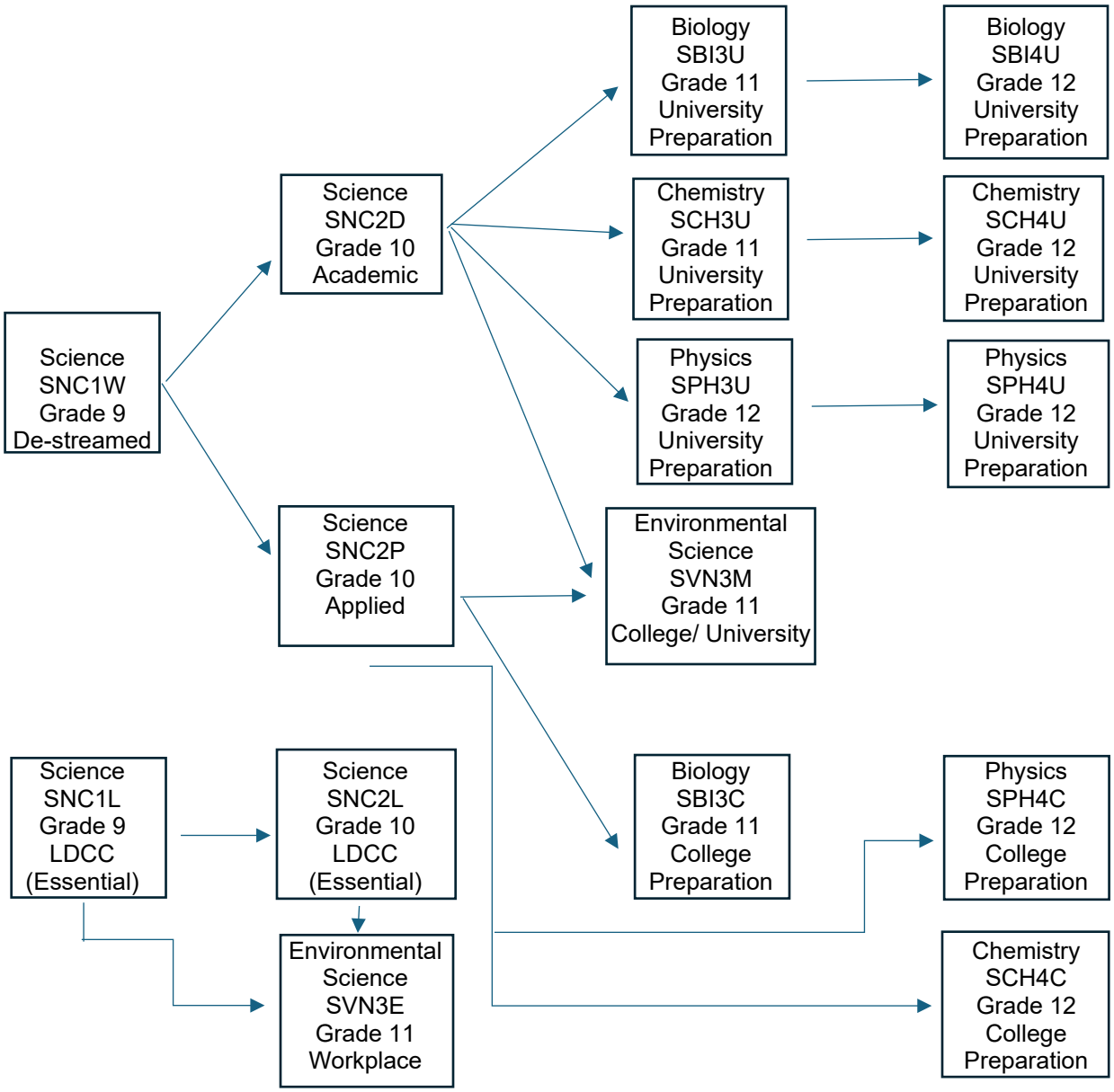
Mathematics of Data Management
Grade 12, University Preparation
MDM4U
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Foundations for College Mathematics
Grade 12, College Preparation
MAP4C
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; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Mathematics for Work and Everyday Life
Grade 12, Workplace Preparation
MEL4E
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

SCIENCE

Science, Biology, Chemistry, Environmental Science, Physics



Science
Grade 9, De-streamed
SNC1W
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.
Prerequisite: None

Essential Science
Grade 9 Locally Developed Compulsory Credit Course (LDCC)
SNC1LA
This is an introductory course in science that will allow you to learn about the basic concepts involved in biology, chemistry, physics and scientific inquiry. Each of these topics explores a range of topics including life-sustaining processes in simple and complex organisms, properties of common materials, electrical circuits and science in daily life. The course is designed to help you develop your mathematical and scientific process skills and to continue developing your skills in reading, writing and oral language through practical and relevant science activities. You will be asked to design and conduct investigations related to the 4 topics of study allowing you to put your practical problem-solving abilities to use and to apply your knowledge of science to everyday situations. This course will provide you with considerable knowledge in science and prepare you for the next level of study and success in everyday life. If you wish to continue to study science this course prepares you for the Grade 10 Essential Science or the Grade 11 Workplace Preparation course.
Prerequisite: None

Science
Grade 10, Academic
SNC2D
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, De-streamed

Science
Grade 10, Applied
SNC2P
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, De-streamed

Essential Science
Grade 10, Locally Developed Compulsory Credit Course (Essential)
SNC2L
This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to the environment, the nature of chemical reactions, motion, and weather. A variety of hands-on activities assist students to acquire concepts. Students are provided with opportunities to use different presentation strategies to facilitate the development of communications skills.
Prerequisite: Essential Science, Grade 9, (SNC1L)

Biology
Grade 11, University Preparation
SBI3U
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10, Academic

Biology
Grade 11, College Preparation
SBI3C
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: Science, Grade 10, Academic or Applied

Biology
Grade 12, University Preparation
SBI4U
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University Preparation

Chemistry
Grade 11, University Preparation
SCH3U
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: Science, Grade 10, Academic

Chemistry
Grade 12, University Preparation
SCH4U
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University Preparation

Chemistry
Grade 12, College Preparation
SCH4C
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied

Environmental Science
Grade 11, University/College Preparation
SVN3M
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.
Prerequisite: Grade 10 Science, Applied or Academic

Environmental Science
Grade 11, Workplace Preparation
SVN3E
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.
Prerequisite: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

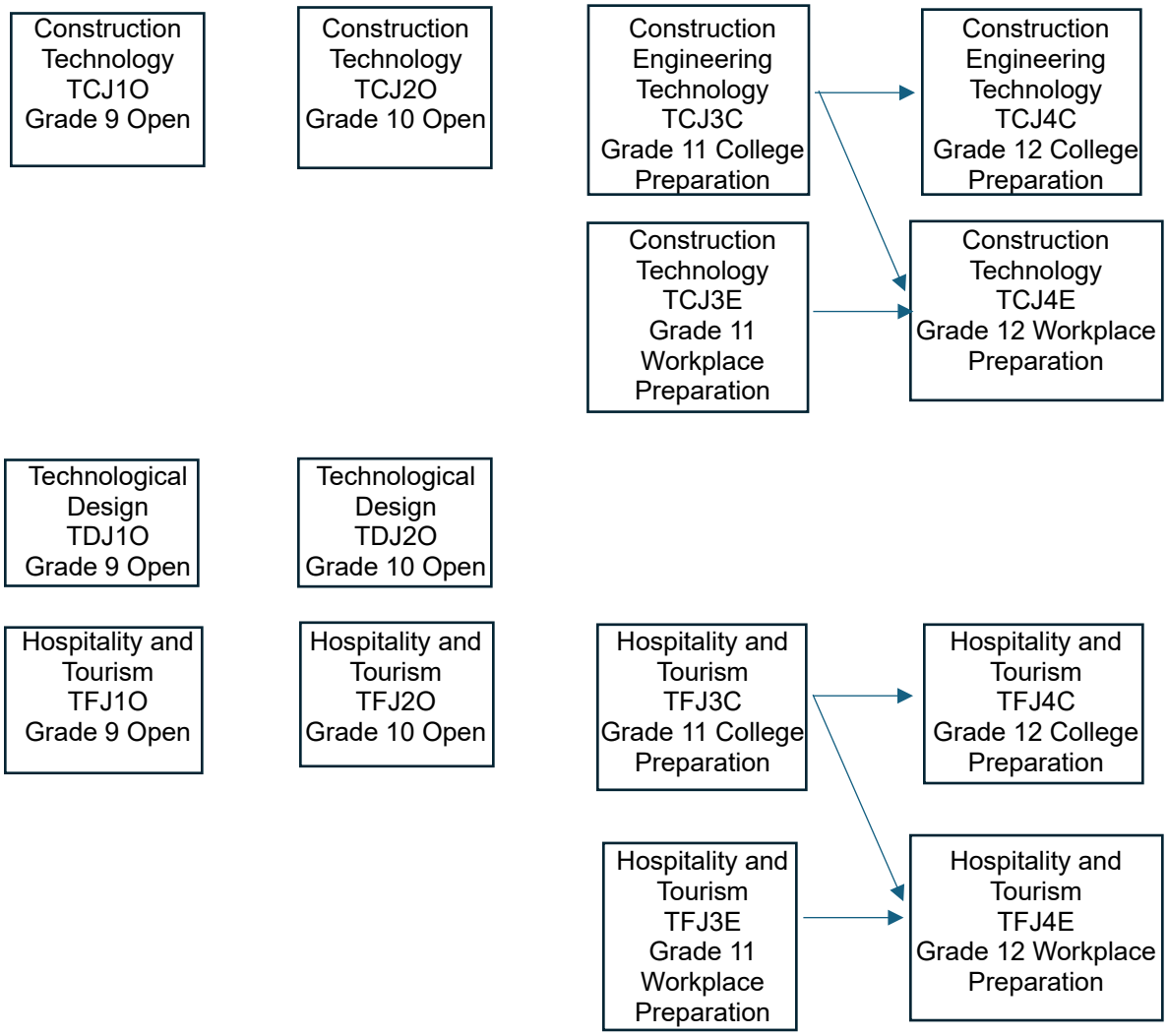
Physics
Grade 11, University Preparation
SPH3U
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic

Physics
Grade 12, University Preparation
SPH4U
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 related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation

Physics
Grade 12, College Preparation
SPH4C
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied

TECHNOLOGICAL EDUCATION

Construction Technology, Technological Design, Hospitality and Tourism



Construction Technology and the Skilled Trades
Grade 9, Open
TCJ1O
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.
Prerequisite: None

Construction Technology and the Skilled Trades
Grade 10, Open
TCJ2O
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.
Prerequisite: None

Construction Engineering Technology
Grade 11, College Preparation
TCJ3C
This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore career opportunities in the field.
Prerequisite: None

Construction Technology
Grade 11, Workplace Preparation
TCJ3E
This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore postsecondary and career opportunities in the field.
Prerequisite: None

Construction Engineering Technology
Grade 12, College Preparation
TCJ4C
This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and will explore career opportunities in the field.
Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

Construction Technology
Grade 12, Workplace Preparation
TCJ4E
This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands-on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology, and will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.
Prerequisite: Construction Technology, Grade 11, Workplace Preparation

Technological Design and the Skilled Trades
Grade 9, Open
TDJ1O
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.
Prerequisite: None

Technological Design and the Skilled Trades
Grade 10, Open
TDJ2O
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.
Prerequisite: None

Hospitality and Tourism and the Skilled Trades
Grade 9, Open
TFJ1O
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.
Prerequisite: None

Hospitality and Tourism and the Skilled Trades
Grade 10, Open
TFJ2O
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.
Prerequisite: None

Hospitality and Tourism
Grade 11, College Preparation
TFJ3C
This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.
Prerequisite: None

Hospitality and Tourism
Grade 11, Workplace Preparation
TFJ3E
This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment, and will develop an understanding of the fundamentals of providing high-quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.
Prerequisite: None

Hospitality and Tourism
Grade 12, College Preparation
TFJ4C
This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.
Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

Hospitality and Tourism
Grade 12, Workplace Preparation
TFJ4E
This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.
Prerequisite: Hospitality and Tourism, Grade 11, Workplace Preparation

E-LEARNING OPT-OUT FORM

District School Board Ontario North East

Schumacher Board Office
Street Address
153 Croatia Avenue, Schumacher, ON P0N 1G0
Mailing Address
P.O. Box 1020, Timmins, ON P4N 7H7
705-360-1151

New Liskeard Board Office
198022 River Road
New Liskeard, ON P0J 1P0
705-647-7394

ELEARNING OPT-OUT FORM

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. Students who earned one or more credits between April 2021 and June 2021 will be granted one credit towards this graduation requirement.

Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, IEP accommodations, extra-curricular activities, and services for English-language learners).

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. Adult students may choose to opt themselves out of the requirement. Students and parents/guardians may opt back into the online learning graduation requirement should their decision change.

I agree with the following statements:

- Having reviewed the online learning graduation requirement and the availability of supports for online learning through my child's/my school, I would like to opt my child/myself out of this requirement (i.e., My child/I will not be completing the two mandatory online learning credits).
- The benefits of online learning have been shared with me by the school, including how the development of digital literacy and other important transferable skills are intended to help prepare students for success after graduation and in all aspects of their lives.

I understand the following statements:

- Upon receipt of this form by my child's school/my school, my child/I will not be required to earn two online learning credits to earn an Ontario Secondary School Diploma.
- My child/I will face no academic penalties for opting out of this graduation requirement.
- My child/I will continue to complete all other applicable graduation requirements.
- Opting out of mandatory online learning, does not mean my child cannot choose an online learning option in the future.

District School Board Ontario North East

Schumacher Board Office
Street Address
153 Croatia Avenue, Schumacher, ON P0N 1G0
Mailing Address
P.O. Box 1020, Timmins, ON P4N 7H7
705-360-1151

New Liskeard Board Office
198022 River Road
New Liskeard, ON P0J 1P0
705-647-7394

The personal information provided on this form is collected by District School Board Ontario North East (DSB1) under the authority of the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Personal Health Information Privacy Act (PHIPA) and other applicable legislations. Personal information is collected for the purpose of planning and delivering educational programs and services which best meet students' needs and for reporting to the Ministry of Education and other authorities as required. In addition, the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. Information may be shared with employees as required to carry out their duties. For questions about this collection, contact the Board's Freedom of Information Coordinator at comments@dsb1.ca or by calling 705-360-1151.

Student's Name _____

Parent / Guardian Signature _____

Parent / Guardian Name _____

Date _____

GRADES 10-12 COURSE SELECTION PLANNING SHEET

This form is to assist students to plan their courses before entering their official course selections in myBlueprint. Parents/guardians will receive an email from myBlueprint to confirm. Please record it below. This form is due to EHS before: **Wednesday, February 25th 2026.**

Student Name: _____ **Parent/Guardian email: _____**				**Next Year's Grade: ___**
	GRADE 10 (minimum 8 courses)	**GRADE 11** (minimum 7 courses)	**GRADE 12** (minimum 6 courses)	**GRADE 12+** (minimum 6 courses)
1	**ENGLISH** ☐ ENG2D (academic) ☐ ENG2P (applied) ☐ ENG2L (essential)	**ENGLISH** ☐ NBE3U (university) ☐ NBE3C (college) ☐ NBE3E (workplace)	**ENGLISH** ☐ ENG4U (university) ☐ ENG4C (college) ☐ ENG4E (workplace)	Optional #1:
2	**MATHEMATICS** ☐ MPM2D (academic) ☐ MFM2P (applied) ☐ MAT2L (essential)	**MATHEMATICS** ☐ MCR3U (university) ☐ MBF3C (college) ☐ MEL3E (workplace)	Optional #1:	Optional #2:
3	**SCIENCE** ☐ SNC2D (academic) ☐ SNC2P (applied) ☐ SNC2L (essential)	Optional #1:	Optional #2:	Optional #3:
4	**HISTORY** ☐ CHC2D (academic) ☐ CHC2P (applied) ☐ CHC2L (essential)	Optional #2:	Optional #3:	Optional #4:
5	**CAREERS & CIVICS** ☐ CHV2OH (.5 credit) ☐ GLC2OH (.5 credit)	Optional #3:	Optional #4:	Optional #5:
6	Optional #1:	Optional #4:	Optional #5:	Optional #6:
7	Optional #2:	Optional #5:	Optional #6:	Optional #7:
8	Optional #3:	Optional #6:	Optional #7:	Optional #8:

9	**ALTERNATE COURSES:** Students must choose three (3) alternate classes that may be used in case of cancelled classes or timetable conflicts.		
Alternate #1:		Alternate #2:	Alternate #3: