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## INTRODUCTION

### Academic Program

Nile Academy believes the importance and value of completing secondary education. Our school philosophy includes a commitment to reach every student to help him or her achieve a successful outcome for their school experience at Nile Academy. The concept of completing a secondary education is essential. Obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Young people with high school education are much better equipped for modern life. They are more likely to be permanently employed and/or to be admitted to post-secondary institutions to further their education and become active members of our society. In Ontario students are required to remain in secondary school until the student has reached age of eighteen or obtained an Ontario secondary school diploma.

### Our Mission

Nile Academy is committed to providing its students with a safe and secure learning environment where they will be challenged to achieve the highest academic standards set by the Ontario Ministry of Education's school curriculum, with a strong emphasis on the Sciences and Information and Communication Technology.

- ✓ A safe, secure, and nurturing environment conducive to learning
- ✓ Intellectually stimulating and challenging learning activities
- ✓ A high value placed on academic excellence and achievement
- ✓ An Ontario Ministry of Education school curriculum
- ✓ The option of learning Turkish
- ✓ Supervised after-school programs, enrichment and leadership activities
- ✓ Well-qualified and enthusiastic teachers
- ✓ Students acquire a good self-esteem, self-confidence and the joy of learning

Nile Academy seeks an active partnership between school and family based on a shared commitment to the students' goals, values and the special joys of childhood. All members of the Nile Academy community are asked to hold each other to high expectations of behavior and achievement so that our children will aspire to make a better world. Join us and be a part of a dynamic learning environment. We strive for excellence!

## THE ONTARIO SECONDARY SCHOOL PROGRAM

### Ontario Secondary School Diploma (OSSD) Requirements

(see section 6.1, Ontario Schools 2011)

The Ontario Ministry of Education introduced new diploma requirements on September 1, 1999. The new requirements apply to students who first enrolled in an Ontario secondary school on or after September 1, 1999. If you earned at least one Ontario secondary school credit any time before September 1, 1999, the new diploma requirements does not affect you. Please see the old diploma requirements.

To earn an Ontario Secondary School Diploma (OSSD) a student must:

- earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- meet the provincial secondary school literacy requirement; and
- complete 40 hours of community involvement activities.

Students who successfully complete a Specialist High Skills Major (SHSM) program as part of the requirements for their OSSD will receive a diploma with an SHSM red seal.

#### Compulsory Credits (total of 18)

- 4 credits in English (1 credit per grade)\*
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies

PLUS 3 additional credits, consisting of 1 credit from each of the following groups:

- Group 1: 1 additional credit in English, **or French as a second language,\*\* or a Native language, or a classical or an international language**, or social sciences and the humanities, or Canadian and world studies, **or guidance and career education, or cooperative education\*\*\***
- Group 2: 1 additional credit in health and physical education, or the arts, or business studies, **or French as a second language,\*\* or cooperative education\*\*\***

Group 3: 1 additional additional credit in science (Grade 11 or 12), or technological education, **or French as a second language,\*\* or computer studies, or cooperative education\*\*\***

\*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. \*\*In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. \*\*\*A maximum of 2 credits in cooperative education can count as compulsory credits. †The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

### **Optional Credit (total of 12)**

In addition to the 18 compulsory credits, students must earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets destination requirements.

### **The Ontario Secondary School Literacy Requirement**

All students must successfully complete the Grade 10 Ontario Secondary School Literacy Test (OSSLT) to earn an Ontario Secondary School Diploma (OSSD). To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Students with special education needs, with parental consent and the approval of the principal, may be exempted from writing the OSSLT or taking the OSSLC provided they have an Individual Education Plan (IEP).

### **Community Involvement Activities**

As part of the diploma requirements, you have to complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time while you earn your secondary school credits. School has provided a list of eligible activities that may be undertaken to fulfill this requirement, as well as a list of ineligible activities. The Guidance Counsellor will provide you with a form that must be completed prior to receiving your diploma.

If you are entering the Ontario school system after completing Grade 10, the Principal will determine the number of hours of community involvement activities you must complete.

### **Substitutions for Compulsory Courses**

(see section 6.2, Ontario Schools 2011)

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Appropriate documentation will be placed in the OSR when a course substitution has been made.

## **The Ontario Secondary School Certificate (OSSC)**

(see section 6.3, Ontario Schools 2011)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

### **7 required compulsory credits**

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

### **7 required optional credits**

- 7 credits selected by the student from available courses

## **Certificate of Accomplishment (OSSC)**

(see section 6.4, Ontario Schools 2011)

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

## **Prior Learning and Assessment Recognition (PLAR)**

Prior Learning and Assessment Recognition (PLAR) for Students is the formal evaluation and credit-granting process through which students, who are enrolled in a secondary school credit 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 secondary school.

The PLAR process involves:

- ✓ Grade 9 and Grade 10 individual assessment/equivalency process
- ✓ Grade 11 and 12 equivalency process
- ✓ 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 may be granted up to 26 credits toward their OSSD.

**A student must still complete a minimum of four Grade 11 or Grade 12 credits after becoming a mature student, no matter how many equivalent credits are granted. Post-secondary study that is part of a diploma or degree program cannot be counted toward a secondary school diploma.**

For more information and details about how to apply, or to obtain our PLAR brochure and fact sheets on the PLAR process for Students, please contact the Nile Academy Guidance Office.

## **Prior Learning Assessment and Recognition (PLAR)**

Students may earn credits through Prior Learning Assessment and Recognition (PLAR) — through either the “challenge” or “equivalency” process. In the challenge process, a student’s prior knowledge is assessed for the purpose of granting a credit for a course (**Nile Academy does not conduct this process “challenge”**). The equivalency process pertains to granting students credits for courses taken at a high school outside of Ontario (**This is the only recognition process Nile Academy evaluates**).

### **Challenge**

In order to achieve a credit through the challenge process, students must apply and must participate in a challenge assessment (successfully completing formal tests and a variety of other assessments). Students are responsible for initiating the challenge process and for satisfying all of the requirements (if under the age of 18, students require parental approval before applying to challenge a course for credit). The challenge process is an evaluation process and may not be used

as a way for students to improve their mark in a course for which they have already earned credit. It may not be used as a way to earn a credit for a course a student has previously failed.

### **Equivalency**

Students who transfer to the College from non-inspected private schools or schools outside Ontario are eligible for equivalency credits. In the process of determining student placement, the Academic Dean's Office will determine the total credit equivalency of the student's previous learning, as well as the number of compulsory and optional credits still to be earned.

### **Alternative Ways of Earning Credits**

#### **Summer School**

Students may take courses through a variety of summer programs. It is the responsibility of the student to ensure that the Summer school principal reports that the student has been granted the credit to the School so that it may enter on the student's OST.

#### **Independent Learning Centre**

If the School does not offer a particular course and it is available at Independent Learning Centre/TV Ontario, the student may request the Guidance Counsellor to apply for that course on the student's behalf. Under the supervision of one of the School's teachers, the student will complete the course as an independent study. On completion of the distance learning course, the appropriate mark will be recorded on the OST and the credit will be granted by the School. ILC registration forms are available in the Guidance Office and are subject to the approval of the Guidance Counsellor.

## THE ACADEMIC PROGRAM

### **Ontario Student Record (OSR)**

(from Ontario Student Record (OSR) Guideline, 2000)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

### **Ontario School Transcript (OST)**

An Ontario Student Transcript is the official record of your secondary school academic achievement. The transcript lists the courses you have successfully completed with the School, the final marks you earned, and the credit value of each course.

### **Student and Teacher Time-tables**

All School courses are a minimum of 110 hours of instructional time in length and are worth one credit. The typical school day runs from 9:00 a.m. to 3:30 p.m. The school operates on eight-periods a day cycle and the periods are 40 minutes long. Full-time students take 8 credit courses in a school year. They may take additional 1 – 2 courses during the summer months.

### **Planning a Program**

Use the Diploma Planner to track the compulsory and optional credits you have earned and to make a note of the ones you need to take in order to earn your diploma. Please fill in this planner if you wish to contact our Guidance Services for assistance.

### **Secondary School Courses**

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

#### **Grades 9 and 10 Courses**

The following three types of courses are offered in Grades 9 and 10:

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

### **Grades 11 and 12 Courses**

The following five types of courses are offered in Grades 11 and 12:

- **University preparation** courses prepare you with the knowledge and skills you need to meet the entrance requirements for university programs.
- **University/college preparation** courses prepare you with the knowledge and skills you need to meet the entrance requirements for specific programs offered at universities and colleges.
- **College preparation** courses prepare you with the knowledge and skills you need to meet the entrance requirements for most college programs or apprenticeship and other training programs.
- **Workplace preparation** courses prepare you with the knowledge and skills you need to meet the expectations of employers or the requirements for admission to certain apprenticeship and other training programs.
- **Open** courses broaden your knowledge and skills in a subject. Open courses may not be designed for specific requirements of universities, colleges, or the workplace.

### **Changing Course Types**

Using “Pathways Thinking”, students plan their high school years so they can make a successful transition to a particular post-secondary; however, this does not mean that students always end up at that destination. Goals can change and students can make new choices as they mature and develop confidence, new interests, aspirations, skills, and/or deeper levels of self-knowledge. As a result, students may want to make adjustments to their course selection as appropriate to their developing strengths, needs and interests. Knowing this is the case for many students, the secondary school program provides ways to accommodate students who want to change course or program type.

Students can:

- ✓ Complete a transfer course to change from Grade 9 Mathematics (Applied) to Grade 10 Mathematics (Academic).
- ✓ Take a course of another type (e.g. academic) that will satisfy the pre-requisite for a course that the student wishes to take in the next grade (e.g. a university / college preparation course).

## **Course Selection Process**

Students are encouraged to consult with parents, teachers, advisors and administrators, as necessary, to ensure that the appropriate choices have been made in selecting their courses. Please consult the course calendar to ensure that you have the course prerequisites. Course selection sheets must be signed by the parents and the teachers and handed into the Guidance Counsellor. After the administrator has reviewed prospective course lists, a confirmation of the student's course selection is sent to the student.

## **Course Availability**

The school has every intention of delivering the courses listed and described in the course calendar. Due to the small size of the school, this might not always be possible. The school reserves the right to determine whether or not a course will actually run. Staffing and scheduling decisions are based on the best use of academic resources and the number of students who have enrolled in a particular course.

## **Course Add and Drop Procedures**

All course changes, additions and deletions must be made in consultation with the Guidance Counsellor. A timetable change is not official unless approved through this process. Please check the Academic Year calendar for the last day on which a student may add or drop a course.

If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

## **Repetition of a Course**

Students who repeat a Grade 11 or 12 courses that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST and an 'R' is entered in the Credit column for the course(s) with the lower percentage.

## **Outlines of Courses of Study and Curriculum Documents**

**How to gain access to Outlines of the Courses of Study** – The courses offered at Nile Academy are briefly described in this booklet. Parents and students who wish to examine the detailed outlines of particular courses may do so by contacting subject teachers, or the office. Course outlines for all courses are kept on the file at school and are available to parents and students. The courses offered by Nile Academy have been developed according to the requirement of the Ontario Ministry of Education.

Official Ministry of Education course descriptions may be accessed at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

**How to gain access to Ontario Curriculum Policy Document** – Every two years, the Ontario Ministry of Education visits Nile Academy to assess the schools compliance with Ministry of Education Policies and to confirm authority to grant credits towards the Ontario Secondary School Diploma. To access the Ministry website, visit [www.edu.gov.on.ca/eng](http://www.edu.gov.on.ca/eng).

Courses are offered each year, subject to sufficient enrollment, unless otherwise indicated. If a course is oversubscribed, some students cannot obtain first choices. Scheduling conflicts may preclude certain combination of subjects.

### **Experiential Learning**

Experiential learning is a change to apply your knowledge and skills through hand-on experiences. These opportunities build valuable knowledge, essential skills, work habits, technical literacy and networks in business, industry and the community.

**Cooperative Education (Co-op)** – Cooperative Education (Co-op) is a credit course that provides the opportunity to use what is learned in the classroom and apply it in the workplace. Co-op is an opportunity to try out a career and can help with making decision about your future. You will also develop work habits, attitudes and jobs skills necessary for successful transition to post-secondary education or the work place.

Information on co-operative education programs is available in the guidance and career education office.

**Job Shadowing and Job Twinning** – Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. Job twinning provides the opportunity for the student to accompany a cooperative education student to his or her placement for one-half to one day. A student may participate in more than one job shadowing or job twinning experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing and job twinning may be integrated into any credit course and may also be components of a student's school-work transition program. To access the Ministry website, visit [www.edu.gov.on.ca/eng](http://www.edu.gov.on.ca/eng).

### **Course Load**

A full-time student must take a minimum of three credits each semester.

### **Understanding the Course Code**

The first five characters are based on the Common Course Codes used in all secondary schools in Ontario. The code indicates the subject, grade level, and course type. You will need to enter the

course code on your course request form. Please see the following example to learn what each letter and number represents.

**FOR EXAMPLE**

**ENG1P** is a grade 9 English course.

**ENG= Subject**

The first three characters of the course code (ENG in this example) refer to the name of the course. ENG1P is English.

**1= Grade**

The fourth character (1 in this example) refers to the grade of the course.

**1** = Grade 9    **2** = Grade 10    **3** = Grade 11    **4** = Grade 12

**P= Course Type**

The fifth character (P in this example) refers to the type of course.

For Grade 9 & 10

**P** = applied    **D** = academic    **O** = open

For Grade 11 & 12

**E** = workplace preparation                      **C** = college preparation  
**M** = university/college preparation           **U** = university preparation  
**O** = open

**Note:** A sixth character is for internal use by the school.

**Prerequisite Courses and Recommended Preparation**

Prerequisites are courses that students are required to take before they can enroll in certain courses. Many of the courses offered in Grades 10, 11 and 12 specify a prerequisite. For example, Grade 10 academic science is the prerequisite for Grade 11 university preparation chemistry (SCH3U). When choosing courses in Grades 10 and 11, be careful to select the prerequisites that will allow you to pursue the courses you want to take in the higher grades.

## ASSESSMENT, EVALUATION POLICY AND REPORTING

### **Introduction**

The purpose of the student assessment, evaluation and reporting is to:

- ✓ Improve learning for all students
- ✓ Provide feedback to students, parents and teachers about the learning process
- ✓ Provide information for planning, implementing and improving instruction, based on the strengths and needs of students

Assessment and evaluation is based on the students' achievement of course expectations related to the four categories of knowledge and skills in the Curriculum Grades 9-12

- ✓ Knowledge/Understanding
- ✓ Thinking and Inquiry
- ✓ Communication
- ✓ Application/Making Connection

### **Exams, Tests, Missed Assignments, Late Assignments**

At the start of a course, students will be informed about the schedule of assignments and the marking scheme. Marks will not be deducted for late assignments but this will be reflected in the 'Learning Skills' section of the report card. Assignments not handed in after the final date set will be assessed a mark of zero.

- ✓ 70% of the evaluation is based on classroom work and determined through of the variety of methods such us ongoing class demonstrations, presentations, essays, performances, and classroom tests and quizzes.
- ✓ 30% of the evaluation is based on a final summative evaluation that maybe determined through variety of methods in the latter portion of the course. These could include a portfolio, essay, examination, and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course.
- ✓ Students getting less than 50% on the final mark will be required to repeat the course.

### **Reporting Procedures and Report Cards**

Students' progress is recorded and tracked using various assessment tools including essays, exams, quizzes, unit projects, oral presentations and assignments. Ongoing parent/teacher communication is encouraged through use of daily planners, monthly phone calls and/or emails

to guardians/parents. Parental feedback is welcome at all times. A report card is issued at the end of each semester. There are two report cards per semester. **Midterm Report Cards** (percentage grades, learning skills and comments for all students) and **Final Report cards** (final percentage grades, learning skills and comments for all students).

If you are over the age of 18, information about you or your course work will be released only to you unless you give us your written and signed permission to release it to someone else. This restriction includes parents and friends. Information will only be released through written consent of the adult student or the parent/guardian of a student less than 18 years of age.

Once you are enrolled with the School, please remember to notify us if your address or telephone number changes.

## THE GUIDANCE DEPARTMENT

### **Education Planning and Course Selections**

The Guidance Department provides resources and presents strategies for students and parents in order to support education planning and the course selection process. In the beginning of each Term, course selection presentations are given to all students by grade level through the Guidance Department. In these presentations students are made aware of the various courses offered at the school and the necessity of planning ahead in order to make academically sound decisions. The Guidance Department also offers Parent Information Sessions in order educate parents so that they may assist in the selection of courses. University and college presentations are also organized for parents and students throughout the course of the year. Our website also contains links to resources that can be helpful in this process.

### **Community Resources**

The Guidance Department has information related to many community resources that can provide students with additional support. If students are in need of any of these resources they are encouraged to make an appointment to see a Guidance Counsellor. Many of these agencies can be found on the Nile Academy website under “Community Resources” in the Guidance section.

### **The Guidance Counsellor**

The School has a Guidance Counsellor who can help you with your course selection and answer your questions. We suggest that you review the current diploma requirements before you contact us for assistance.

The following guidance services are available for students enrolled in at the School:

- assessment of secondary school diploma requirements
- assistance with College/University application process
- educational planning and counseling
- evaluations for mature students or equivalent credits
- Prior Learning Assessment & Recognition (PLAR) for mature students who is enrolled in a secondary school credit program for the purpose of obtaining an OSSD
- out-of-province document evaluation

### **Requesting a Progress Report, Transcript, or Enrolment Confirmation**

If you would like the School to send a transcript of your marks to a college or university, you must fill in and sign a **Request for Transcript Form**. Your transcript will be issued after you have successfully completed the course and the mark has been recorded. Your transcript will be mailed, unless you specify that you want to pick it up in person. We cannot fax transcripts.

These documents are provided only on request. If you want the School to send a progress report, transcript, or enrolment confirmation letter directly to an institution or employer, your request must include

- your student number
- the name and address of the institution or employer to whom you want the document mailed
- the contact name at the institution or employer
- (if applicable) the reference number of your file at the institution
- the payment of \$10 per institution you wish the transcripts mailed to

Please note that we need at least two business days to prepare these documents, not including time in the mail. We will mail one copy of the document to the address you indicate and one copy to you for your records.

### **University Requirements and University Admission Process**

Ontario Universities require that candidates present the OSSD, including a minimum of six Grade 12 courses. These are generally coded '4U'. However, a maximum of two '4M' courses may be included among the six required for Ontario university admission. The average for admission is based on the student's best six marks, one of which must be Grade 12 English (ENG4U). Specialized university programs such as Engineering and Commerce may have specific prerequisites that stipulate that certain Grade 12 subjects must be put forward in the calculation of the average for admission purposes. Some students may also be required to present proof of English facility. Detailed requirements can be found at [www.ouac.on.ca](http://www.ouac.on.ca).

In December, students make formal application to the Ontario universities of their choice. They may amend their choices until the middle of February.

### **Issuing Diplomas**

The School will issue the Ontario Secondary School Diploma (OSSD) if you earned your last credit with us. If you would like the School to issue your diploma, you must submit a written request along with your official, original academic records (including your transcript). If you have arranged for the last secondary school you attended to issue your diploma, you must inform us.

### **Accommodations for ESL Students**

A request for accommodation for ESL students may be made at any time during a course. Once your request has been reviewed, our Guidance Counsellor will contact you regarding the outcome. At that time you will be informed what, if any, accommodation can be provided to meet your needs.

Here are examples of the individualized accommodations that the School can offer:

- giving students extra time to complete assignments or write tests
- allowing the use of certain learning tools, like calculators for completing numeracy tasks and computers for word processing
- administering tests individually or in small groups
- providing a quiet environment in which assessment may take place
- permitting oral responses to test questions
- providing for the use of scribes for tests
- simplifying the language of instructions and questions used in tests

### **Library Services**

The school will have available a set of core text books in each subject area. For research purposes, the students will avail themselves of the resources available at the local community library.

### **Computer Lab**

The computer lab when not in use for classes may be used by the students to complete assignments and to do research. Students may use their private notebook on the school's wireless network system. All students must agree to abide by the "Acceptable Use Policy" set down by the school.

## SCHOOL CODE OF CONDUCT

### **Mission Statement**

Nile Academy is committed to providing its students with a safe and secure learning environment where they will be challenged to achieve the highest academic standards set by the Ontario Ministry of Education's school curriculum, with a strong emphasis on the Sciences and Information and Communication Technology.

### **Code of Behavior and Expectations**

As a member of the Nile Academy community, students, parents, teachers and administration acknowledge their role in creating a culture of responsibility. They will strive to treat all members of the community in a fair and respectful manner and endeavor to resolve conflicts constructively. As a minimum basic standard, they will show respect for and adhere to the public laws in force in the country.

### **Academic Integrity**

#### **Academic Dishonesty and Plagiarism**

Academic dishonesty is a serious offense. There are significant consequences when plagiarism is found in student work.

Definition: Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own. Other dishonest practices include faking or falsifying data, cheating, or the uttering of false statements by a student in order to obtain unjustified marks or special treatment.

Plagiarism is deliberate dishonesty and includes, but is not limited to, the following forms:

- impersonation of a candidate in an exam or test.
- copying from another student, or making information available to other students knowing that this is to be submitted as the borrower's own work.
- use of unauthorized material.
- submitting an essay written in whole or in part by someone else as one's own.
- submitting an essay copied in whole or in part from the internet and submitted as one's own
- preparing an essay or assignment on behalf of another student.
- copying an essay or assignment, or allowing one's essay or assignment to be copied by someone else.
- using direct quotations or large sections of paraphrased material without acknowledgment.
- the buying or selling of assignments.
- submitting a work from one course as work in another course.

**Penalties**

The penalty for plagiarism or cheating can range from a mark of zero to suspension. Each case will be dealt with on an individual basis.

**Computer and Network Acceptable Use Policy**

The students and teachers may connect to and use Nile Academy's computing and networking resources only for the purposes related to the user's studies and school business. All other uses are prohibited at all times.

Students are expected to voluntarily to limit searches to topics and sites that are deemed appropriate. Students must seek prior approval to download or print any large files. Students must report to the teacher messages relating to or in support of illegal activities.

**Attendance Policy**

Regular attendance is crucial to success in the Nile Academy. The guidelines of the Ministry of Education require that students receive at least 110 hours of instruction for each credit course. Nile Academy expects all students to attend all classes regularly. Valid documentation must be presented to the teacher/office for missed classes.

**Dress Code**

Students are expected to use the school uniform and dress appropriately when attending school. The Principal and the teachers will determine which dress is inappropriate and inform the student if such is the case. Headgear such as hats, bandanas, etc., is not allowed and must be removed upon entering the school property. Any infraction to the wearing of the uniform will result in a student being sent home. Specific uniform expectations are provided at the office or on the school website.

**Student Use of Tobacco, Alcohol and Illegal Drugs**

No drugs, alcohol or tobacco are allowed on school property.

**Safe Schools Act – Contacting the Police**

Students are expected to show due diligence in obeying the laws of the country and respecting each other's rights and freedoms. In keeping with the Safe Schools Act, the School will follow the procedures for contacting the police as specified in the Act when infractions of the law occur.

## COURSE DESCRIPTIONS

The courses are listed alphabetically by discipline and then by grade. Prerequisites, if necessary, are noted. All courses are full-credit unless otherwise noted.

### ARTS

Grade 9	Grade 10	Grade 11	Grade 12
ADA10 AVI10	AVI20 ASM20	AVI30 AVI3M	AVI4M

#### Drama

**Grade 9, Open**

**ADA10**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. **Prerequisite:** None

#### Visual Arts

**Grade 10, Open**

**AVI20**

This course offers an overview of visual arts as a foundation for further study. You will become familiar with design principles and expressive qualities of various materials through working with a range of materials, processes, techniques and styles. You will learn and use methods of analysis and critique as you study the characteristics of particular art periods, Canadian art, and the art of other cultures.

**Required materials:** You will need to buy your own art supplies, such as paper, markers, pencil crayons, etc. A complete list is provided in the course.

#### Visual Arts

**Grade 9, Open**

**AVI10**

This course offers an overview of visual arts as a foundation for further study. You will become familiar with design principles and expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. You will learn and use methods of analysis and critique as you study the characteristics of particular art periods, Canadian art, and the art of other cultures.

**Required materials:** You will need to buy your own art supplies, such as paper, markers, pencil crayons, etc. A complete list is provided in the course.

#### Media Arts

**Grade 10, Open**

**ASM20**

This course will develop students' artistic knowledge and skills by introducing them to current media arts technologies and processes. Student learning will include the analysis, appreciation, and production of media art, using a variety of traditional techniques (e.g., photography, film, photocopy art, video, analog sound recording) and emergent technologies (e.g., computer, digital camera, scanner, multimedia, animation). **Prerequisite:** None

**Visual Arts****Grade 11, Open****AVI3O**

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media. **Prerequisite:** Grade 9 or 10 Visual Arts, Open

**Visual Arts****Grade 11, University/College****AVI3M**

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

**Prerequisite:** Grade 9 or 10 Visual Arts, Open**Visual Arts****Grade 11, University/College****AVI4M**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach. **Prerequisite:** Grade 11 Visual Arts, University/College Preparation or Open

**BUSINESS STUDIES**

Grade 9	Grade 10	Grade 11	Grade 12
BTT1O BBI1O	BTT2O BBI2O	BAF3M BAT3O	BAT4M BBB4M

**Introduction to Information Technology in Business****Grade 9 or 10, Open****BTT1O, BTT2O**

This course introduces students to the use of information technology in a business environment. Students will learn how to use information technology in a work environment, perform electronic research, communicate electronically, and use common business software. They will also explore possible future occupations in information technology.

**Prerequisite:** None**Introduction to Business****Grade 9 or 10, Open****BBI1O, BBI2O**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. **Prerequisite:** None

**Introduction to Financial Accounting**  
**Grade 11, University/College Prep      BAF3M**

This course will introduce you to the fundamental principles and procedures of accounting with emphasis on accounting procedures used in service and merchandising businesses. You will develop an understanding of the connections between financial analysis, control and decision making in the management of a business, as well as the effects of technology and globalization on accounting procedures and the role of the accountant.

**Prerequisite:** None

**Principles of Financial Accounting**  
**Grade 12, University/College Prep      BAT4M**

This course emphasizes study of accounting principles related to financial statements. You will learn about ways in which information in these statements is used to make business decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. You will also study various means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.

**Prerequisite:** Introduction to Financial Accounting, Grade 11, University/College Preparation

**Information and Communication Technology:  
The Digital Environment**  
**Grade 11, Open      BAT3O**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

**Prerequisite:** None

**International Business Fundamentals**  
**Grade 12, University/College Prep      BBB4M**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. **Prerequisite:** None

## CANADIAN AND WORLD STUDIES

Grade 9	Grade 10	Grade 11	Grade 12
CGC1D	CHC2D	CHW3M	CLN4U
CGC1P	CHC2P	CLU3M	CGW4U
	CHV2O	CPC3O	CPW4U
		CGG3O	CHI4U
			CHY4U

### Issues in Canadian Geography

#### Grade 9, Academic

**CGC1D**

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

**Prerequisite:** None

### Issues in Canadian Geography

#### Grade 9, Applied

**CGC1P**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

**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 groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None

### 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 since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. **Prerequisite:** None

**Civics and Citizenship****Grade 10, Open, 0.5 credit** **CHV20**

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

**Prerequisite:** None

**Understanding Canadian Law****Grade 11, University/College Prep** **CLU3M**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws. **Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

**World History to the Sixteenth Century****Grade 11, University/College Prep** **CHW3M**

This course investigates the history of humanity from the earliest times to the 16th century. You will analyze diverse societies from around the world, with particular emphasis on the political, cultural, and economic structures and historical forces that form the foundation of the modern world. You will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present your own conclusions. **Prerequisite:** Grade 10, Canadian History in 20th Century

**Politics in Action: Making Change****Grade 11, Open** **CPC30**

This course enables students to develop plans for change in their local, national, and/or global community. Students will explore various issues to determine where change is needed, and why. They will examine the effectiveness of various problem-solving strategies and the role of organizations and governments in relation to specific issues, and will apply this knowledge when determining appropriate approaches for promoting change. Students will apply the concepts of political thinking and the political inquiry process, develop a plan of action that addresses a specific issue, and advocate for change for the common good. **Prerequisite:** Civics and Citizenship, Grade 10, Open

**Canadian and International Law**  
**Grade 12, University Preparation**      **CLN4U**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

**Travel and Tourism: A Regional Geographic Perspective**  
**Grade 11, Open**      **CGG30**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. **Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied

**World Issues: A Geographic Analysis**  
**Grade 12, University Preparation**      **CGW4U**

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

**Canadian and World Politics**  
**Grade 12, University Preparation**      **CPW4U**

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision-making and ways in which individuals, stakeholder groups, and various institutions, including different levels of government, multinational corporations, and non-governmental organizations, respond to and work to influence domestic and international developments. Students will apply the concepts of political thinking and the political inquiry process to investigate current political policies, issues, and events, and to develop and communicate informed opinions about them.

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

**Canada: History, Identity, and Culture**  
**Grade 12, University Preparation CHI4U**

This course traces the history of Canada, with a focus on the evolution of our national identity and culture. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to the development of Canadian identity and heritage. Students will develop their sense of Canada's national identity and how and why it has changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

**World History since the Fifteenth Century**  
**Grade 12, University Preparation CHY4U**

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

## CLASSICAL AND INTERNATIONAL LANGUAGES

Level 1	Level 2	Level 3	Level 4
LYTAD	LYTBD	LYTCU	LYTDU

**International Languages: Turkish**  
**Academic, Level 1 LYTAD**

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age- and language-appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

**Prerequisite:** None

**International Languages: Turkish**  
**Academic, Level 2 LYTBD**

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple. **Prerequisite:** LYTAD or equivalent

**International Languages: Turkish**  
**Level 3, University Preparation** **LYTCU**

This course offers students opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources. **Prerequisite:** LYTBD or equivalent.

**International Languages: Turkish**  
**Level 4, University Preparation** **LYTDU**

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology. **Prerequisite:** LYTCU or equivalent.

## COMPUTER STUDIES

Grade 10	Grade 11	Grade 12
ICS2O	ICS3U	ICS4U

**Introduction to Computer Studies**  
**Grade 10, Open** **ICS2O**

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. **Prerequisite:** None

**Introduction to Computer Science**  
**Grade 11, University Preparation** **ICS3U**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite:** None

## Computer Science

### Grade 12, University Preparation

ICS4U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

## ENGLISH

Grade 9	Grade 10	Grade 11	Grade 12
ENG1D ENG1P	ENG2D ENG2P ELS2O	ENG3U ENG3C EPS3O	ENG4U ENG4C ETS4U EWC4U OLC4O

### English

#### Grade 9, Academic

ENG1D

This course emphasizes analytical reading, writing, oral communication, and thinking skills that you need for success in secondary school and in your daily life. You will study and interpret texts from contemporary and historical periods, including plays, short stories, novels, memoir and short essays and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language. **Prerequisite:** None

### English

#### Grade 9, Applied

ENG1P

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language. **Prerequisite:** None

### English

#### Grade 10, Academic

ENG2D

This course extends the analytic, reading, writing, oral communication, and thinking skills that you need for success in secondary school academic programs. You will study and interpret challenging texts, including novels, poems, plays, and opinion pieces from contemporary and historical periods. You will analyze and create effective media works. An important focus will be the effective use of spoken and written language. **Prerequisite:** Grade 9 English, Academic or Applied

**English****Grade 10, Applied****ENG2P**

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

**Prerequisite:** Grade 9 English, Academic or Applied

**Literacy Skills: Reading and Writing****Grade 10, Open****ELS2O**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies. **Prerequisite:** Grade 9 English, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

**English****Grade 11, University Preparation****ENG3U**

This course emphasizes the development of literacy, critical thinking, and communication skills. You will analyze challenging texts from various periods; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationships among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language. **Prerequisite:** Grade 10 English, Academic

**Presentation and Speaking Skills****Grade 11, Open****EPS3O**

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations. **Prerequisite:** Grade 10 English, Academic or Applied

**English****Grade 12, University Preparation****ENG4U**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. You will analyze a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent research project; and apply key concepts to analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. **Prerequisite:** Grade 12, University Preparation

**Studies in Literature****Grade 12, University Preparation**      **ETS4U**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

**Prerequisite:** Grade 11 English, University Preparation

**The Writer's Craft****Grade 12, University Preparation**      **EWC4U**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. **Prerequisite:** English, Grade 11, University Preparation

**Ontario Secondary School Literacy Course****Grade 12, Open****OLC40**

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.

**ENGLISH AS A SECOND LANGUAGE**

Level 1	Level 2	Level 3	Level 4	Level 5
ESLAO	ESLBO	ESLCO	ESLDO	ESLEO

**Beginning Communication in English****ESL Level 1, Open**      **ESLAO**

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

**Prerequisite:** None

**English in Daily Life****ESL Level 2, Open**      **ESLBO**

This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

**Prerequisite:** ESLAO or equivalent

**English for School and Work****ESL Level 3, Open****ESLCO**

This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects. **Prerequisite:** ESLBO or equivalent

**Study Skills in English****ESL Level 4, Open****ESLDO**

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills. **Prerequisite:** ESLCO or equivalent

**Bridge to English****ESL Level 5, Open****ESLEO**

This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works. **Prerequisite:** ESLDO or equivalent

**FRENCH AS A SECOND LANGUAGE**

Grade 9	Grade 10	Grade 11	Grade 12
FSF1D FSF1P	FSF2D FSF2P	FSF3U	FSF4U

**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 continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners. **Prerequisite:** Minimum of 600 hours of elementary Core French instruction, or equivalent

**Core French**  
**Grade 9, Applied**

**FSF1P**

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners. **Prerequisite:** Minimum of 600 hours of elementary Core French instruction, or equivalent

**Core French**  
**Grade 10, Applied**

**FSF2P**

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the consolidation of language-learning strategies for interpreting texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners. **Prerequisite:** Core French, Grade 9, Academic or Applied

**Core French**  
**Grade 10, Academic**

**FSF2D**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners. **Prerequisite:** Core French, Grade 9, Academic or Applied

**Core French, Grade 11, University Preparation**  
**Grade 11, University Preparation**

**FSF3U**

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. **Prerequisite:** Core French, Grade 10, Academic

**Core French, Grade 12, University Preparation**  
**Grade 12, University Preparation**

FSF4U

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

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

## GUIDANCE AND CAREER EDUCATION

Grade 10	Grade 11	Grade 12
GLS20	GWL30	GLS40

### Career Studies

**Grade 10, Open, 0.5 credit** **GLC20**

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

**Prerequisite:** None

### Designing Your Future

**Grade 11, Open** **GWL30**

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success. **Prerequisite:** None

### Advanced Learning Strategies: Skills for Success after Secondary School

**Grade 12, Open** **GLS40**

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:** None

## HEALTH AND PHYSICAL EDUCATION

Grade 9	Grade 10	Grade 11	Grade 12
PPL1O	PPL2O	PPL3O PPZ3O	PPL4O PSE4U

### Healthy Active Living Education

#### Grade 9, Open

**PPL1O**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

**Prerequisite:** None

### Healthy Active Living Education

#### Grade 11, Open

**PPL3O**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. **Prerequisite:** None

### Healthy Active Living Education

#### Grade 10, Open

**PPL2O**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. **Prerequisite:** None

### Health for Life

#### Grade 11, Open

**PPZ3O**

This course will help you develop a personalized approach to healthy living. You will examine the factors that affect your own health and the health of individuals as members of the community. You will learn about the components of the Vitality approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. You will develop the skills needed to take charge of and improve your own health, as well as the skills needed to encourage others to lead healthy lives. **Prerequisite:** None

**Healthy Active Living Education****Grade 12, Open****PPL4O**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Prerequisite:** None**Exercise Science****Grade 12, University Preparation****PSE4U**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration. **Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education.

**MATHEMATICS**

Grade 9	Grade 10	Grade 11	Grade 12
MPM1D MFM1P	MPM2D MFM2P	MCR3U MCF3M MEL3E	MDM4U MHF4U MCV4U

**Principles of Mathematics****Grade 9, Academic****MPM1D**

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. You will investigate relationships, which you will then generalize as equations of lines, and will determine the connections between different representations of a relationship. You will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. You will reason mathematically and communicate your thinking as you solve multi-step problems. **Prerequisite:** None

**Foundations of Mathematics****Grade 9, Applied****MFM1P**

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. You will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. You will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. You will consolidate their mathematical skills as you solve problems and communicate your thinking. **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. You will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. You will reason mathematically as you solve multi-step problems and communicate your thinking as you solve multi-step problems. **Prerequisite:** Grade 9 mathematics, Academic or Mathematics Transfer

**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 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. You 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. You will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. You will consolidate your mathematical skills as you solve problems and communicate your thinking. **Prerequisite:** Grade 9 mathematics, Academic or Applied

**Functions and Applications****Grade 11, University/College Prep****MCF3M**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite:** Principles of Mathematics, Grade 10, Academic, or 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

**Mathematics of Data Management****Grade 12, University Preparation MDM4U**

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability, and statistics in modeling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

**Prerequisite:** Functions and Applications, Grade 11, university/college preparation

**Advanced Functions****Grade 12, University Preparation MHF4U**

This course extends student's experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates and change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of the variety of university programs. **Prerequisite:** Functions, Grade 11, University Preparation **Note:** MHF4U must precede MCV4U or be taken concurrently with MCV4U

**Calculus and Vectors****Grade 12, University Preparation MCV4U**

This course builds on students' previous experience with functions and their developing understanding of rates and change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three dimensional spaces; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential and sinusoidal functions; and apply these concepts and skills to the modeling of real world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields of physics and engineering. **Prerequisite:** Functions, Grade 11, University Preparation **Note:** MHF4U must precede MCV4U or be taken concurrently with MCV4U

## SCIENCE

Grade 9	Grade 10	Grade 11	Grade 12
SNC1D SNC1P	SNC2D SNC2P	SBI3U SCH3U SPH3U	SBI4U SCH4U SPH4U

## Science

**Grade 9, Academic****SNC1D**

This course covers basic concepts in biology, chemistry, Earth and space science, and physics. You will develop practical skills in scientific investigation and apply your knowledge of science to technology, society and the environment. You will learn scientific theories and conduct investigations related to cell division and reproduction, atomic and molecular structures and the properties of elements and compounds, the universe and space exploration, and the principles of electricity.

**Prerequisite:** None

## Science

**Grade 10, Academic****SNC2D**

This course enables you to deepen your understanding of concepts in biology, chemistry, Earth and space science, and physics; to extend your skills in scientific inquiry; and to understand the interrelationships among science, technology, and the environment. You will conduct investigations and study scientific theories related to ecology and the maintenance of ecosystems; chemical reactions, particularly acid-base reactions; factors that influence weather systems; and motion.

**Prerequisite:** Grade 9 Science, Academic or Applied

## Science

**Grade 9, Applied****SNC1P**

This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in scientific investigation; and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration, and static and current electricity. **Prerequisite:** None

## 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; to develop further their practical skills in scientific investigation; and to apply their knowledge of science to real-world situations. Students will design and conduct investigations into everyday problems and issues related to ecological sustainability, chemical reactions, weather systems, and motion. **Prerequisite:** Science, Grade 9, Academic or Applied

**Biology****Grade 11, University Preparation SBI3U**

This course furthers your understanding of the processes involved in biological systems. You will study cellular functions; genetic continuity; internal systems and regulation; the diversity of living things; and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps you refine skills related to scientific investigation. **Prerequisite:** Grade 10 Science, Academic

**Chemistry****Grade 11, University Preparation SCH3U**

This course focuses on the concepts and theories that form the basis of modern chemistry. You will study the behaviors of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used to develop new products and processes that affect our lives and our environment. Emphasis will be placed on the importance of chemistry in other branches of science. **Prerequisite:** Grade 10 Science, Academic

**Physics****Grade 11, University Preparation SPH3U**

This course develops your understanding of the basic concepts of physics. You will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. You will develop scientific inquiry skills as you verify accepted laws and solve both assigned problems and those emerging from your investigations. You will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite:** Grade 10 Science, Academic

**Biology****Grade 12, University Preparation SBI4U**

This course provides you with the opportunity for in-depth study of the concepts and processes associated with biological systems. You will study and conduct investigations in the area of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** Grade 11 Biology, University Preparation

**Chemistry****Grade 12, University Preparation SCH4U**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. **Prerequisite:** Chemistry, Grade 11, University Preparation

**Physics****Grade 12, University Preparation****SPH4U**

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics. **Prerequisite:** Physics, Grade 11, University Preparation

**SOCIAL SCIENCES AND HUMANITIES**

Grade 9	Grade 10	Grade 11	Grade 12
HIF1O	HIF2O	HFC3M	HFA4U
HFN1O	HFN2O	HPC3O	HSB4U
		HRT3M	HSC4M
		HSP3U	HHS4U

**Exploring Family Studies****Grade 9 or 10, Open****HIF1O/2O**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. **Prerequisite:** None.

**Food and Nutrition****Grade 9 or 10, Open****HFN1O/2O**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. **Prerequisite:** None.

**Food and Culture**  
**Grade 11, University/College Prep HFC3M**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. **Prerequisite:** None.

**Raising Healthy Children**  
**Grade 11, Open HPC3O**

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing. **Prerequisite:** None.

**World Religions and Belief Traditions: Perspectives, Issues, and Challenges**  
**Grade 11, University/College Prep HRT3M**

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. **Prerequisite:** None.

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

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

**Nutrition and Health****Grade 12, University Preparation HFA4U**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

**Challenge and Change in Society****Grade 12, University Preparation HSB4U**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

**World Cultures****Grade 12, University/College Prep HSC4M**

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

**Families in Canada****Grade 12, University Preparation HHS4U**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

## TECHNOLOGICAL EDUCATION

Grade 9	Grade 10	Grade 11
TJ10	TGJ20 TEJ20	TFJ3C TGJ3M

### Exploring Technologies

**Grade 9, Open**

**TJ10**

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. **Prerequisite:** None

### Computer Technology

**Grade 10, Open**

**TEJ20**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. **Prerequisite:** None

### Communications Technology

**Grade 10, Open**

**TGJ20**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. **Prerequisite:** None

### Hospitality and Tourism

**Grade 11, College**

**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

**Communications Technology**  
**Grade 11, University/College****Course Code: TGJ3M**

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

**Prerequisite:** None

## Courses Offered for the 2016 – 2017 Academic Year

Full courses: 40 minutes x 10 periods x 19 weeks = 125 Hours

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Art</b>	ADA1O AVI1O	AVI2O ASM2O	AVI3M AVI3O	AVI4M
<b>Business Studies</b>	BBI1O BTT1O	BBI2O BTT2O	BAF3M BTA3O	BAT4M BBB4M
<b>Canadian and World Studies</b>	CGC1D CGC1P	CHC2D CHC2P CHV2O	CGG3O CHW3M CLU3M CPC3O	CHI4U CHY4U CGW4U CLN4U CPW4U
<b>International Languages</b>	LYTAD	LYTBD	LYTCU	LYTDU
<b>Computer Studies</b>		ICS2O	ICS3U	ICS4U
<b>English</b>	ENG1D ENG1P	ENG2D ENG2P ELS2O	ENG3U ENG3C EPS3O	ENG4U ENG4C ETS4U EWC4U OLC4O
<b>English as a Second Language</b>	ESLAO ESLBO	ESLCO ESLDO	ESLEO	
<b>French</b>	FSF1D FSF1P	FSF2D FSF2P	FSF3U	FSF4U
<b>Guidance and Career Studies</b>		GLC2O	GWL3O	GLS4O
<b>Health and Physical Education</b>	PPL1O	PPL2O	PPL3O PPZ3O	PPL4O PSE4U
<b>Mathematics</b>	MPM1D MFM1P	MPM2D MFM2P	MCF3M MCR3U MEL3E	MCV4U MDM4U MHF4U
<b>Science</b>	SNC1D SNC1P	SNC2D SNC2P	SBI3U SCH3U SPH3U	SBI4U SCH4U SPH4U
<b>Social Studies and Humanities</b>	HIF1O HFN1O	HIF2O HFN2O	HFC3M HPC3O HSP3U HRT3M	HFA4U HHS4U HSB4U HSC4M
<b>Technical Education</b>	TJ1O	TGJ2O TEJ2O	TFJ3C TGJ3M	