



***Beaver Brae
Secondary
School***

**2022 – 2023
Course Information
Calendar**

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<http://beaverbrae.kpdsb.on.ca>



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Principal's Message

On behalf of the Beaver Brae teaching staff and administrative team, I am pleased to present the course calendar for the upcoming school year. We have gone through a process of attempting to present clear information, specifically focused on the academic side of school. Please review our student handbook for information on the many other opportunities to be enjoyed as a student of Beaver Brae. Our handbook and calendar is available on the school website. (<http://beaverbrae.kpdsb.on.ca>)

As students are selecting courses, they are required to have a quick interview with a guidance counsellor to discuss options, choices and career pathways. If as a parent, you have any questions, please do not hesitate to contact the school. All contact information for school staff can be located on the school website. Our students will once again be utilizing myBlueprint (www.myblueprint.ca) for their selection upload and we hope to have all course selections complete by March 31st, 2022.

I am asking that parents support the school in understanding that students in grade nine to eleven must select a full timetable (that is 8 courses), thereby limiting the number of 'spare' classes to their grade twelve year and beyond. It is our belief (and is substantiated with evidence) that this strategy is the best approach to ensure that students are graduating on time with their peers and are preserving the luxury of 'open time' to the year when their performance is most critical.

Parents should also be aware that it is important for students to select the appropriate level at which to study. It is very important that students in grade nine establish a pattern of achievement that sees them get ALL of their credits each semester. This establishes a good base from which to start high school; overall success generally follows early successes.

It is our belief that every child can have a successful outcome through a focus on academics, guidance and support. We are here to provide that opportunity and with parental support every child can become a Beaver Brae graduate. Please be our partners in supporting our students through this journey.

Sincerely,

Tracey Benoit, Principal

Administration

Senior Administration

Ms. Sherri-Lynne Pharand	<i>Director of Education</i>
Ms. Shannon Bailey	<i>Superintendent of Education</i>
Ms. Jane Lower	<i>Superintendent of Education</i>
Ms. Chantal Moore	<i>Superintendent of Education</i>
Mr. Richard Findlay	<i>Superintendent of Business</i>

Beaver Brae Administration

Ms. Tracey Benoit	<i>Principal</i>
Ms. Tracy Lindstrom	<i>Vice-Principal</i>
Mr. Dave Tresoor	<i>Vice-Principal</i>

Honours Society

Criteria for Honours:

Grade 9:	An average of 80% or more in 8 school year credits
Grade 10:	An average of 80% or more in 8 school year credits
Grade 11:	An average of 80% or more in 7 school year credits
Grade 12:	An average of 80% or more in 6 school year credits



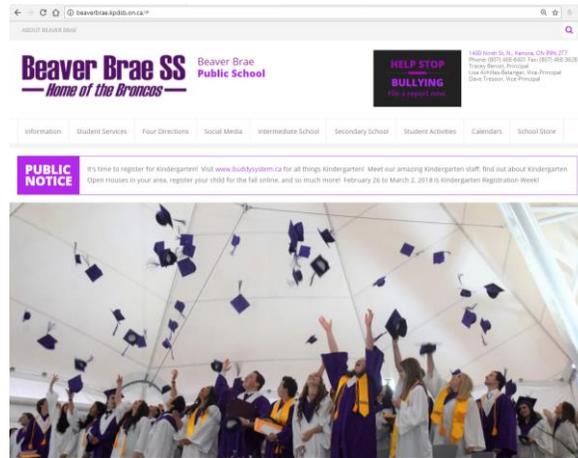
For music programs completed by students outside the school, credits will be awarded based on the date of the official transcript from the Royal Conservatory of Music. For Royal Conservatory credits to be considered for Honour Standing, transcripts must be submitted to Student Services by September 30th of the following school year.

**School year credits are identified as credits that are earned between the first school day in September and the last school day in June.*

Beaver Brae Secondary School Website

Please visit our website for the most up-to-date information about events at Beaver Brae. You may also follow us on Facebook and Twitter. <http://beaverbrae.kpdsb.on.ca>

(This website is always evolving and may appear slightly different than shown here.)



myBlueprint

myBlueprint is a multi-purpose program that students will use to complete course options. It also is the primary tool for students to explore, research, document and reflect on experiences that help determine career and life plans. The Individual Pathway Plan (IPP) allows each student to document and revise their own plan as necessary. Students can access the program using their KPDSB Student shortcut folder and select the myBlueprint icon.

Draft Your Future Guide

Guide to Secondary School Draft offers support for all KPDSB students and families, particularly grade 8s, as students transition into high school. www.kpdsbpathways.ca/grade9guide

KPDSB Pathways Website

When considering course selections, please refer to the KPDSB Pathways website to access information about different pathways and program opportunities. www.kpdsbpathways.ca

Ontario Ministry of Education

Visit <http://edu.gov.on.ca/eng/document/curriculum/secondary/descript/descri9e.pdf> for all Ministry course descriptions.

ConnectEd Learning

ConnectEd courses are available for students who require courses that are not offered in our timetable or for students who require flexibility in their timetable. In order to be successful in a ConnectEd course, students must be able to work independently and have strong computer skills. Students must be self-motivated and be able to manage their time effectively. Visit Student Services if you are interested in a ConnectEd course.

Cooperative Education

Making choices about the future can be a difficult experience. In addition, the career students decide to pursue may turn out to be very different than what was expected. Cooperative Education gives students the chance to make connections between school and work as they “try out” a career of interest before finalizing plans for postsecondary education, training or employment. Students gain valuable work experience to help build their resume while developing the essential skills and work habits required in the workplace.

Co-op placements are available in many kinds of work settings, reflecting a wide range of student interest and abilities. Access to a Co-op program requires completion of an application and an interview to assess student readiness and placement availability. The course consists of a classroom component and a placement component. Pre-placement instruction prepares students for the workplace. Students will complete valuable, industry recognized certifications and training in areas of key importance such as health and safety. Classroom sessions are held at various times during and after the placement to provide opportunities for students to reflect on and reinforce their learning in the workplace.

Ontario Youth Apprenticeship Program (OYAP)

Participation in the Ontario Youth Apprenticeship Program (OYAP) is designed to allow students to jump-start their career and earn high school credits at the same time as apprenticeship training. OYAP is essentially an enhanced Co-op experience that allows a student to earn apprenticeship hours while taking an extended Co-op program for high school credits. In addition, students can accumulate a significant portion of their apprenticeship hours before they leave high school.

Please contact Janice England (janice.England@kpdsb.ca) or Tracey Bichon (tracey.bichon@kpdsb.ca) in the Co-op Department for more information about OYAP.

Dual Credit Programs

Dual credit programs allow students, while still in secondary school, to take college or apprenticeship courses that count towards the Ontario Secondary School Diploma (OSSD) as well as a post-secondary certificate, diploma, or degree, or an apprenticeship certification. Participating in dual credit programs enables students to have an experience that will help them make a successful transition to college or an apprenticeship program.

Dual credit programs are delivered in a variety of formats including team taught and college delivered. Speak to a guidance counsellor, dual credit lead teacher or Co-op teacher to learn more about the variety of dual credit options outlined below and customize your own learning experience. Additional dual credit opportunities may also become available during the school year. Currently, BBSS offers:

- **Welding** – 1 college credit (1 period)
- **Health and Wellness** - 1 college credit (1 period)
- **Tourism** – 2 college credits and 2 Co-op credits (all day program)
- **Construction** – 2 college credits and 2 Co-op credits (all day program)

Specialist High Skills Major (SHSM) Programs

The Specialist High Skills Major (SHSM) is a specialized program that combines a bundle of 8-10 required credits with different experiences that relate to the Transportation, Construction, Health and Wellness, and Arts and Culture sectors. By including the SHSM as a part of the high school pathway, students will meet the requirements for their OSSD along with specialized programming that will provide a smooth transition to apprenticeship, college, university, or work.

Students who complete the SHSM will receive a red embossed seal on their diploma when they graduate. Regardless of the destination (workplace, university, apprenticeship, or college), every SHSM student must complete the following five components to receive a SHSM designation on their diploma:

Each SHSM consists of five required components:

1. **Bundle of credits** - A defined bundle of credits consisting of eight to ten Grade 11 and Grade 12 credits, including cooperative education credits
2. **Certification and training experiences** - Sector-recognized certifications and/or training courses
3. **Experiential learning and career exploration activities** - Experiential learning and career exploration activities within the sector
4. **Reach ahead experiences** - Learning experiences connected with the student's postsecondary plans

5. **Sector-partnered experiences** - Experiences in which students engage with a sector partner to explore sector-related content, skills, and knowledge involving either ICE (innovation, creativity, and entrepreneurship), coding, or mathematical literacy.

Extended French Programming

Students continuing with Extended French from their elementary programs, or who are transferring in from a French Immersion program have a specific pathway to complete in high school. Students will take the courses below as a part of their Extended French pathway.

French Immersion Programming

Students continuing with French Immersion from their elementary programs have a specific pathway to complete in high school. Students will take the courses below as a part of their French Immersion pathway.

Course Pathway:

	Extended French	French Immersion
Grade 9	French (FEF1D) Geography (CGC1DF), Physical Education & Health (PPL1OF)	French (FIF1D) Geography (CGC1DF), Physical Education & Health (PPL1OF)
Grade 10	French (FEF2D) History (CHC2DF)	French (FIF2D) History (CHC2DF)
Grade 11	French (FEF3U) <i>*This is the year we recommend travel/exchange programs</i>	French (FIF3U) Leadership & Peer Support (GPP3OF) <i>*This is the year we recommend travel/exchange programs</i>
Grade 12	French (FEF4U) <i>*Optional DELF Proficiency Test</i>	French (FIF4U) <i>*Optional DELF Proficiency Test</i>

In their grade 12 year, students in the Core, Extended, and Immersion French programming will be given the option to complete the DELF (Diplôme d'études en langue française) French Proficiency test. In discussion with their French teacher, students will challenge an appropriate proficiency test

level, using the CEFR criteria (A1, A2, B1, B2). The DELF is an internationally recognized examination issued by the French Ministry of National Education, and the diplomas are recognized world-wide as lifelong proof of the student's French language skills. The DELF consists of two parts; the first is an oral examination, while the second tests students' abilities in listening, reading and writing in French. Successful students will be given a diploma with their proficiency certification from the DELF Centre in France, which can be used for specialized programming at post-secondary schools, as well as with potential employers.

Aboriginal Youth Entrepreneurship Program (AYEP)

This two-credit program focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students create business plans for their own ventures. Through hands-on experiences, they will have opportunities to develop the values, characteristics, and skills often associated with successful entrepreneurs.

The goal of the AYEPP is to help Aboriginal youth develop the attitudes and skills necessary to achieve success in secondary school, in the workplace, in post-secondary education or training, and in daily life. The program invites students to develop entrepreneurial opportunities that can lead to business ownership. Students gain an introduction to business that will help them prepare for the working world regardless of their choice of career. The program is also designed to improve proficiency in business mathematics, English, accounting, marketing, and information and communications technology, while supporting the acquisition of leadership skills.

Alternative Education Learning Programs

****Enrolment in these programs is through consultation with guidance and administration.***

Parents at Secondary School (PASS) Program

The PASS program is designated for students between the ages of 16 and 21 who have childcare responsibilities. Students work for credits independently (with the assistance of a classroom teacher). PASS is an off-site location that is equipped so that students may bring their children to school with them.

Manidoo (CLC) Program

The Manidoo Program provides students with an opportunity to complete their education and earn credits in an independent school environment that is sensitive to their academic and social needs. This is an off-site location that provides a minimum of two teachers to assist students with their courses.

Aboriginal Secondary School Program (ASSP)

This program is run in partnership with the NeChee Friendship Centre. The ASSP program is designed for Indigenous students between the ages of 16 and 21. Students work for credits independently (with the assistance of a classroom teacher). It is located off site and allows for students to partake in traditional rituals, customs, and workshops.

Graduation Requirements for an Ontario Secondary School Certificate (OSSC):

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

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

Optional credits (total of 7)

Graduation Requirements for a Certificate of Accomplishment (COA):

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC), may be granted a Certificate of Accomplishment (COA).

The Certificate of Accomplishment may be a useful means of recognizing the achievement of those students who plan to take certain vocational programs (or other kinds of training), or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements

Graduation Requirements for an Ontario Secondary School Diploma (OSSD):

What do you need to graduate from high school?

18 compulsory credits

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

4	credits in English (1 credit per grade)*
3	credits in mathematics (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
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits [†]
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

Group 1:			
1	<ul style="list-style-type: none"> English or French as a second language** a Native language a classical or international language social sciences and the humanities Canadian and world studies guidance and career education cooperative education*** 		
	Group 2:		
	1	<ul style="list-style-type: none"> health and physical education the arts business studies French as a second language** cooperative education*** 	
		Group 3:	
		1	<ul style="list-style-type: none"> science (Grade 11 or 12) technological education French as a second language** computer studies 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.

Students with Special Needs

Students who have had an IPRC or have an IEP or students requiring a more individualized program need to consult the Special Education teacher for pathway planning and in order to access additional supports.

Although courses are organized into four grade categories, some students may take longer than four years to complete their education without repercussions to their future plans. For students who have an IEP a five-year or learn-to-21, Community Living pathway may be another planning option to consider.

Beaver Brae offers a number of K Courses to support learning and development throughout the high school years. K courses consist of alternative expectations that are developed to help students with special education needs acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses. Students may experience a specific K course subject area twice in one year and several times over many years. Each experience will be unique, with its own K course code and learning goals consistent with those recorded on the student's IEP. At the secondary level, the student will not be granted a credit for the successful completion of a K Course that consists of alternative expectations.

Course Codes for Alternative (Non-Credit) Courses:

Course code	Course name
KAL	Creative Arts for Enjoyment and Expression
KBB	Money Management and Personal Banking
KCW	Exploring Our World
KEN	Language and Communication Development
KGL	Personal Life Skills
KGW	Exploring the World of Work
KHD	Social Skills Development
KHI	Culinary Skills
KMM	Numeracy and Numbers
KNA	First Canadians
KPF	Personal Health and Fitness
KPH	Choice Making for Healthy Living
KPP	Self Help and Self Care
KSN	Exploring Our Environment

This indicator (following the 3 letter course code above) is used to distinguish the grade level or the level of proficiency for K courses is:

A,B,C,D,E = grade/ level of proficiency

“N” in the fifth position indicates that the course is Not-for-credit.

Student Support

The well-being and mental health of all students is a priority at BBSS. We strive to create a safe, welcoming, and inclusive learning environment for all that inspires a sense of confidence and encourages positive relationships. Along with BBSS and KPDSB supports, we are fortunate to have community partnerships to ensure students receive services and programs that meet their needs.

Supports include, but are not limited to:

- Guidance counsellors that provide personal and academic counselling
- On-site Mental Health Nurse
- Four Directions Grad Coach and Navigator
- Anishinaabe Student Counsellors
- On-site KPDSB Student Counsellor
- Private space for Community Counsellors
- Sexual Health Nurse
- Daily breakfast and lunch programs
- A large variety of extracurricular activities including Jack Chapter (www.jack.org)

The Four Directions Program

The Four Directions Graduation Coach and Student Support Navigator works with First Nation, Metis, & Inuit students and families to provide wraparound support for their individual high school journey. The Graduation Coach and Navigator work towards empowering students to access whatever services and tools they need so that they feel comfortable and welcomed at our school. Students, their families and community members are consulted and invited to guide cultural learning for all of the different programs that are offered. Four Directions will work with students and teachers to consider learning strategies that work best for them.

The Four Directions room at the school is a safe and welcoming space for every student where nutritional supports such as lunch and snacks are provided. Four Directions can help with things outside of school, too! We can help connect students with recreational, medical, and mental health supports and even arrange transportation. Come check out the Four Directions room to say hi and see how we can best support you!



GRADE 9-12 COURSE OPTIONS & DESCRIPTIONS

(IN ALPHABETICAL ORDER BY DEPARTMENT)

ART

Drama, Instrumental Music, Guitar, Vocal Music, Visual Art

ADA10 – Dramatic Arts, Grade 9, Open

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

AMU10 – Instrumental Music, Grade 9, Open

This course offers students a chance to learn to play, or further their studies on any of the concert band instruments. This includes understanding how their instrument works, and how to use good technique and practice habits to achieve their best results. Students will strengthen their skills through solo work and daily practice, and experience the teamwork of ensemble playing. Students will learn basic music theory, music elements, and history, as it ties in with the music they are playing.

Prerequisite: None

AMV10 – Vocal/Choral Music, Grade 9, Open

Are you nervous about singing in front of someone, or even by yourself? Vocal Music will help you to discover your voice so that you can become a more confident singer. Through group singing, you will begin to unwrap your voice, at a level that strikes a balance between challenge and skill, and you will develop technique, imagination, and confidence. You will learn a wide variety of music, and you will also learn music theory to better understand about music in general.

Prerequisite: None

AVI10 – Visual Arts, Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. They will learn and use methods of analysis and critiquing while studying the characteristics of their own creations and selected art pieces from historical or cultural collections.

Prerequisite: None

ADA20 – Dramatic Arts, Grade 10, Open

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

Prerequisite: None

AMG20 – Guitar, Grade 10, Open

Students will learn a variety of guitar techniques, such as rhythm and fingerstyle playing, while playing classical, folk, blues, pop, and rock music on acoustic guitar. Learning how to read music, tabs and chord charts is an important component of this course. Student learning will take place through ensemble and solo playing. They will also learn basic music theory that supports their playing.

Prerequisite: None

AMU20 – Instrumental Music, Grade 10, Open

This course offers students a chance to further their studies on any of the concert band instruments. This includes reinforcing the use of good technique and practice habits to achieve their best results. Students will develop their skills through solo work and daily practice, and experience the teamwork of ensemble playing. Students will dig deeper into music theory, music elements, and music history, as it ties in with the music they are playing.

Prerequisite: AMU10 or teacher approval

AMV20 – Vocal/Choral Music, Grade 10, Open

Are you nervous about singing in front of someone, or even by yourself? Vocal Music will help you to discover your voice so that you can become a more confident singer. Through group singing, you will continue to explore your voice, at an intermediate level that strikes a balance between challenge and skill, and you will develop technique, imagination, and confidence. You will learn a wide variety of music, and you will also learn music theory to better understand about music in general.

Prerequisite: None

AVI20 – Visual Arts, Grade 10, Open

This course challenges students to develop their artistic skills by introducing them to new ideas, a variety of materials, and methods for artistic exploration and experimentation. They will be challenged to learn through practice, build upon pre-existing knowledge, strengthen their ability to apply the elements and principles of design and explore the insightful stages of the creative process. Students will become stronger in their ability to use critical analysis skills to reflect on and interpret art of their own personal creation, contemporary styles, and cultural contexts.

Prerequisite: None

ADA30 – Dramatic Arts, Grade 11, Open

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

Prerequisite: None

AEA30: Page to Stage

This course, focused on either a famous playwright or a theatre era, will analyze and put into performance various plays. Some examples of potential course focus include William Shakespeare, Arthur Miller, Canadian Theatre, Ancient Greek, Musical Theatre, or American Realism. Students will learn deeper character and plot analysis, how to bring the scripted page to the stage (including an emphasis on directing, design and production aspects), and how to effectively understand and convey the meaning beneath the author's written word. This course will utilize performance and rehearsal process, guided conversations, and written critical analysis

Prerequisite: ENG2D, ENG2P or any Drama (ADA) credit

AMG30 – Guitar, Grade 11, Open

This course is designed for students to continue to improve, and expand their knowledge of the guitar technique, and expand their chord vocabulary. Students will learn folk, blues, classical and pop songs, and play independently and in groups. They will begin to understand how, and become confident enough to improvise. They will make use of current technology to record and save their work. More advanced theory will link directly to their practical playing.

Prerequisite: AMG20 or teacher approval

AMV30 – Vocal/Choral Music, Grade 11, Open

This course allows students to continue to build and work on singing technique while having opportunities for large group, small group and solo singing. Students will continue to develop vocal technique, applying singing skills to more advanced music, while continuing to develop musical intuition and confidence. They will sing a variety of music including traditional, pop, and show tunes. They will also learn music theory at an advancing level that supports their singing.

Prerequisite: AMV10 or AMV20 or teacher approval

AVI30 – Visual Arts, Grade 11, Open

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage and/or multimedia art. Students will use the creative process to create art works that reflect a range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical and cultural context.

Prerequisite: None

ADA3M – Dramatic Arts, Grade 11, College/University

This course requires students to create and to perform dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: ADA10 or ADA20

AMU3M – Instrumental Music, Grade 11, College/University

This course offers students a chance to further their studies on their concert band instrument. This includes reinforcing the use of good technique and practice habits to achieve their best results. Students will develop their skills through solo work, daily practice, and observing and studying the technique of professional players, and experience the teamwork of ensemble playing. Students will learn advanced music theory, and music history, as it ties in with the music they are playing. These students become mentors to the novice players.

Prerequisite: AMU20 or teacher approval

AVI3M – Visual Arts, Grade 11, College/University

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

Prerequisite: AVI10 or AVI20

ADA4M – Dramatic Arts, Grade 12, College/University

This course requires students to experiment with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: ADA3M

AMG4M – Guitar Music, Grade 12, College/University

This course is designed for students to play guitar at an advanced level. Students will learn folk, blues, classical and pop songs, in both fingerstyle and rhythm (chords), and play independently and in ensembles. They will understand how, and be confident enough to improvise. They will make use of current technology to record and save their work. Advanced theory will link directly to their practical playing.

Prerequisite: AMG30 or teacher approval

AMU4M – Instrumental Music, Grade 12, College/University

Students will further their studies on their concert band instrument, perform traditional, and commercial music, and will respond with insight to live and recorded performances. They will develop their skills through solo work, daily practice, and observing and studying the technique of professional players, and experience the teamwork of ensemble playing. Students will learn advanced music theory, and music history, as it ties in with the music they are playing. They will act as mentors to the beginning instrumentalists.

Prerequisite: AMU3M or teacher approval

AMV4M – Vocal/Choral Music, Grade 12, College/University

This course allows students to continue to build and work on solo singing skills while having opportunities for large group and small group singing. Students will develop advanced vocal technique, applying singing skills to more advanced music such as classical and art songs. They will have the opportunity to sharpen their ear training by singing in 2, 3, and 4 part harmony. They will also learn music theory at an advancing level that supports their singing.

Prerequisite: AMV3O or teacher approval

AVI4M – Visual Arts, Grade 12, College/University

This course will focus and refine students' ability to use the creative process while creating and presenting two and three dimensional works of art. Students will build a portfolio by working through a variety of traditional and emerging media and technologies. Opportunity will be provided to practice the process of critical analysis while deconstructing art works and exploring a range of materials and techniques that can be applied during personal art production. Students will make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: AVI3M

Fine Arts Certificate:

If students complete 6 credits in the fine arts (visual art, drama or music), they may apply to receive a fine arts certificate. This certificate honours commitment to the arts and achievement of success in this area. As well, it becomes part of the student portfolio and valuable documentation when applying to schools or for employment. The courses may also include participation in band, musical productions, or other extra-curricular activities. An art related co-op can also be considered. Students should listen to announcements in May of their graduating year for additional information on when and how to apply.



BUSINESS

Entrepreneurship, AYES Program

BDI3C – Introduction to Entrepreneurship, Grade 11, College

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

AYEP – Aboriginal Youth Entrepreneurship Program, Grade 11/12

The two-credit program focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable students to achieve their goals. The program invites Indigenous students to develop entrepreneurial opportunities that can lead to business ownership. The program consists of two courses, BDI3C and BDV4E, which are ideally taken in the same school year.

BDI3CO – AYES Entrepreneurship, Grade 11, College

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a business plan for their own venture. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. They will learn firsthand about business management from business owners and managers in the community through mentorship, field trips and guest speakers. The goal is to help youth (particularly Aboriginal youth) develop the attitudes and skills necessary to develop success in secondary school, in the workplace, during post-secondary education or training and in daily life. The program invites students to develop entrepreneurial opportunities that can lead to business ownership.

Prerequisite: None

BDV4CO – AYES Entrepreneurship, Grade 12, College

This course is an extension of the grade 11 BDI3C AYES course. Students review the steps of a business plan. They will use e-commerce to promote, sell and interact with customers. Field trips are still a part of this program continuing to focus on ways in which entrepreneurs recognize opportunities to plan successful ventures that enable them to achieve their goals. There is start-up funding available for students who wish to open a small business at the end of this program.

Prerequisite: None

CANADIAN AND WORLD STUDIES

Geography, Canadian History, Civics, Forces of Nature, Travel and Tourism, Canadian Law, Environment and Resource Management, World Issues, World History

CGC1D/CGC1DF* – Issues in Canadian Geography, Grade 9, Academic

This course will help students build a foundation of geographic knowledge about Canada by examining the 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 of student interest, beginning in the Lake of the Woods region before moving elsewhere. 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 in which to live.

Prerequisite: None

**Also run as CGC1DF – Geography in French*

CHC2P – Canadian History since WW1, Grade 10, Applied

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 (World War I, the twenties/ thirties, World War II, the baby boom era, and recent Canada). Students will explore interactions between various communities in Canada as well as the contributions of individuals and groups to Canadian heritage and identity. Students will be able to explore topics of interest and 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

CHC2D/CHC2DF* – Canadian History since WW1, Grade 10, Academic

Students will have the opportunity to explore Canada since 1914 and move chronologically through the eras. 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. Students will practice demonstrating their learning as they develop their ability to apply the concepts of historical thinking and the historical inquiry process. Several assessment strategies will be used throughout their investigations to help guide their investigations.

Prerequisite: None

**Also run as CHC2DF – History in French*

CHC2L – Canadian History since WW1, Grade 10, Locally Developed

This course provides an opportunity for teachers to assess the particular interests of a group of students with regard to an overview of Canadian History. Students may show special interest in topics such as Canadian music and art, the wartime experiences of Canadians, contributions of Canadian innovators, or any number of other topics of interest.

Prerequisite: None

CHV2O – Civics and Citizenship, Grade 10, Open

This course explores citizenship, with a focus on the rights and responsibilities in a democracy. Students will explore issues of civic importance, and understand how to get involved in political processes locally as well as nationally. Students will develop their thinking and communication skills, so they can express informed opinions about political issues that are both significant and of personal interest to them. 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

CGF3M – Forces of Nature: Physical Processes and Disasters, Grade 11, College/University

This course will allow students to explore physical processes related to earth's water, land and air and allow them to investigate how these processes shape the planet's natural characteristics and affect human systems. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

Prerequisite: CGC1P or CGC1D

CGG3O – Travel and Tourism: A Geographic Perspective, Grade 11, Open

This course focuses on issues related to travel and tourism at home and abroad. Investigating unique environments, sociocultural, economic, and political characteristics of selected world regions will deepen student knowledge and understanding. Students will start by exploring Kenora as a tourism destination then branch out to explore Ontario and the rest of Canada before travelling internationally. Student inquiry will expose types of travel, types of tourism, and all activities related to each. Students will also create itineraries for various travel destinations that include different types of transportation, accommodation, and activities. Lastly, the advantages and disadvantages of tourism on culture, the environment, and local populations will also be explored.

Prerequisite: CGC1P or CGC1D

CLU3M – Understanding Canadian Law, Grade 11, College/University

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada, the legal system, and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: CHC2P or CHC2D

CLN4U – Canadian and International Law, Grade 12, University

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and the humanities.

CGW4U – World Issues: A Geographic Analysis, Grade 12, University

This course investigates the challenges of creating a more sustainable and equitable world. Students will explore issues involving a range of topics, including economic disparities, threats to the environment, globalization, human rights and quality of life, and will examine the causes, impacts, and challenges to help them identify possible solutions either through government policies, international agreements, and/or individual responsibilities related to the issue. Students will use the concepts of geographic thinking to help them think more critically while investigating their self-directed topics applying the inquiry process. Spatial technologies will be used throughout to support student investigations using ArcGIS online (spatial technology tool).

Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and the humanities.

COOPERATIVE EDUCATION

In order to take part in the Coop program, the student must:

- complete and submit an application and be interviewed prior to selection into this program
- be willing to work a minimum of three hours a day without pay
- have a strong commitment to the program (i.e. have satisfactory attendance, positive attitude, and a willingness to complete all assigned tasks)
- be a senior student working toward his/her graduation diploma
- be interviewed and accepted by the employer and attend mandatory pre-employment days and integration
- provide own transportation to and from work placement
- have completed 16 credits

In addition, students should be aware that final permission for entrance into the program is based on the Principal's and the Coordinator's recommendation.

COOP – Cooperative Education, Grade 11 & 12 (2 credit courses), Open

Cooperative education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum or locally developed course.

Prerequisite: By application

ENGLISH

English, Understanding Contemporary First Nations, Métis, and Inuit Voices, Indigenous Voices, Media Studies, The Writer's Craft, Studies in Literature

ENG1D – English, Grade 9, Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

ENG1L – English, Grade 9, Locally Developed

This course will provide foundational literacy and communication skills to prepare students for success in their daily lives and in the workplace. The course is organized by strands that develop listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus will be on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students will develop strategies and put into practice the processes involved in speaking, listening, reading, viewing, writing, and thinking, and will reflect regularly upon their growth in these areas.

Prerequisite: None

ENG2D – English, Grade 10, Academic

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

Prerequisite: ENG1D or ENG1P

ENG2P – English, Grade 10, Applied

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

Prerequisite: ENG1D or ENG1P

ENG2L – English, Grade 10, Locally Developed

In this course, students will focus on extending their literacy and communication skills to prepare for success in their daily lives and in the workplace. The course is organized by strands that extend listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus will be on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students will build on their strategies and engage in the processes involved in speaking, listening, reading, viewing, writing, and thinking.

Prerequisite: ENG1D, ENG1P or ENG1L

NBE3U – Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: ENG2D

NBE3C – Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College

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

Prerequisite: ENG2D or ENG2P

NBE3E – Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, Workplace

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

Prerequisite: ENG2D, ENG2P or ENG2L

EMS30 – Media Studies, Grade 11, Open

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: ENG2D, ENG2P or ENG2L

EMS3OR – The Marathon Journey, Grade 11, Open (Must be taken with PPL3O)

This exciting new two credit course runs **all year** and seeks to bring out all the heart and grit inside of participating students. The classroom component will involve goal-setting, nutrition and fitness theory, journal writing, and a book study. As well, several classes per week will be set aside for runs of varying distance and intensity. As a class, students will gradually build fitness levels and support one another. **Participation is absolutely essential as the culminating project for this course involves running any portion of the Manitoba Marathon. Students may choose to run a 10 km portion, half-marathon (21.1 km), or enter with up to four classmates to run a full marathon (each student would run a `leg` of the race).** Due to the unique nature of this course, a meeting with the student and his/her family must take place before the student is admitted. The joy and satisfaction received when crossing the finish line can't be measured! Take the challenge!

Prerequisite: Teacher/parent discussion must take place prior to enrollment

ENG4U – English, Grade 12, University

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

Prerequisite: NBV3U

ENG4C – English, Grade 12, College

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An

important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: NBV3U or NBV3C

ENG4E – English, Grade 12, Workplace

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

Prerequisite: NBV3U, NBV3C or NBV3E

EWC4U/EWC4C – The Writer’s Craft, Grade 12, University/College

The Writer’s Craft (EWC) is a student driven course where participants will be able to express their own voice in various forms such as children’s literature, script writing, poetry, drama, novels etc. Students will also develop their creative side through the artistic commonplace book and finish the year by writing a magnum opus. This course uses a workshop approach to identify effective ways to improve the quality of writing so as to further opportunities for publication and for writing careers.

Prerequisite for EWC4U: NBV3U/Prerequisite for EWC4C: NBV3U or NBV3C

ETS4U – Studies in Literature, Grade 12, University

Studies in Literature is a course completely unique to the English department. During this course students get to be the critic of literary pieces and the validity of their arguments becomes the basis for evaluation. Students will analyze a range of literary texts and respond personally, critically, and creatively to them while using a variety of theories to substantiate point of view in both written and oral form.

Prerequisite: NBV3U (ENG4U is also strongly recommended as a prerequisite/concurrent course)

OLC30/40 – Ontario Secondary School Literacy Course, Grade 11/12, Open

Grade 12 students who meet the eligibility requirement will be placed into this course by the Principal. This course is not on the option sheet.

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 a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement: *Students who have attempted to write the OSSLT at least once*

GUIDANCE

Career Studies, Leadership and Peer Support

GLC20 – Career Studies, Grade 10, Open

This compulsory half credit which is partnered with Civics (CHV2O). At the end of the course, students will gain working knowledge of their own credit counselling summary, be familiar with the pathways available to them to complete their secondary school career, and successfully transition into the world of work, apprenticeship or post-secondary education. 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

GPP30* – Leadership and Peer Support, Grade 11, Open

This course is designed to help students become leaders both in and outside of their school community. Students will develop a range of skills beyond the scope of a single subject or discipline. A large portion of the course involves hands-on, real-life experiences in interdisciplinary endeavours. Mentoring opportunities, creating and organizing activities throughout the school, fostering relationships of students in different grade levels will all be discussed. Students will also assess their own cognitive and affective strategies in order to practice their leadership qualities.

Prerequisite: None

**Also run as GPP30F – Leadership in French*

INDIGENOUS STUDIES

Indigenous History, Contemporary Indigenous Experiences, Contemporary Indigenous Issues and Perspectives in a Global Context, Land-Based Bundle Learning

NAC20 – Indigenous History, Grade 10, Open

**This course can be used to meet the compulsory grade 10 History credit requirement.*

This course explores the historical and contemporary experiences of Indigenous peoples in Canada. Students will critically examine the legal, political, social, and economic issues that affect the relationship Indigenous Nations have with the Crown and the Canadian government. Through the use of historical inquiry, students will expand their knowledge on Indigenous ways of knowing, Indigenous Nations prior to and during contact, treaties, the Indian Act, Residential Schools, and the Sixties Scoop. With guidance from the instructor, students will be introduced to the concepts of sovereignty, natural law, land rights, self-government, and justice through the lens of historical incidences like Ipperwash, and current issues like the lack of clean water in local communities. Students will focus heavily on local Indigenous history and knowledge, and use that information to further their learning about other Indigenous nations.

Prerequisite: None

NBV3C – Contemporary Indigenous Experiences, Grade 11, College

NBV3E – Contemporary Indigenous Experiences, Grade 11, Workplace

This course explores the contemporary lived experiences of Indigenous peoples locally and globally. Students will have the opportunity to use their inquiry skills to investigate how historical events have influenced the current political, economic, cultural, and social circumstances of Indigenous Nations. Through the lens of Indigenous worldviews, students will explore how traditional and contemporary beliefs create a unique lived experience for Indigenous peoples today. With guidance from the instructor, students will learn about topics including cultural reclamation, language revitalization, and moving forward with reconciliation. Students will also have the opportunity to experience land-based education and learn about basic identifiers & medicinal uses of local plants.

Prerequisite: NAC20, CHC2D or CHC2P

NBE3C – Indigenous Voices, Grade 11, College

NBE3E – Indigenous Voices, Grade 11, Workplace

Each course can be used to meet one compulsory grade 11 English credit requirement.

This course focuses on themes, forms, and styles of literary, informational, and graphic texts created by Indigenous authors. Students will develop literacy, critical thinking, and communication skills through the study of Indigenous authors. With guidance from the instructor, students will create oral and written texts, and analyse the relationship between Indigenous peoples and the media. The course will offer an emphasis on establishing appropriate voice and using formal language with clarity in writing. This course is intended to prepare students for appropriate use of language, critical thinking, and success in practical and academic life, while also building the skills necessary for a Grade 12 college preparation course.

Prerequisite for NBE3C: ENG2D or ENG2P

Prerequisite for NBE3E: ENG2D, ENG2P or ENG2L

NDW4M – Contemporary Indigenous Issues and Perspectives in a Global Context, Grade 12, College/University

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

Prerequisite: Any Grade 11 university, university/college, or college preparation course in First Nations, Métis, and Inuit studies, Canadian and world studies, or social sciences and humanities

LAND-BASED BUNDLED LEARNING Grade 9 Applied/Open

This bundled credit program focuses on cultural activities for youth. One of the most important components of *mino-bimaadiziwin* (living the good life) is healing and restoring relationships, especially with the Aki (land). This is an inclusive program open to all grade 9 students. Anishinabe culture will be the guiding compass, however the goal is to create an alternative learning environment that will help students achieve success. Students will learn self-regulation, perseverance, courage, responsibility, discipline and critical thinking skills through developing (and maintaining) a relationship with the land. Students will be with the same group of students and have the same teacher for the full day of the entire semester. If students are successful, they will be granted two credits – the PAD10 and LNOAO credits.

Prerequisite: Teacher/Parent discussion must take place prior to enrolment.

SECOND LANGUAGES

Anishinaabemowin Language, Core French, Extended French

LNOAO – Anishinaabemowin I, Grade 9, Open

This course meets the requirement for a compulsory second language credit.

Anishinaabemowin I is open to all students at any level of learning the Ojibwe language. Students in the course explore language learning through reading and writing with heavy emphasis on oral communication. Students will learn how the language operates grammatically in order to become increasingly adept at speaking. The use of Anishinaabemowin will be reinforced with daily practice, use of basic phrases and vocabulary, and assessments. Students will be taught how to use current language technologies to support their learning. Students will be guided heavily by the instructor using common immersion methodologies adapted for language learners in order to create appropriate language practices that will inform their learning into the future.

Prerequisite: None

LNOBO – Anishinaabemowin II, Grade 10, Open

Anishinaabemowin II is open to any student who has successfully completed Anishinaabemowin I. This course will focus partially on reading and writing with heavy emphasis on oral communication and continuing the grammatical learning path from Anishinaabemowin I. Learning will be reinforced through daily practice, language immersion activities, use of basic phrases and vocabulary, projects, and assessments. Students will use current language technologies to continue expanding their vocabulary and understandings of Anishinaabemowin. Students will be guided by the instructor to build the skills necessary to learn and use the language beyond the classroom setting.

Prerequisite: LNOAO

LNOCO – Anishinaabemowin III, Grade 11, Open

Anishinaabemowin III is open to any student who has successfully completed Anishinaabemowin I & II. This course will focus on continued skill building in the reading and writing of the Ojibwe language, and will focus most heavily on improving oral communication skills. The grammatical learning path will be expanded with additional vocabulary and grammar patterns. Learning will be reinforced through daily practice, language immersion activities, consistent use of Anishinaabemowin, projects, and assessments. Students will use current language technologies to continue expanding their vocabulary and understandings of Anishinaabemowin. Students will be guided by the instructor to create meaningful language learning that will carry them beyond the classroom.

Prerequisite: LNOBO

LNODO – Anishinaabemowin IV, Grade 12, Open

Anishinaabemowin IV is open to any student who has successfully completed Anishinaabemowin I, II, & III. This course will focus on continued skill building in the reading and writing of the Ojibwe language, and will focus most heavily on improving oral communication skills. The grammatical learning path will be expanded with additional vocabulary and grammar patterns. Learning will be reinforced through daily practice, language immersion activities, consistent use of Anishinaabemowin, projects, and assessments. Students will use current language technologies to continue expanding their vocabulary and understandings of Anishinaabemowin. Students will be guided by the instructor to create meaningful language learning that will carry them beyond the classroom.

Prerequisite: LNOCO

FSF1D – Core French, Grade 9, Academic

This course provides opportunities for students to communicate and interact in French with increasing independence. 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. Students will explore various French cultures from around the world and celebrate “la francophonie”. In doing so, they will develop the skills necessary to become life-long language learners.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FEF1D – Extended French, Grade 9, Academic

For students continuing from an Extended French or French Immersion program, this course provides opportunities to communicate and interact in French with increasing independence. 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. Students will explore various French cultures from around the world and celebrate “la francophonie”. In doing so, they will develop the skills necessary to become life-long language learners.

Prerequisite: Minimum of 1260 hours of French instruction, or equivalent.

FIF1D – French Immersion, Grade 9, Academic

For students continuing from a French Immersion program, this course provides opportunities to communicate and interact in French with increasing independence. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary French Immersion program, and will apply creative and critical thinking skills in various ways. Students will explore various French cultures from around the world and celebrate “la francophonie”. In doing so, they will develop the skills necessary to become life-long language learners.

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

FSF2D – Core French, Grade 10, Academic

Students who take grade 10 French will continue to broaden their knowledge of the language. Students will expand their French through various reading, writing, listening and speaking activities throughout the year. Students will participate in hands on learning, in everyday situations. Emphasis will be put on learning French within the context of various French cultures.

Prerequisite: FSF1D or FSF1P

FSF2P – Core French, Grade 10, Applied

Students who take grade 10 French will continue to broaden their knowledge of the language. Students will expand their French through various reading, writing, listening and speaking activities throughout the year. Students will participate in hands on learning, in everyday situations. Emphasis will be put on learning French within the context of various French cultures.

Prerequisite: FSF1D or FSF1P

FSF3U – Core French, Grade 11, University

Students who take grade 11 French will continue to broaden their knowledge of the language. 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. Students will participate in hands on learning, in everyday situations. Emphasis will be put on learning French within the context of various French cultures.

Prerequisite: FSF2D

FSF4U – Core French, Grade 12, University

In addition to continuing to extend their knowledge and love for the language, students in FSF4U will work towards completing the DELF (Diplôme d'études en langue française) Proficiency test in the spring. In discussion with their French teacher, students will challenge an appropriate proficiency test level, using the CEFR criteria (A1, A2, B1, B2). DELF is an internationally recognized examination issued by the French Ministry of National Education, and the diplomas are recognized worldwide as lifelong proof of the student's French language skills. The DELF consists of two parts; the first is an oral examination and the second tests students' abilities in listening, reading and writing in French. Successful students will be given a diploma with their proficiency certification from the DELF Centre in France, which can be used for specialized programming at post-secondary schools, and as well as with potential employers. Students in FSF4U will work hard to become as autonomous as possible with their language over semester.

Prerequisite: FSF3U

FEF1D – Extended French, Grade 9, Academic

For students continuing from an Extended French or French Immersion program, this course provides opportunities to communicate and interact in French with increasing independence. 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. Students will explore various French cultures from around the world and celebrate “la francophonie”. In doing so, they will develop the skills necessary to become life-long language learners.

Prerequisite: None

FEF2D – Extended French, Grade 10, Academic

Students who take grade 10 French will continue to broaden their knowledge of the language. Students will expand their French through various reading, writing, listening and speaking activities throughout the year. Students will participate in hands on learning, in everyday situations. Emphasis will be put on learning French within the context of various French cultures.

Prerequisite: FEF1D or FIF1D

FEF3U – Extended French, Grade 11, University

Students who take grade 11 Extended French will continue to broaden their knowledge of the language. 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. Students will participate in hands on learning, in everyday situations. Emphasis will be put on learning French within the context of various French cultures.

Prerequisite: FEF2D or FIF2D

FEF4U – Extended French, Grade 12, University

Bravo! Tu es presque là! In addition to continuing to extend their knowledge and love for the language, students in FEF4U will work towards completing the DELF (Diplôme d'études en langue française) Proficiency test in the spring. In discussion with their French teacher, students will challenge an appropriate proficiency test level, using the CEFR criteria (A1, A2, B1, B2). DELF is an internationally recognized examination. The DELF examinations are issued by the French Ministry of National Education, and the diplomas are recognized world-wide as lifelong proof of the student's French language skills. The DELF consists of two parts; the first is an oral examination and the second tests students' abilities in listening, reading and writing in French. Successful students will be given a diploma with their proficiency certification from the DELF Centre in France, which can be used for specialized programming at post-secondary schools, and as well as with potential employers. Students in FEF4U will work hard to become as autonomous as possible with their language over semester.

Prerequisite: FEF3U or FIF3U

MATHEMATICS

Principles of Mathematics, Foundations of Mathematics, Functions, Data Management, Calculus and Vectors

MTH1W – Mathematics, Grade 9, Destreamed

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

Prerequisite: None

MAT1L – Mathematics, Grade 9, Locally Developed

This course develops math knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the MAT2L course. The course is organized in three strands: money sense, measurement, and proportional reasoning. The course chapters cover earning money, spending and budgets, measuring in home decorating, cooking, and sports and leisure while building on mental math confidence. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

MPM2D – Principles of Mathematics, Grade 10, Academic

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will solve and apply linear systems, verify properties of geometric figures using analytic geometry, explore quadratic relations and their applications, and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MTH1W

MFM2P – Foundations of Mathematics, Grade 9 Applied

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

Prerequisite: MTH1W

MAT2L – Mathematics, Grade 9, Locally Developed

This course further develops math knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the MEL3E course. The course is organized in three strands: money sense, measurement, and proportional reasoning. The course chapters cover earning money, spending and budgets, measuring in home repair projects, travel, and dining out vs at home while building on mental math confidence. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: MAT1L, MTH1W

MCR3U – Functions, Grade 11, University

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 confidence in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course is intended for students who are going on to university to study math, science and health, or engineering.

Prerequisite: MPM2D

MCF3M – Functions and Applications, Grade 11, College/University

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically, simplify expressions, solve equations, and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course is intended for students who are going on to college or university to study arts or business, and is the pre-requisite for MCT4C.

Prerequisite: MPM2D or MFM2P

MBF3C – Foundations for College Mathematics, Grade 11, College

This course enables students to increase their math confidence through problem solving in the real world. Students will extend their skills in geometry and trigonometry, collect, organize, analyse and evaluate data in one variable, connect probability and statistics, and add detail to patterns involving quadratic relations and exponential growth. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MPM2D or MFM2P

MEL3E – Mathematics for Everyday Life, Grade 11, Workplace (in conjunction with HIP40)

This is the course to help students be financially independent in daily life. Students will solve problems associated with earning money and managing a budget, 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: MTH1W, MFM2P or MAT2L

MDM4U – Mathematics of Data Management, Grade 12, University

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information, solve problems involving probability and statistics, and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: MCR3U or MCF3M

MHF4U – Advanced Functions, Grade 12, University

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

Prerequisite: MCR3U or MCT4C

MCV4U – Calculus and Vectors, Grade 12, University

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

Prerequisite: MHF4U must be taken prior to or concurrently with this course.

MCT4C – Mathematics for College Technology, Grade 12, College

This math is recommended by colleges for all technical programs. This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions, continue to represent functions numerically, graphically, and algebraically, develop facility in simplifying expressions and solving equations, and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason

mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Prerequisite: MCF3M or MCR3U

MAP4C – Foundations for College Mathematics, Grade 12, College

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

Prerequisite: MBF3C, MCF3M or MCR3U

MEL4E – Mathematics for Everyday Life, Grade 12, Workplace

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

Prerequisite: MAT2L (though MEL3E suggested)

PHYSICAL EDUCATION AND HEALTHY ACTIVE LIVING

Healthy Active Living, Hockey Academy, Power Fit, Live Fit, Outdoor Education, Recreation and Leadership, Exercise Science

PPL10*, PPL20 – Physical Education and Healthy Active Living, Grade 9 & 10, Open

Through **participation** in a wide range of physical activities, both team and individual, students develop knowledge and skills related to movement and personal fitness that provide a foundation for active living. Students will also get a better understanding of the factors and skills that contribute to a healthy lifestyle and positive relationships. This course appeals to individuals who like to be active through team sports.

Prerequisite: None

**Also run as PPL10F – Physical Education in French*

PPL30*, PPL40 – Physical Education and Healthy Active Living, Grade 11 & 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future as they transition to adulthood and independent living. Through a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. This appeals to individuals who like to be active through team sports.

Prerequisite: None

**Also offered with EMS3OR – The Marathon Journey*

PAL1OH, PAL2OH, PAL3OH, PAL4OH – Hockey Academy, Grade 9-12, Open

The Beaver Brae Hockey Canada Skills Academy is designed to challenge and inspire all students who participate. It is a complete program that includes education, on-ice skills, off-ice strength and conditioning, mental training, and personal and team development. On-ice sessions include hockey fundamentals such as skating, puck handling, checking, passing, and tactics. When students are not on ice they are exposed to sport specific fitness training, floorball, stick handling and shooting.

Prerequisite: None

PAF10, PAF20 – Power Fit, Grade 9 & 10, Open

This is a **participation** course for students looking to improve their personal fitness as it relates to athletics and/or general health. The focus of the course will be on weight training, jump/agility/speed training, conditioning and personal fitness. This course appeals to individuals wanting to improve their personal fitness level for themselves or a specific sport or activity.

Prerequisite: None

PAF30, PAF40 – Power Fit, Grade 11 & 12, Open

This is a **participation** course for students looking to improve their personal fitness as it relates to athletics and/or general health. The focus of the course will be on weight training, jump/agility/speed training, conditioning and personal fitness. This course appeals to individuals wanting to improve their personal fitness level for themselves or a specific sport or activity.

Prerequisite: None

PAD30 – Outdoor Education, Grade 11, Open

This **outdoor participation** course involves many concepts related to the competence in, and enjoyment of, the natural environment while improving personal fitness. The course, **which is taught outside as much as possible**, is designed to provide students with fundamental outdoor skills resulting in a greater level of appreciation and care for the natural world. The skill development will also enable the student to enjoy the outdoors safely and responsibly with the course culminating in a mandatory 3 day canoe trip. The course appeals to those who enjoy nature and being outdoors. Fee: approximately \$200.00

Prerequisite: None

PLF4M – Recreation and Healthy Active Leadership, Grade 12, College/University

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events. Students will also learn how to promote the benefits of healthy, active living to others. The course will prepare students for university programs in physical education and health and kinesiology, and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

IDC4U – ‘SWAT’ (School Wellness Action Team), Grade 12, University

In this course, students will promote school wellness and champion initiatives to stimulate a healthy school climate through student-led/teacher facilitated programming. Students will apply their prior leadership and role-modelling experience to safely facilitate and implement events and activities that build capacity for healthy practices within the school community. The course will examine topics such as: multidimensional wellness, health and physical literacy, sustainability, building relationships, social determinants of health, and issues of inequity. This course will develop student leadership skills, as well as prepare them for university and college programs within the health sciences, and/or kinesiology areas.

Prerequisite: PLF4M or teacher approval

PSK4U – Exercise Science (Kinesiology), Grade 12, University

This course focuses on the study of human movement and of systems, factors, and principles involved in human development through both theory and **practical sessions** when applicable. 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.

Note: *There is a non-refundable \$20 fee for student workbooks for this course.*

Prerequisite: Any Grade 11 U or M course in Science, or any Grade 11 or 12 Open course in Health and Physical Education.

SCIENCE

Science, Environmental Science, Biology, Chemistry, Physics

SNC1W – Science, Grade 9, Destreamed

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

Prerequisite: None

SNC1L – Science, Grade 9, Locally Developed

Providing a basic understanding of everyday science, this course begins to develop student skills to understand science in the news media, make sense of product labels, understand how their bodies work and make healthy choices, and keep safe when working with various household chemicals. Students will also gain a basic understanding of current electricity and its applications in the home. Throughout the course, an emphasis is placed on the inquiry nature of scientific investigation and the proper collection of data and interpretation of them. In each unit, students will be introduced to careers connected with the topical material.

Prerequisite: None

SNC2D – Science, Grade 10, Academic

This course provides a solid foundation for the grade 11 university preparation courses. With lots of lab work, students gain important skills needed to carry on in sciences. The Chemistry Unit examines the structure of matter and the types of bonds involved in compounds. Students will learn to name compounds, types of reactions, and how to balance chemical equations. The Optics Unit starts with a basic understanding of light and explores the effects that lenses and mirrors have on light rays. Students will also examine the application of these effects in the eye and cameras – culminating with the dissection of a cow's eye. The Cells to Systems Unit starts with functions of the cell and its organelles and moves into the body systems – respiratory, circulatory, digestive, nervous, and musculoskeletal. For each body system, students learn the basic functioning and anatomy which is reinforced with a culminating frog dissection. The Climate Change Unit provides the fundamental terms and concepts needed to understand the myriad facts and information students encounter in media daily on this topic. Focus is placed on evidence in the environment for climate change including proxy records, how climate change is affecting the planet, and what must be done to slow the change. In each unit, connections to real-life situations as well as career options are explored.

Prerequisite: SNC1D

SNC2L – Science, Grade 10, Locally Developed

Building on the skills and knowledge students gained in the Grade 9 Essential Science, this course covers more of the body systems and how they function. This course also provides insight into simple chemical reactions and how they operate in daily life with cooking and cleaning, and safety considerations for both home and workplace. A favourite in this course is the unit on Optics which provides opportunity for the students to explore light and its interactions with mirrors and lenses. Students will also learn about the processes which affect climate change, and how it is impacting the planet. Throughout the units, students will learn about careers in each of the topical areas.

Prerequisite: SNC1L

SNC2P – Science, Grade 10, Applied

This course provides lots of hands-on lab work, with an emphasis on applications of science to everyday life. The Chemistry Unit examines the structure and properties of matter, simple reactions and chemical processes in industry and manufacturing, as well as in the home. Students will learn to name simple compounds and recognize reaction types. The Optics Unit starts with a basic understanding of light and examines the additive nature of colours, interactions of light with matter, and the use of light as alternative energy. Students will also dissect a cow's eye to learn how the anatomy relates to its function. The Biology Unit starts with functions of the cell and its organelles, a look at specialized tissues, organs and organ systems culminating with the dissection of a frog. The technology and instruments used to assess health will also be covered. The Climate Change Unit examines how climates change is both a natural and human-made phenomenon, evidence for climate change, and the effects it has on natural systems. In each unit, connections to real-life situations as well as career options are explored.

Prerequisite: SNC1D or SNC1P

SVN3M – Environmental Science, Grade 11, College/University

Environmental Science is an opportunity to explore the different components of the environment and their interactions, as well as the human influence within each area, with a balance between theory and application. The topics include soils, aquatics, air/atmosphere, wildlife and forestry/agriculture. Energy consumption, ecological footprint, and population growth will also be discussed, as well as a look at traditional ecological knowledge and ideas to help sustain life on planet Earth. There are as many outdoor experiences as possible as students learn to identify trees and tracks and make connections in nature. This course culminates with an Environmental Fair in Beaver Brae's atrium.

Prerequisite: SNC2D or SNC2P

SVN3E – Environmental Science, Grade 11, Workplace

Environmental Science is an opportunity to explore the different components of the environment and their interactions, as well as the human influence within each area, with emphasis on essential information and skills. The topics include soils, aquatics, air/atmosphere, wildlife and forestry/agriculture. Energy consumption, ecological footprint and population growth will also be discussed as well as a look at traditional ecological knowledge and ideas to help sustain life on planet Earth. There are as many outdoor experiences as possible as students learn to identify trees and tracks and make connections in nature. This course culminates with an Environmental Fair in Beaver Brae's atrium.

Prerequisite: SNC2D, SNC2P or SNC2L

SBI3U – Biology, Grade 11, University

With a 4-day dissection of the fetal pig, this course is a favourite. The genetics unit features two classic methods for tracking traits – the Punnett Square and the pedigree. It follows on a short review of cells, culminating with the processes of meiosis and mitosis, which flows into the genetics unit. Evolution, although it is a separate unit, pervades the other units as students look at biological processes through the lens of evolution. The evidence for evolution and processes involved are covered in the unit, which culminates with a lab studying the skulls of hominids from Australopithecines to Homo sapiens. The diversity unit surveys the living organism on planet Earth and sets out the criteria for the Domains, Kingdoms and Classes within each Kingdom. A favourite in this unit is the bacterial culturing lab. Students learn more about the body's systems in the Structure and Function unit on animals, including labs on heart rhythms, respiratory volumes, and much more. Key anatomical and physiological aspects of plants are covered, extending from the nonvascular seedless plants to the vascular seed plants. Besides providing an excellent grounding for further studies in all branches of biology, this course offers insights into career options and technologies current in the workplace.

Prerequisite: SNC2D

SBI3C – Biology, Grade 11, College

This course includes a 4-day dissection of the fetal pig as part of the culminating activity. The Cellular Biology Unit begins with a look at important biological molecules, then covers cell processes and the organelles that carry out these processes. The Genetics Unit builds on the Cellular Biology Unit and covers both types of cell division in detail. It provides an introduction to probability and Punnett squares as a method for predicting genetic outcomes for offspring. The ethical issues that are the forefront in genetics today are also studied. The Microbiology Unit covers everything from viruses to “invisible” multi-celled organisms. The benefits from and harm done by these organisms, including disease, are covered. The unit includes an extensive lab on culturing bacteria and the aseptic

techniques required to do this. The Anatomy of Mammals Unit focuses primarily on human systems and how they function, as well as the instrumentation used to monitor and analyze human health. The Plants Unit examines the different type of plant tissues, their functions and how they adapt to different environments. Links are also made to ecology and the importance of plants within ecosystems. Throughout all units, connections to careers and current technology are made.

Prerequisite: SNC2D or SNC2P

*****SBI3C will be offered every other year and is scheduled for the 2023/2024 school year.**

SBI4U – Biology, Grade 12, University

The human systems not covered in SBI3U are covered in the Homeostasis Unit, including the nervous, endocrine and excretory systems. Students take a close look at two of the most important processes on Earth – photosynthesis and cellular respiration – in the Metabolic Processes Unit which includes plenty of hands-on laboratory work. This unit follows the Biochemistry Unit, which provides the foundation of physiological processes covered in the Homeostasis, Molecular Genetics and Metabolic Processes Units. The Molecular Genetics Unit includes labs on bacterial transformation, PCR, and gel electrophoresis – with observation of bacteria glowing green in the dark! The Population Dynamics Unit branches off from the concepts of ecology learned in grades 9 and 10 and focuses on the effects of human population of planet Earth. Throughout all the units, current applications of technology, its implications and the associated careers are explored.

Prerequisite: SBI3U

SCH3U – Chemistry, Grade 11, University

Within the five units of this course, students perform many (15!) exciting labs and learn important lab skills and safety procedures for future studies in chemistry. A key component of all units in this course is the understanding of the mole and its use in chemistry computations. Bond types and trends of the periodic table are explored while investigating the chemical and physical properties of elements and compounds, the types of reactions that these substances undergo, and the ratios with which they must be present in order to react completely. The investigations involve solutions and quantitative calculations, as well as gas laws. Students will also investigate socioeconomic issues concerning drinking water and waste water treatment, as well as factors that affect the atmosphere and air quality.

Prerequisite: SNC2D

SCH4U – Chemistry, Grade 12, University

This course offers an extension of the atomic theory covered in SCH3U, including intermolecular forces and VESPR theory. The Organic Chemistry unit provides a solid grounding in fundamentals of Organic Chemistry including functional groups, their nomenclature and basic reactions typical for each class of compound. There are several types of equilibria examined in the Systems in Equilibrium Unit, including solubility, weak acid/base ionization, gas phase reactions and buffers. The effects of Le Chatelier's Principle on these systems is emphasized. In the Energy and Rates Unit, students will experiment with Hess's Law and also perform the classic Iodine Clock lab. The course includes a short unit on Electrochemistry, writing and balancing redox reactions. The culminating task is a guided, student planned lab covering many of the principles learned in the course. With plenty of lab work, this course provides opportunity to learn and use many of the techniques which will be used in university.

Prerequisite: SCH3U

SCH4C – Chemistry, Grade 12, College

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

Prerequisite: SNC2D or SNC2P

*****SCH4C will be offered every other year and is scheduled for the 2023/2024 school year.**

SPH3U – Physics, Grade 11, University

This course is designed to develop students' understanding of the basic concepts of physics. The five units in this course will introduce students to the fields of kinematics (motion), forces, energy transformations, waves and sound, and electricity and magnetism. The concepts learned in class will be explored using numerous labs and computer analysis of real experimental data. Students will also learn about the applications of physics and technology, and the resulting impacts to society and the environment.

Prerequisite: SNC2D

SPH4U – Chemistry, Grade 12, University

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

Prerequisite: SPH3U

SPH4C – Chemistry, Grade 12, College

This course is designed to develop student understanding of the basic concepts of physics. The five units in this course will introduce students to the fields of kinematics (motion), simple machines, energy transformations, electricity, as well as hydraulic and pneumatic systems. Students will have numerous opportunities for labs, experimentation and hands on learning. The concepts covered in class will be explored using the Lego EV3 robotics system. Students will have the opportunity to design, build and program simple machines and robots to illustrate the theory learned in class. Students will also learn about the applications of physics and technology, and the resulting impacts on society and the environment.

Prerequisite: SNC2D or SNC2P

*****SPH4C will be offered every other year and is scheduled for the 2022/2023 school year.**

SOCIAL SCIENCES

Raising Healthy Children, Understanding Fashion, Introduction to Anthropology, Psychology and Sociology, Fashion, Housing, Equity and Social Justice, Human Development, Personal Life Management, Philosophy

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

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

Prerequisite: ENG2D or CHC2D

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

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

Prerequisite: None

HLS30 – Housing and Home Design, Grade 11, Open

This course challenges students with creative hands-on and computer based activities and projects related to housing and home design. Special attention is given to creating DIY projects to enhance the style and function of a home where the design process, elements and principles of design, learning how to safely use common hand tools, and understanding how upcycling positively impacts the environment are all a focus. Students will also use their creativity while studying architecture to design and create computer-based and hands-on house models. Other concepts include learning about different types of living spaces and forms of shelter throughout time and the world, exploring people's physical, social, emotional, financial and cultural preferences related to individual lifestyles, and learning about various design styles, identify one's personal style and further analyzing the work of others. Upon completion of this course, students will be able to make practical decisions about where to live, how to create functional and pleasing environments related to a home, and students will have a better understanding of careers related to housing and design.

Prerequisite: None

*****HLS30 will be offered every other year and is scheduled for the 2022-2023 school year.**

HSE4M – Equity and Social Justice: From Theory to Practice, Grade 12, College/University

Students who want to learn how to be an agent of change should consider taking this class. This course aims to create awareness and understanding of a range of current and historical equity and social justice issues, particularly in the local geographic region. Students will learn the theoretical, social, and historical foundations of these issues and analyse strategies for bringing about positive social change. They will also participate in experiential learning opportunities. Through personal reflection and focused conversation, students will explore themes, tackle meaningful questions, and document their learning journeys using technology. The ultimate aim of this course is for students to be inspired and motivated to be change agents. The course culminates in the development and implementation of a social action project of their choosing based on a need in their own community.

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

*****HSE4M will be offered every other year and is scheduled for the 2022/2023 school year.**

HHG4M – Human Development throughout the Lifespan, Grade 12, College/University

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience.

Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

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

HIP4O – Personal Life Management, Grade 12, Open

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money and time) to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences and will have the opportunity for many hands on activities.

Prerequisite: None

HHS4U – Families in Canada, Grade 12, University

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

*****HHS4U will be offered every other year and is scheduled for the 2023/2024 school year.**

HHS4C – Families in Canada, Grade 12, College

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

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

*****HHS4C will be offered every other year and is scheduled for the 2023/2024 school year.**

HZT4U – Philosophy: Questions and Theories, Grade 12, University

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills, and to develop and apply their knowledge and skills while exploring specialized branches of philosophy. (The course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

*****HZT4U will be offered every other year and is scheduled for the 2023/2024 school year.**

TECHNOLOGICAL STUDIES

Exploring Technologies, Construction (Wood Shop), Transportation (Auto Shop), Manufacturing (Welding), Hairstyling & Aesthetics, Hospitality & Tourism (Foods), Communications Technology, Media & Animation

TFJ10 – Hospitality and Tourism (Foods), Grade 9, Open

In this course students will discuss the basics of nutrition and the many connections it has with body image, health and lifestyle choices. Students will learn general kitchen fundamentals such as basic kitchen safety, sanitation practices, knife handling skills, and food preparation. While using the Canada Food Guide students will explore different foods locally and globally. Students will also discuss the impact humans have had on the environment and how they can help to be part of the solution.

Prerequisite: None

TIJ10 – Exploring Technologies (Intro to the Shops), Grade 9, Open

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 various technological areas or industries while working with a variety of tools and equipment. Construction Technology and Transportation Technology are the main exploratory courses studied throughout the semester. Students will learn introductory skills in the construction trade as well as exposure to hands on experiences in the transportation industry as it relates to the servicing, diagnosing, and maintaining power engines and small motor equipment. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology related fields.

Prerequisite: None

TXJ10 – Hairstyling and Aesthetics, Grade 9, Open

This course introduces students to concepts and skills related to hairstyling and aesthetics. Students will practice professional hairstyling techniques using various hot tools and braiding procedures to produce a broad array of finished looks. Students will learn about nail care and how to perform a professional manicure. They will produce special effects make up applications for theatre and face painting for special events. Students will learn about traditional bridal henna applications and design their own henna tattoos. Through study and practical experience, students will explore principles that contribute to personal and professional success as well as explore secondary and postsecondary pathways leading to careers in the field. This course is good for anyone who wants to learn how to learn new hairstyling techniques or who may be interested in following hairstyling as a career path.

Prerequisite: None

TGJ10 – Communications Technology, Grade 9, Open

This course introduces students to communications technology from a media perspective. Students will work in the areas of print and graphic communications, photography, and animation. Student projects may include computer-based activities such as editing photos, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

TTJ20 – Transportation Technology (Auto Shop), Grade 10, Open

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

Prerequisite: None

TCJ20 – Construction Technology (Wood Shop), Grade 10, Open

This course requires students to acquire fundamental skills of the trades through exposure to practical applications. Students will explore all aspects of the support systems of a building. They will also develop the knowledge and ability to demonstrate safe working practices and procedures in the trades. The units are designed in such a way that the activities are project-based and students will gain insight into a variety of trades through practical, hands-on experience. They will identify careers related to these trades. The units contain the expectations, skills and processes, planning notes, assessment tools, accommodations, and resources necessary for success in construction.

Prerequisite: None

TFJ20 – Hospitality and Tourism (Foods), Grade 10, Open

In this course students will explore the industry from a customer, employee and employer perspective. By doing this they are able to cover all aspects that are important to the food industry, such as safe food handling, customer service, knife skill development, and exploring food origins and ethnicities from around the globe. Students will learn basic culinary techniques that will be the foundation of further skill development for advanced work explored in the years to come. Students will also explore the ways society has impacted the environment and explore possible solutions.

Prerequisite: None

TXJ20 – Hairstyling and Aesthetics, Grade 10, Open

This course presents hairstyling and make up procedures from a salon/spa perspective. Students learn fundamental skills in hairstyling such as braided hairstyles, blow dry techniques, various hot tool techniques, shampoo service and the waxing service as a hair removal option. Student will become comfortable in creating an up-do for casual everyday wear or for formal events such as Prom. Students will learn about different cosmetic products, understand cosmetic color theory and demonstrate a personalized makeup procedure for any occasion. Students will learn how industry hairstyling techniques create longer lasting and professional looking styles. Students are able to develop skills by practicing these processes based on the Red Seal Hairstyling industry requirements. This course is good for anyone who wants to learn new hairstyling techniques or who may be interested in following hairstyling, as a career path.

Prerequisite: None

TGJ20 – Communications Technology, Grade 10, Open

This course introduces students to communications technology from a media perspective. Students will work in the areas of print and graphic communications, photography, and animation. Student projects may include computer-based activities such as editing photos, cartooning, developing animations, and designing web pages. Students will develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training and career opportunities in the various communications technology fields.

Prerequisite: None

TMJ20 – Manufacturing Technology (Welding), Grade 10, Open

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools and equipment. Students will learn about technical properties, preparation of materials, and manufacturing techniques. Students' projects may include a design challenge and fabrication projects involving various welding processes. Students will develop an awareness of environmental and social issues related to manufacturing and will learn about secondary and post-secondary pathways leading to careers in the industry.

Prerequisite: None

TCJ3C – Construction Technology (Wood Shop), Grade 11, College (One or Two Credits)

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment, learning about building design and planning construction projects, creating and interpreting working drawings and sections, and learning how the Ontario Building Code and other regulations apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities.

Prerequisite: None (TCJ20 recommended)

TMJ3C – Manufacturing Technology (Welding), Grade 11, College

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools and equipment. Students will learn about technical properties, preparation of materials, and manufacturing techniques. Students' projects may include a design challenge and fabrication projects involving various welding processes. Students will develop an awareness of environmental and social issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

Prerequisite: None (TMJ20 recommended)

TMJ4CD – Manufacturing Technology (Welding), Grade 12, College (Dual Credit)

This dual credit will allow the student to achieve a high school credit as well as a college credit. This dual credit is team taught by a high school teacher and a college instructor. This course introduces the basic science and practical application of the most commonly utilized welding processes – MIG, TIG and ARC, along with other essential topics, including welding terminology, weld design, welding safety, electrical theory and welding quality control.

Prerequisite: See Student Services for more information

TTJ3C – Transportation Technology (Auto Shop), Grade 11, College (One or two credits)

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

Prerequisite: None (TTJ2O recommended)

TFJ3C – Hospitality and Tourism (Foods), Grade 11, College

In this course students will explore food through the eyes of a professional. They will develop their culinary skills by learning basic and advanced knife skills, garnishing techniques, plate presentation, as well as exploring a multitude of different cuisines locally and from afar. Students will learn about different career options and pathways available in this industry as well as explore employer expectations as a professional. They will also discuss the many sectors of the Hospitality and Tourism Industry while learning about the impact it has on the environment and what they can do to reduce their carbon footprint. This class takes a hands on approach to learning, which allows students the freedom to be creative and to learn in an interactive environment.

Prerequisite: None

TXJ3E – Hairstyling and Aesthetics, Grade 11, Workplace

This course enables students to continue to develop knowledge and skills in hairstyling using hot tools, blow dryers, and products to create current styles and braided hairstyles. Students learn basic haircutting techniques and will perform a one-length haircut and a long- layered haircut. Students will work with shellac nail polishes following a review of a basic manicure. They will practice various hair color procedures based on today's trends as well as continuing to develop their hairstyling skills for casual and formal hairstyles. Students will learn how to prescribe appropriate hair products for themselves or a client through performing a client consultation and a personalized hair analysis.

Students will have the option and support to work past the course expectations if desired. This course is good for anyone who wants to learn new hairstyling techniques or who may be interested in following hairstyling as a career path.

This technological course is suitable for use in a Co-op program and in connection with other forms of experiential learning as well as in programs such as the Specialist High Skills Major (SHSM).

Prerequisite: None (TXJ20 recommended)

TGJ30 – Communications Technology, Grade 11, Open

This course enables students to develop knowledge and skills in the area of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscast and documentaries. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications and technology fields.

Prerequisite: None

TGJ3M – Communications Technology, Grade 11, College/University

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

Prerequisite: None (TGJ20 recommended)

IDC3OY – Yearbook, Grade 11, Open

Students in the Yearbook course will learn all the components involved in creating and distributing a successful Yearbook. Students will learn how to use digital cameras to take quality photographs, experiment with a variety of photographic techniques, and manipulate digital images using photo editing software. Students will also study the components that make up a yearbook and will learn how to create eye-catching layouts! Students will use the photography and layout skills they have learned to design their own pages in our school yearbook!

Prerequisite: None

TDJ30 – Technological Design and the Environment (Female Shop), Grade 11, Open

This course is designed for female students and will look at non-traditional careers for women. Students will explore the four mechanical areas: construction, manufacturing, transportation and communications. This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

TFJ4C – Hospitality and Tourism (Foods), Grade 12, College

In this course students will cover a more in depth look at what it takes to be an employable professional in the Hospitality and Tourism Industry. Developing technical skills in food preparation and presentation, or “food art”, will be a main focus. These skills will be put to great use while students plan, organize and implement a variety of events within the school and community. Learning a multitude of management skills like menu planning, inventory procedures, and marketing strategies will also be a main emphasis. While studying the common industry practices, students will also take a look into how it effects the environment and society and the role individuals play.

Prerequisite: TFJ3C

TXJ4E – Hairstyling and Aesthetics, Grade 12, Workplace

This course enables students to increase their proficiency in a wide range of hairstyling and aesthetics services with the option of practicing gel overlay nail systems. Students will perform the next level of haircutting, a short layered haircut and an inverted bob. Students will learn how to formulate a personalized color and explore advanced coloring techniques such baliage and toning. Students will complete a permanent wave and learn how to design a personalized hairstyle to suit each client. Other units that may be studied based on popular demand are facials, pedicures and reflexology. Students with previous experience in this pathway will be able to provide full services, to a diverse clientele within the classroom, if desired. They will study how salons are structured from a business ownership perspective; employee/employer, self-employment and successful business practices within the industry. This technological course is suitable for use in a Co-op program and in connection with other forms of experiential learning as well as in programs such as the Specialist High Skills Major (SHSM).

Prerequisite: TXJ3E

TGJ4M – Communications Technology, Grade 12, College/University

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of print and graphic communications, photography, digital imaging, and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: TGJ3M

TCJ4C – Construction Technology (Wood Shop), Grade 12, College (Two credits)

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

Prerequisite: TCJ3C

TCJ4CD – Construction Technology (Wood Shop), Grade 12, College (Dual Credit)

This dual credit will allow the student to achieve a high school credit as well as a college credit. This dual credit is team taught by a high school teacher and a college instructor. This course introduces the student to occupational health and safety, building design, project planning, building codes and construction regulations.

Prerequisite: TCJ3C recommended

****This dual credit will only be offered in semester two.*

TTJ4C – Transportation Technology (Auto Shop), Grade 12, College (Two credits)

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems, power trains, steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft, and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: TTJ3C